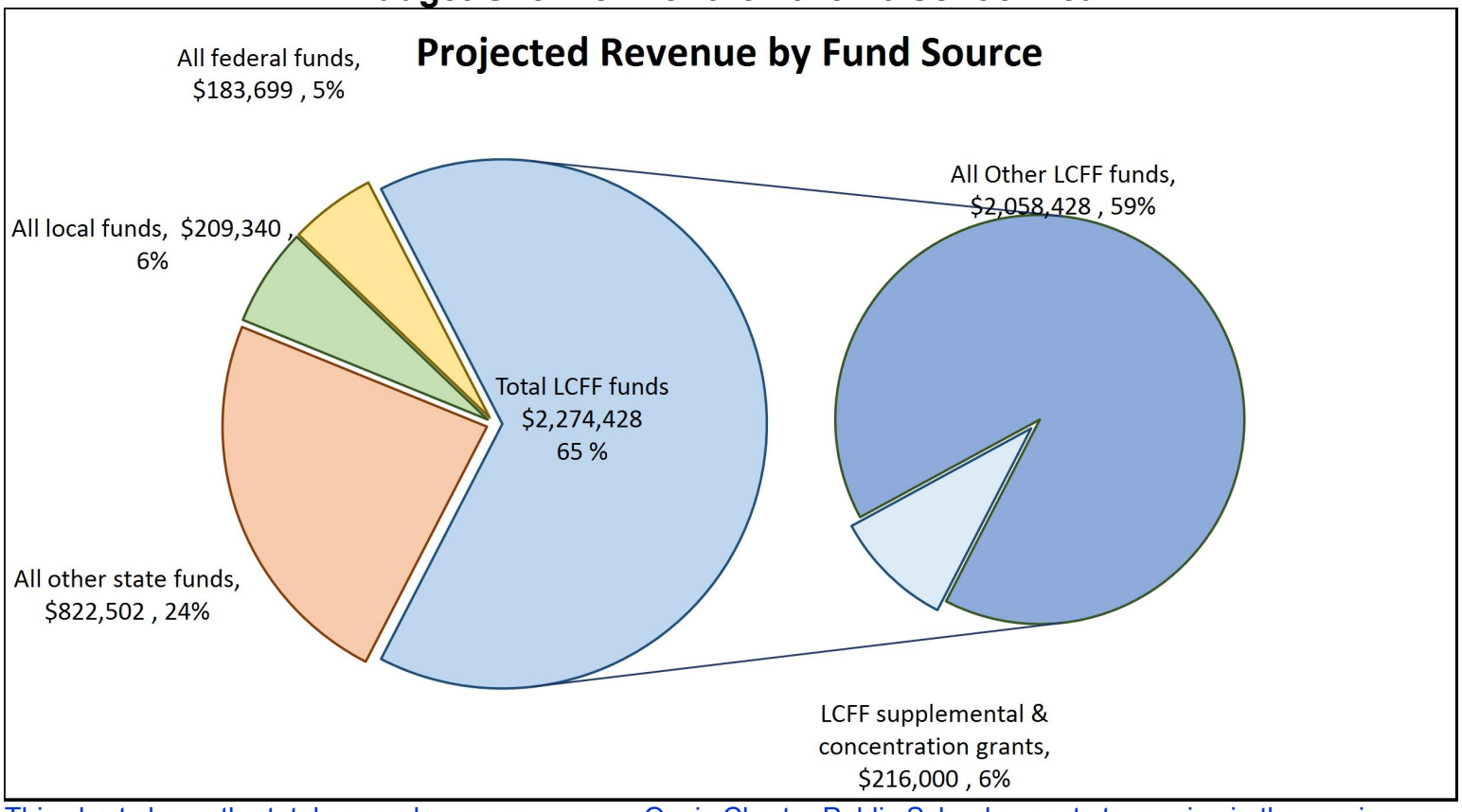
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oasis Charter Public School
CDS Code: 27659616025977
School Year: 2025-26
LEA contact information:
Lauren Ricker, Executive Director
Katherine Uppman, Instructional Coordinator
laurenricker@oasischarterschool.org, 831-424-9003
katieuppman@oasischarterschool.org, 831-424-9003

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

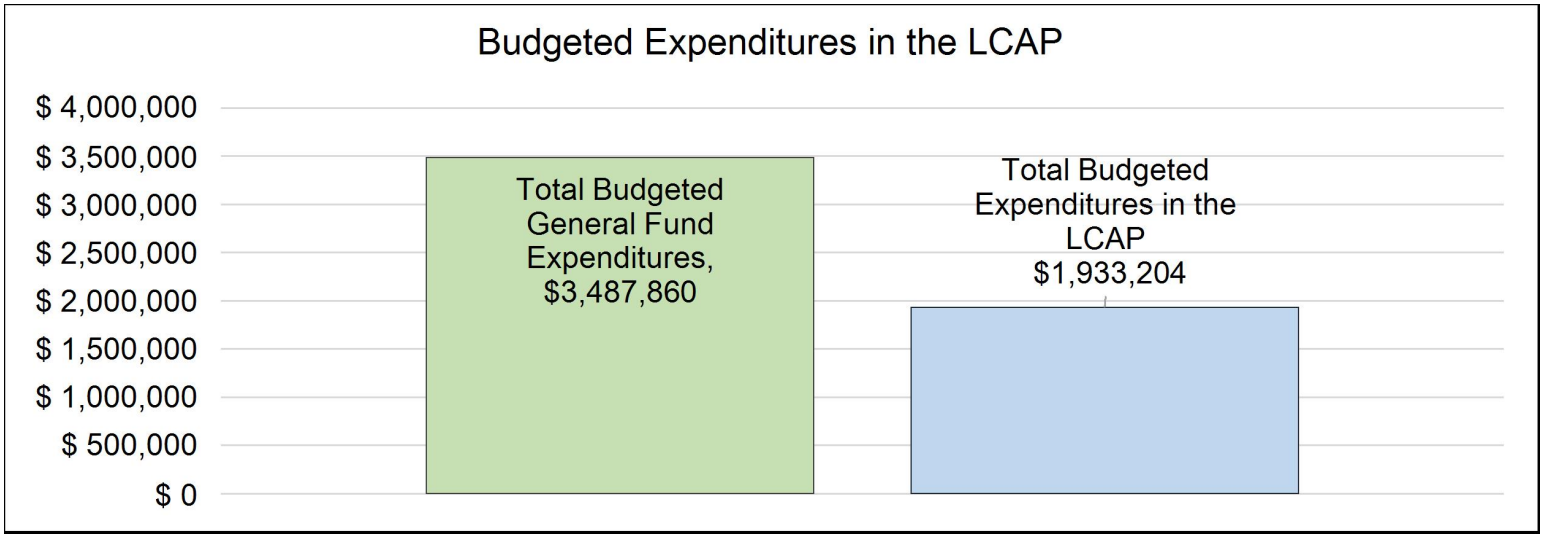


This chart shows the total general purpose revenue Oasis Charter Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oasis Charter Public School is $3,489,969, of which $2,274,428 is Local Control Funding Formula (LCFF), $822,502 is other state funds, $209,340 is local funds, and $183,699 is federal funds. Of the $2,274,428 in LCFF Funds, $216,000 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 Oasis Charter Public School 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: Oasis Charter Public School plans to spend $3,487,860 for the 2025-26 school year. Of that amount, $1,933,204 is tied to actions/services in the LCAP and $1,554,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of non-LCAP expenditures are for building rent, maintenance, legal fees, special education services, and technology.

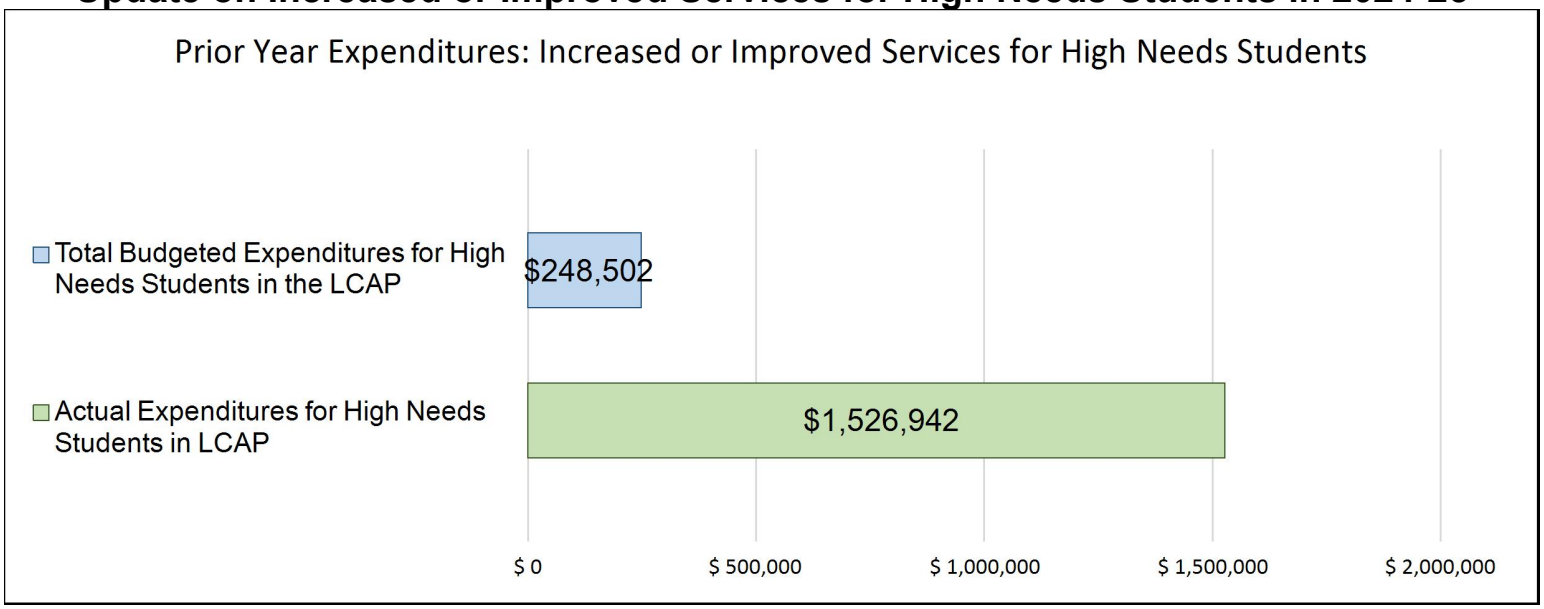
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oasis Charter Public School is projecting it will receive $216,000 based on the enrollment of foster youth, English learner, and low-income students. Oasis Charter Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Oasis Charter Public School plans to spend $1,933,204 towards meeting this requirement, as described in the LCAP.

Oasis Charter School is increasing its budget for salaries and benefits to ensure the attraction and retention of high-quality staff, as addressed in Goal #1. It is also increasing spending on SEL programing with Harmony at Home services, as is outlined in Goal #2. Lastly, we are creating a full-time Family Liaison position that will focus on implementing a robust parent workshop series and improve daily communication with families, as outlined in Goal #3.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Oasis Charter Public School's LCAP budgeted $248,502 for planned actions to increase or improve services for high needs students. Oasis Charter Public School actually spent $1,526,942 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,278,440 had the following impact on Oasis Charter Public School’s ability to increase or improve services for high needs students:

Because Oasis Charter School exceeded it's LCAP budget goal by over a million dollars, our students benefited from highly qualified staff, staff received detailed test data to drive tailored classroom instruction, students received push-in SEL lessons from our school counselor and were able to meet with the school counselor when needed, and our families received prompt attention and communication from our Family Liaison.

Oasis Charter Public School
A small school for kids with BIG ideas.

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
Oasis Charter Public School	Lauren Ricker, Executive Director Katherine Uppman, Instructional Coordinator	laurenricker@oasischarterschool.org, 831-424-9003 katieuppman@oasischarterschool.org, 831-424-9003

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.

Founded in 2001, Oasis Charter Public School is a K–6 public charter authorized by the Monterey County Office of Education and located in Salinas, California. Rooted firmly in a constructivist and project-based philosophy, the school designs authentic, collaborative learning experiences that nurture responsible citizens capable of thriving in a democratic society.

Instruction at Oasis is delivered through an integrated, multicultural curriculum that emphasizes critical thinking, problem-solving, and consensus-building. Every student in grades one through six is issued a Chromebook, ensuring ready access to digital resources that are fully aligned with California State Standards. Enrichment classes, a school counselor, and a wide range of academic and social-emotional supports, including mental-health counseling and specialized education services, underscore the school's commitment to the whole child. Trauma-informed practices, the Love and Logic approach, and a tiered behavior system further reinforce a safe and respectful campus culture where student voice and family partnerships are central.

Oasis currently enrolls 181 students, all residing in Monterey County, though its capacity allows for up to 218 students during the 2024-25 school year. The student population is 76.7 percent Latino, 8.8 percent White, 5.5 percent Asian, 3.3 percent African American, and a combined 5.7 percent Pacific Islander, American Indian, or identifying as Other. English learners account for 28.7 percent of enrollment, students with disabilities represent 16.5 percent, and 59.6 percent are socio-economically disadvantaged. The small-school environment, characterized by close relationships and personalized learning, supports positive student-family-school connections.

In the aftermath of the pandemic, Oasis students have demonstrated notable gains in English language arts and mathematics, though overall achievement remains below the national median. Spring 2025 NWEA assessments placed the school at the 29th percentile in reading and the 27th percentile in math. To accelerate progress, Oasis will adopt the i-Ready reading and mathematics curriculum and diagnostic assessments in the coming year. This adaptive platform will allow teachers to pinpoint individual learning gaps, set precise growth targets, and provide instruction that moves each student steadily toward grade-level proficiency. The program will be fully integrated into both the English language learner framework and the school's multi-tiered Response to Intervention system, ensuring that targeted supports are delivered consistently and effectively. Concurrently, every instructional staff member will complete state-approved Science of Reading training, equipping them with evidence-based strategies for decoding, fluency, vocabulary, and comprehension. In alignment with new California mandates, the school will also implement the Reading Difficulties Screening Tool to identify, at the earliest possible stage, the specific reasons students may struggle with reading and to intervene immediately. Collectively, these initiatives are designed to raise growth scores, close achievement gaps, and bring students closer to, or beyond, their grade-level benchmarks in both mathematics and reading.

Behavioral incidents have decreased as students internalize the consequences of their actions and as staff place greater emphasis on social-emotional learning. Building on this momentum, Oasis is deepening its implementation of the Positive Behavior Intervention System and the Multi-Tiered System of Supports to strengthen school culture and equip both students and staff with consistent, research-based strategies. The school is also launching a House system that divides students into small, mixed-age communities to foster leadership, mentoring across grade levels, and healthy competition. Through regular House meetings and school-wide events, students will have opportunities to collaborate with diverse peers, connect with a wider range of staff members, and practice positive sportsmanship and teamwork. These structures are intended to reinforce pro-social behaviors, amplify student voice, and cultivate a vibrant sense of belonging throughout the campus.

The school's most pressing challenges include a high proportion of students who require intensive special-education services. Of the 35 students currently receiving special-education support, 10 need the daily assistance of a registered behavior technician to succeed in the general-education setting because the school does not operate a special-day class. In addition, Oasis is working to strengthen its presence in the broader Salinas community by cultivating partnerships with local corporations and non-profit organizations that can enrich project-based learning and expand resources for both students and families. Building a comprehensive communications program, one that highlights student achievements, showcases enrichment activities, and keeps families and community stakeholders informed, is essential to sustaining healthy enrollment and attracting new students as the school adds seventh and eighth grades. Operationally, Oasis must also balance facility upkeep, custodial scheduling, and staff workload while maintaining a robust cycle of professional development, all within a tight fiscal environment that demands careful budget oversight. Finally, the continued recovery from pandemic-related learning loss, particularly in literacy, remains a critical area requiring targeted resources and instructional time.

Student Demographics:
Oasis Charter Public School serves 181 kindergarten through sixth-grade students but could serve 218 students during the 2024-25 school year. Oasis's small school environment supports personalized Learning and positive student-family-school relations.

The school's student body is as follows:

Latino 76.7%
Asian 5.5%
White 8.8%
African-American 3.3%
Pacific Islander 1.1%
American Indian 1.1%
Other 1.1%

English Language Learners: 28.7%
Disabilities 16.5%
Socio-economically Disadvantaged 59.6%

Reflections: Annual Performance

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

The 2023-24 school year was a watershed moment for Oasis Charter Public School. California School Dashboard results show that the campus has become significantly more engaged and orderly, yet large segments of students, particularly English learners, remain far from grade-level expectations. Chronic absenteeism, suspension incidence, survey data, and enrichment-program participation all point to improving climate, but academic indicators in language arts, mathematics, science, and English language learner progress reveals that the pandemic's unfinished learning is still very much with us.

Daily attendance improved substantially. The share of students classified as chronically absent dropped from 42.5% in 2023 to 31% in 2024, an 11 point decline that kept the indicator in yellow but moved the school markedly closer to the green band on the California School Dashboard. English language learners reduced chronic absence by nearly 19 percentage points, and socio-economically disadvantaged students fell by 15 points. These gains suggest that the combination of family-liaison outreach, targeted attendance incentives, and strengthened social-emotional supports is beginning to shift habits across the student body.

Discipline trends moved in tandem with gains in attendance. The suspension rate declined slightly, from 4.4% in 2022-23 to 4.3% in 2023-24, lifting the school out of the red performance level and into orange on the California School Dashboard. Although the figure remains higher than state expectations, this improvement points to the impact of clearer behavior protocols, increased staff training in restorative practices, more consistent classroom management, and expanded social-emotional supports that help students regulate their behavior before infractions escalate to suspension.

The lowest performance indicator data, organized by school groups, reveal specific challenges on the 2023, CA School Dashboard:
Math: English learner
Suspension: All Students
Suspension: Hispanic

To address these challenges, Oasis implemented new actions in 2024–2025 to address identified needs from the analysis of the California Dashboard data and local records.

Student, family, and staff survey data provide finer-grained evidence of a climate in transition. In verbal feedback sessions, students agreed that teachers work hard and cover academic content well, and many reported that they make friends easily, feel disruptions are addressed effectively, and value weekly social-emotional lessons. Many students highlighted recent campus upgrades, including new privacy fencing, additional play space on the blacktop, and refreshed flooring, as concrete signs that the school is investing in their well-being. Families echoed this sentiment, describing current staff as well-prepared and praising the school's stronger academic focus. Staff reinforced these perceptions: educators rated professional development in project-based learning and curriculum implementation as highly useful, found most Science of Reading sessions valuable, and gave especially strong marks to hands-on training in the use of manipulatives. Teachers also reported feeling safe on campus and well supported by administration when managing student behavior. Taken together, these survey responses confirm that community stakeholders are noticing, and endorsing, the school's investment in people, facilities, and systems.

Academically, students struggled to translate engagement gains into proficiency. In language arts, the distance from standard widened by 15.1 points, placing the school 82.7 points below standard and turning the indicator from yellow to red on the California School Dashboard. Mathematics slipped 4.5 points to 78.7 points below standard, moving from yellow to orange. Science, reported for information only, registered 30.2 points below standard and declined 13.2 points from the prior year. Internal NWEA data illuminate the variation hidden within these averages. Spring mathematics medians ranged from the 70th national percentile in first grade to the 22nd percentile in sixth grade, while reading medians ranged from the mid-fifties in the younger grades to the low-twenties in sixth grade. These disparities underscore the importance of tiered supports and grade-specific interventions.

The steepest setback occurred in the English Learner Progress Indicator on the California School Dashboard. Only 34.9% of current English language learners advanced at least one ELPI level, a 20 point drop that shifted the indicator from blue to red. Because ELPAC participation remained above 89%, the decline reflects genuine performance rather than testing irregularities. In contrast, the California School Dashboard growth model shows that these same learners posted above-typical gains in mathematics, suggesting that math scaffolds are proving more effective than language-development supports.

All statutory testing requirements were met or exceeded. 98% of students participated in both the Smarter Balanced ELA and mathematics assessments, science participation reached 95%, and ELPAC participation exceeded 98%. High participation affirms that the California School Dashboard accurately represents student performance and protects Oasis from accountability penalties.

Staffing continued to pose a structural challenge in 2023-24. Only 80% of full-time-equivalent teaching positions were held by fully credentialed educators, well below the 2023-24 statewide average of 95%. The current statewide average of uncredentialed teachers for This shortfall added urgency to the school's professional-learning cycle and recruitment efforts. Our percentage has since grown and we are approaching 90% of our teaching positions held by credentialed educators for the 2025-26 school year!

Viewed county-wide, Oasis ranked in the lowest performance band among Monterey County charters for English language learner progress and language arts for the 2023-24 school year, and was one of only two charters flagged orange for suspension rate on the California School Dashboard. This external benchmark grounds the school's sense of urgency and underscores the competitive stakes of rapid improvement.

Beyond core academics the school invested heavily in social-emotional learning and enrichment. A full-time counselor delivered weekly lessons in every classroom, supplementing teacher-led activities made easier by the purchase of more than forty new SEL read-aloud books and accompanying instructional guides. The counselor also provided individual and group therapy sessions for referred students and facilitated free parenting classes that attracted many families of English learners and socio-economically disadvantaged students. Beginning in 2025-2026, the school will partner with Harmony at Home, an anti-bullying program that will add a second counselor from their organization, offer family workshops, and help sustain an emotionally safe environment.

Family engagement remained a hallmark of the Oasis experience. Hundreds of parents and guardians attended Back-to-School Night, Open House, and off-campus enrichment evenings where students showcased projects developed during eight-week elective rotations in music, dance, art, and Boxland, a school-wide simulation in which students design and run a miniature city. Volunteer opportunities, virtual parenting classes, and ongoing parent workshops continued to foster a sense of partnership and shared ownership in student success.

Taken together, 2023-24 data portrayed a campus where students attend more regularly, behave more responsibly, and report high levels of satisfaction with new programs and facilities, yet still grapple with deep academic headwinds, particularly in literacy and for English language learners. The decision to adopt the adaptive i-Ready suite, integrate it with both Response to Intervention and English language learner services, train every educator in evidence-based Science of Reading strategies, and implement the state-mandated early literacy Reading Difficulties Screener represents a coherent response to these findings. Coupled with a launch of our Oasis House system, expanded counseling services, robust arts and enrichment programming, and intensified community partnerships, these initiatives position Oasis to convert rising engagement into sustained academic acceleration during the 2025-26 school year.

Learning Recovery Emergency Block Grant (LREBG)
Currently, Oasis Charter does not have unspent LREBG funds. In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, we have conducted a needs assessment by looking at 2023-24 California School Dashboard data and student data to best support targeted actions in the 2025-26 LCAP.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Oasis is not designated as a CSI school.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parents	To ensure that parent and family voices shaped every stage of the Local Control and Accountability Plan (LCAP), Oasis Charter Public School used a multi-layered engagement strategy that blended broad surveys with targeted, in-person conversations. In April 2025, the spring Open House doubled as an LCAP forum. Over one hundred parents and guardians received a concise overview of current goals, California School Dashboard data and proposed actions. Parents then rotated through a station where Oasis staff recorded written and oral feedback on large-format charts. That same evening, the school convened a dedicated meeting of the District English Learner Advisory Committee (DELAC). Three parent representatives of current English learners reviewed the draft plan line by line, focusing on Goal #1 (academic achievement), Goal #2 (counseling and mental health resources), and Goal #3 (family engagement), and submitted written recommendations that were later incorporated into the final version submitted to the Oasis Board of Trustees in June 2025. Taken together, the Open House dialogues, DELAC consultation, language-specific outreach, and Board hearing provided multiple, accessible entry points for parents, especially those of English learners, to shape Oasis’s 2022-2026 LCAP priorities.

Educational Partner(s)	Process for Engagement
Students	No records or data were gathered/made available on student input regarding 2023-24 LCAP goals by the 2023-24 Executive Director and Instructional Coordinator, however student voice was incorporated in 2024-25 through a springtime Oasis Leaders lunch group. Students were asked for input by the 2025 Instructional Coordinator regarding school culture, academic achievement, the Oasis behavior plan/Code of Conduct, etc. We will be implementing a more structured venue for student voice in the 2025-26.
Teachers/Other School Personnel	To ensure that staff voice shaped every stage of the Local Control and Accountability Plan (LCAP), Oasis Charter Public School requested Oasis employees share feedback on the LCAP goals at the April 2025 Open House. All staff, minus one teacher, were presented and given ample opportunity to contribute their ideas through a station where ideas were recorded on large-format charts. Recommendations that were later incorporated into the final version submitted to the Oasis Board of Trustees in June 2025. Following the Open House, the leadership team coded the written feedback and integrated it into the next draft of the plan, adjusting expenditure tables and success metrics accordingly. By pairing collected feedback with a collaborative, in-person review of evidence, Oasis ensured that the expertise of its educators directly shaped the goals, actions, and resource allocations that appear in the final LCAP.
Oasis Charter School Administrators	Oasis Charter Public School's administrative team, Executive Director Lauren Ricker and Instructional Coordinator Katherine Uppman, led the technical work of converting stakeholder input into a coherent, data-driven Local Control and Accountability Plan. After facilitating the family, student, and staff engagement sessions, both administrators triangulated that qualitative feedback with quantitative evidence from the California School Dashboard, NWEA growth reports, credentialing data, and fiscal projections. They conducted an equity analysis of each goal to be certain that proposed actions addressed the pronounced gaps for English language learners, students with disabilities, and socio-economically disadvantaged students. Draft revisions were then vetted with leadership staff, costed against LCFF revenue, and presented at the June 24, 2025, public hearing of the

Educational Partner(s)	Process for Engagement
	Oasis Board of Trustees. Through this iterative process of analysis, synthesis, and public review, Ms. Ricker and Ms. Uppman ensured that the final LCAP faithfully reflected stakeholder priorities while remaining compliant with state accountability requirements and financially sustainable over the three-year planning horizon.

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

Oasis Charter Public School recognizes that lasting improvement depends on a continuous exchange with its educational partners. Throughout spring 2025, parents, guardians, teachers, classified staff, and administrators examined California School Dashboard data, NWEA growth reports, facility updates, and budget projections, then proposed concrete ways to raise achievement and engagement. Their recommendations directly shaped the Local Control and Accountability Plan now in place.

Family feedback gathered at the LCAP forum during the April 24, 2025, Open House emphasized two priorities: accelerating language arts and mathematics growth, and preserving the arts electives previously introduced to the school schedule. Those sentiments led Oasis to focus on Action 1.9, which integrates i-Ready diagnostics and instruction into both core math periods and English Language Development blocks, as well as Action 3.1, which continue three full enrichment cycles and showcases each year. Parents also urged stronger home/school communication, resulting in a full-time bilingual Family Liaison position and expanded parent workshops, Actions 3.2 and 3.3.

Teachers and classified staff, consulted through an anonymous survey and a gallery-walk workshop, pressed for deeper Tier II supports, more collaboration time, and targeted coaching in manipulatives-based mathematics instruction. Their input expanded the intervention-teacher allocation and monthly release time for lesson study in project-based learning, Actions 1.2 and 1.9, and dedicated professional-development dollars for hands-on math pedagogy, Action 1.5. Staff also supported weekly social-emotional lessons and asked for greater counseling capacity, prompting Action 2.3, a contract with Harmony at Home that brings a second counselor and family workshops to campus.

Administrators synthesized these qualitative insights with quantitative evidence and fiscal constraints. They confirmed that the largest performance gaps affect English language learners, students with disabilities, and socio-economically disadvantaged students, and therefore preserved Action 1.2, the multi-tiered system of supports, as a central strategy. They also embedded statewide Science of Reading training and an early literacy Reading Difficulties Screener within Action 1.5 and 1.9, confronting widening literacy deficits. Each expenditure has been linked to LCFF revenue, ensuring the three-year plan is financially sustainable.

Through this layered process of surveys, forums, advisory-committee review, and administrative analysis, the adopted LCAP translates stakeholder priorities into a coherent set of goals, actions, and metrics that concentrate resources on academic acceleration, social-emotional well-being, and robust family partnerships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Oasis Charter Public School will advance every student's academic growth in English language arts and mathematics until each learner is progressing toward, and ultimately meeting, grade-level proficiency.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Oasis Charter Public School adopted the goal of accelerating student growth toward grade-level proficiency in English language arts and mathematics because every major source of evidence, state accountability metrics, internal benchmark assessments, and stakeholder testimony, points to persistent and pronounced academic gaps that jeopardize long-term success for large portions of our student body. The 2023-24 California School Dashboard shows that students are performing an average of 82 points below the statewide standard in English language arts and 79 points below in mathematics, results that placed the school in the red and orange performance levels, respectively. Although the Dashboard's growth model indicates that Oasis pupils out-grew their statewide peers by 7 points in reading and 21 points in math last year, those gains were not sufficient to lift overall proficiency. Parallel evidence from the NWEA MAP assessments confirms the magnitude of the challenge: median national percentiles rested at the 29th percentile in reading and the 27th percentile in mathematics, and the gap widened as students moved through the grades, with 1st graders scoring near the 70th percentile in math while 6th graders fell to the low 20s.

Stakeholder feedback reinforces the urgency conveyed by the data. Parents repeatedly identified stronger literacy and numeracy instruction, particularly for English language learners, as their top priority during the April 24, 2025, LCAP Open House forum and DELAC review. Teachers and classified staff echoed those concerns, emphasizing the need for deeper Tier II supports, additional collaboration time, and more coaching in manipulatives-based mathematics. Administrators, in turn, triangulated those qualitative insights with California School Dashboard results, NWEA growth trajectories, and fiscal projections, confirming that English language learners, students with disabilities, and socio-economically disadvantaged students face the steepest academic headwinds.

This goal also responds to statewide initiatives that demand higher academic rigor and earlier intervention. California's new Reading Difficulties screening mandate and the Science of Reading professional development requirement create both a statutory obligation and an opportunity to overhaul early reading instruction. Likewise, the selection of the i-Ready diagnostic and instructional program positions Oasis to deliver precise, data-driven lessons in both English language arts and mathematics, and to monitor growth throughout the year.

In short, Goal #1 crystallizes the consensus that emerged from months of data analysis and community consultation: despite improvements in attendance and behavior, Oasis students remain far from grade-level proficiency, and closing that gap is the most pressing academic imperative for the 2025-2028 planning cycle. The goal operationalizes our core responsibility as a public school: to ensure that every student masters the foundational skills in reading and mathematics that unlock future learning and civic participation, while directly addressing the specific deficits and equity gaps revealed by our own evidence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of fully credentialed teachers & appropriately assigned Source: Dataquest	2021-22: 70% of classroom teachers were fully credentialed and appropriately assigned.	2022-23: 67% of classroom teachers were fully credentialed and appropriately assigned. 2023-24: 80% of classroom teachers were fully credentialed and appropriately assigned.		2025-26: 100% of classroom teachers will be fully credentialed and appropriately assigned.	Difference from baseline of: -3%
1.2	Percentage of contributing population Oasis students who met or exceeded math grade level standards on CAASPP Source: California School Dashboard	2022-23 ELA CAASPP scores by demographic: Homeless: Data is suppressed because fewer than 11 students tested. English Language Learners: Data is suppressed because fewer than 11 students tested. Foster: NA Socio-economically Disadvantaged: 26.83%	2023-24 ELA CAASPP scores by demographic: Homeless: 0% English Language Learners: 3.57% Foster: NA Socio-economically Disadvantaged: 9.84%			Difference from baseline of: ELA CAASPP scores by demographic: Homeless: NA English Language Learners: Foster: NA Socio-economically Disadvantaged: -17.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 math CAASPP scores by demographic: Homeless: Data is suppressed because fewer than 11 students tested. English Language Learners: Data is suppressed because fewer than 11 students tested. Foster: NA Socio-economically Disadvantaged: 14.64%	2023-24 math CAASPP scores by demographic: Homeless: 0% English Language Learners: 10.71% Foster: NA Socio-economically Disadvantaged: 4.92%			Math CAASPP scores by demographic: Homeless: NA English Language Learners: NA Foster: NA Socio-economically Disadvantaged: -9.72%
1.3	Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment Source: California School Dashboard	2022-23 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment: 23.86%	2023-24 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment: 13.5.%		2025-26 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment will be: 32%	Difference from baseline of: -10.36%
1.4	Percent of Oasis ELL students who progressed in English language proficiency (ELPAC) Source: California School Dashboard	2022-23: Percent of Oasis ELL students who progressed in English proficiency (ELPAC): 55.8%	2023-24: Percent of Oasis ELL students who progressed in English proficiency (ELPAC): 34.9%		2025-26: Percent of Oasis ELL students who progress in English proficiency (ELPAC) will be: 65%	Difference from baseline of: -20.9%
1.5	Reclassification rate of Oasis English language learner students	2022-23: Reclassification rate of	2023-24: Reclassification rate of Oasis		2025-25: Reclassification rate of Oasis	Difference from baseline of: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS	Oasis English language learner students: 11%	English language learner students: 19%		English language learner students will be: 15%	
1.6	Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment Source: California School Dashboard	2022-23: Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment: 19.32%	2023-24: Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment: 10.11%		2025-26 Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment will be: 29.32%	Difference from baseline of: -9.21%
1.7	School facilities walkthrough rating Source: Williams Review	2022-23: School facilities walkthrough rating: good with 0 findings	2023-24: School facilities walkthrough rating: good with 0 findings		2025-26: School facilities walkthrough rating will be: good with 0 findings	Difference from baseline of: 0% change
1.9	Overall Oasis student chronic absenteeism rate Source: Dataquest	2022-23: Overall Oasis student chronic absenteeism rate: 42.5%	2023-24: Overall Oasis student chronic absenteeism rate: 31%		2025-26 Overall Oasis student chronic absenteeism rate will be: 35%	Difference from baseline of: -11.5%
1.10	Overall Oasis student attendance ADA rate Source: PADC	2022-23: Overall Oasis student attendance ADA rate: K-3: 88.62% 4-6: 90.54%	2023-24: Overall Oasis student attendance ADA rate: K-3: 99.36% 4-6: 56.36%		Overall Oasis student attendance ADA rate will be: K-3: 95% 4-6: 95%	Difference from baseline of: K-3: +10.74% 4-6: -34.18%
1.11	Oasis student suspension rate Source: California School Dashboard	2022-23: Oasis student suspension rate: Homeless: 0 English Language Learners: 5.9% Foster: 0	2023-24: Oasis student suspension rate: Homeless: 0 English Language Learners: 5.1%		2025-26: Oasis student suspension rate will be: 2% or less for all demographics	Difference from baseline of: Homeless: 0 English Language Learners: -0.8% Foster: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged: 3.1% Overall: 4.4%	Foster: 0 Socio-economically Disadvantaged: 4.7% Overall: 4.3%			Socio-economically Disadvantaged: 4.7% Overall: 1.6%
1.12	Overall Oasis student expulsion rates Source: California School Dashboard	2022-23: Overall Oasis student expulsion rates: 0%	2023-24:Overall Oasis student expulsion rates: 0%		2025-26: Overall Oasis student expulsion rates will be: 0%	Difference from baseline of: 0%
1.13	Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards Source: Instructional Minutes	2022-23: Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards: 100%	2023-24: No data was gathered by the executive director or instructional coach during the 2023-24 school year for validity		2025-26: Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards, that will be implemented: 100%	Difference from baseline of: N/A, as no data was kept by the 2023-24 administrator or instructional coach for reference.
1.14	Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment Source: caaspp-elpac.org	2022-23: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 22.73%	2023-24: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 0%		2025-26: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 30%	Difference from baseline of: -22.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Percentage of students with access to and enrollment in a broad course of study, including unduplicated students and students with disabilities Source: Internal Records	2022-23: Percentage of students with access to and enrollment in a broad course of study, including unduplicated students and students with disabilities: 100%	2023-24: Percentage of students with access to and enrollment in a broad course of study, including unduplicated students and students with disabilities: 100%		2025-26: Percentage of students who will have access to and enrollment in a broad course of study, including unduplicated students and students with disabilities: 100%	Difference from baseline of: 0%

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.

Action 1.1 Highly Qualified Teachers
Oasis maintained a core of credentialed classroom teachers and succeeded in filling every vacancy before the first day of school, with the overall percentage of credentialed full-time-equivalent positions increasing from the 2021-22 baseline of 70% to 80% percent in 2023-24. The percentage shortfall included our first and fifth grade teachers and reflected a regional shortage of fully certified applicants for classroom teaching positions. New hires were onboarded with three days of summer training in project-based learning and the Science of Reading, and instructional continuity remained stable across the year.

Action 1.2 Intervention
The Oasis academic Response to Intervention framework expanded from two pull-out blocks per grade span to a full three-tier model that now includes all-day small intervention groups driven by NWEA skills reports. 39 students, 21.5% of enrolled students, received Tier II or Tier III services at some point during the year. A continuing challenge was scheduling: the need to protect core instructional minutes sometimes forced Tier II sessions into the last period of the day, when attendance dips. Next year's master schedule has been redesigned to create a protected intervention block just after morning recess.

Action 1.3 Paraprofessionals
Instructional aide staffing rose in 2023-34, with one aide to every classroom. In 2024-25, the rate dropped to one aide per kinder-first grades, which allowed small-group rotations to run with fidelity and provided vital behavioral support to students with IEPs. Second through fifth grade did not receive push-in paraprofessional support in 2024-25. Special Education students received support from one and a half aides throughout the 2024-25 school year. Aides were trained alongside teachers in manipulatives-based mathematics and adaptive reading stations, and reported feeling more confident delivering targeted prompts.

Action 1.4 Academic Coach
The stand-alone academic-coach position was merged into the Instructional Coordinator role to streamline instructional leadership and free resources for Tier II staffing. The consolidation eliminates redundant data meetings and gives teachers a single point of contact for curriculum, coaching, and assessment.

Action 1.5 Professional Development
A strategic professional-development calendar delivered sessions focused on the Science of Reading, manipulatives-rich mathematics, trauma-informed practices, and data protocols for NWEA and CAASPP. Feedback showed teachers found the hands-on math training and the Science-of-Reading series as highly useful and effective. Vendor-led sessions proved slightly less responsive than in-house training that focused on classroom realities. To address that gap, the leadership team has shifted most of next year's literacy PD to in-house coaching cycles, although i-Ready will be providing both vendor-led literacy and math training that was included in our overall curriculum package.

Action 1.7 Instructional Coordinator
Hiring a full-time Instructional Coordinator proved pivotal. During the 2024-25 school year, the coordinator authored an annual assessment calendar, led data dives after each NWEA window, helped facilitated bi-weekly staff meetings and several all-day professional development presentations, and will chair the MTSS, PBIS, and Special Education articulation teams in the 2025-26 school year. Under the Coordinator's guidance, the percentage of students meeting typical growth on the MAP Growth Mathematics assessment increased from 38% to 46% between fall and spring..

Action 1.8 English Language Development
Two dedicated ELD staff members implemented a scaffolded, standards-aligned curriculum that mirrors the phonics and comprehension routines used in the core reading block. They also piloted math-specific language frames in grades three through five. Because of these efforts, 34.9% of English learners advanced one ELPI level. Post-analysis revealed that three-quarters of English language learners entered the year with two or more years of interrupted schooling, suggesting the need for more intensive newcomer support rather than adjustments to the core pull-out model alone.

Action 1.9 Curriculum and Instructional Materials
During the first semester, Oasis completed a rigorous review of adaptive ELA and mathematics platforms and selected i-Ready for full implementation in the 2025-26 school year. The i-Ready launch was deferred to next year so teachers could receive proper training. This delay meant that skills-based diagnostics were not available until the final NWEA window, limiting real-time differentiation in the spring.

Action 1.10 NWEA MAP Growth Assessment
The school administered NWEA assessments in fall, winter, and spring with participation rates above 98% in every window, ensuring reliable growth data for all subgroups. Data were turned around within 48 hours and used to group students for Response to Intervention groups. Next year, the Instructional Coordinator will introduce a norms-based data protocol to improve consistency within Professional Learning Communities data dives..

Action 1.11 Specialized Support

Specialized curricular supports, originally a separate action, were folded into Action 1.9. Funds earmarked for this line item were redirected toward purchasing multi-sensory phonics kits for students with dyslexia risk factors and math-manipulative bundles aligned to the new curriculum.

Action 1.12 After-School Intervention
After-school tutoring in reading and math operated 5 days a week from August through May, serving 62 students, 65% of whom were English learners, foster youth, or from socio-economically disadvantaged households. Attendance averaged 78%, a modest improvement over the prior year's 63%.

Overall Implementation Reflection
Over the course of the year, Oasis executed nearly every planned action, adapting only when staffing shortages or vendor timelines required consolidation or deferral. The most notable successes were the establishment of a coherent three-tier intervention period, high-fidelity administration of NWEA assessments, and the integration of paraprofessional support into daily small-group rotations. Challenges included hiring fully credentialed teachers, reversing the unexpected decline in English language learner Progress Indicator results, and providing paraprofessional support to 2nd-6th grade classrooms. Despite these hurdles, the combined efforts of teachers, aides, and leadership produced measurable growth in NWEA scores and laid the groundwork for a more data-responsive instructional program in the coming year.

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

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

1.1 Highly Qualified Teachers- Budgeted: $714,662 Actual: $751,476
1.2 Intervention- Budgeted: $60,154 Actual: $35,631. Underspending occurred due to the departure of a staff member, which reduced personnel costs during the year.
1.3 Paraprofessionals- Budgeted: $317,406 Actual: $416,921. Actual costs were significantly higher due to the increased need for behavioral support services
1.4 Academic Coach- Budgeted: $0 Actual: $0 Absorbed into 1.7 Instructional Coordinator position
1.5 Professional Development- Budgeted: $24,609 Actual: $54,681
1.7 Instructional Coordinator- Budgeted: $94,290 Actual: $112,989
1.8 English Language Development- Budgeted: $32,330 Actual: $43,252. Overages resulted primarily from salary increases for hourly ELD employees.
1.9 Curriculum and Instructional Materials- Budgeted: $79,380 Actual: $56,132
1.10 NWEA Map Growth Assessment- Budgeted: $2,500 Actual: $ 2,500
1.11 Specialized Support- Budgeted: $0 Actual: $0 Absorbed into 1.9 Curriculum and Instructional Materials
1.12 Afterschool Intervention - Budgeted: $119,384 Actual $225,848. Additional staffing was added to provide targeted academic supports.
1.12 Afterschool Intervention- Budgeted: $119,384 Actual: $225,848

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

Action 1.1 Highly Qualified Teachers
The strategy of hiring and retaining fully credentialed teachers yielded mixed results. Oasis filled all classroom vacancies before the start of the year and kept mid-year attrition to a minimum through onboarding sessions and creating a positive workplace culture, which preserved instructional continuity and allowed teachers to implement new curriculum with fidelity. However, the overall percentage of fully credentialed full-time-equivalent positions slipped from the 70% baseline to 67.6% because of regional shortages in bilingual and special-education credentials. Instructional quality in core classrooms remained stable, yet the diminished credential rate limited flexibility when unexpected enrollment shifts required staff redeployment.

Action 1.2 Intervention
Expanding Response to Intervention to a three-tier model significantly increased access to targeted support. 46% of students received Tier II or Tier III services and nearly half of those students met or exceeded their individual growth targets in mathematics, while just over two-fifths did so in reading. The daily WIN period improved the precision of small-group instruction, but scheduling constraints sometimes pushed sessions to the end of the day, reducing attendance and attenuating reading gains. Even so, the intervention structure proved effective enough to justify redesigning next year's master schedule so that the protected WIN block can occur earlier.

Action 1.3 Paraprofessionals
Adding instructional aides enhanced small-group rotations and provided critical behavioral support for students with disabilities. Aides applied new training in manipulatives-based mathematics and differentiated reading stations, which helped classroom teachers keep Tier I instruction on pace while addressing diverse learning needs. A 15% vacancy mid-year, driven by local wage competition, revealed the fragility of this support system, yet the new attendance incentive and credentialing pathway have already improved applicant interest for next fall. CAASPP ELA scores for socioeconomically disadvantaged students declined from 26.83% (2022–23) to 9.84% (2023–24), a 17-point drop. CAASPP Math scores for the same subgroup declined from 14.64% to 4.92%, a 9.72-point drop. Despite this, NWEA MAP Growth assessments administered schoolwide had over 98% participation each term and were used effectively to group students for intervention and adjust instruction in real time.

Action 1.4 Academic Coach
Merging the academic-coach duties into the Instructional Coordinator role streamlined data analysis and eliminated redundant meetings, giving teachers a single instructional point of contact. The consolidation improved curriculum alignment. As a result, coaching coherence improved

Action 1.5 Professional Development
The professional development sequence advanced teacher capacity in two key areas. 91% percent of faculty rated the manipulatives-rich mathematics workshops as highly effective, and subsequent walkthroughs documented increased student use of concrete materials during problem-solving. The leadership team will shift next year's literacy and math training to an in-house coaching cycle by both i-Ready representatives and the Instructional Coordinator that can be customized to Oasis classrooms.

Action 1.7 Instructional Coordinator

The full-time Instructional Coordinator became the engine of the school's data culture. The Coordinator produced an annual assessment calendar, led data dives after each NWEA window, and facilitated professional development that focused on the MTSS process. The Coordinator will be focusing on lesson study and formative-assessment analysis in 2025-26. Under the Coordinator's guidance, the percentage of students meeting typical growth on the NWEA math assessment rose from 38% in the fall to 46% percent in the spring. That gain demonstrates the Coordinator's effectiveness in translating assessment data into instructional adjustments.

Action 1.8 English Language Development
The addition of a dedicated ELD teacher and paraprofessional aligned pull-out instruction with the core reading program and introduced math-language frames in intermediate grades. Because of the stronger curricular alignment, 34.9% of English language learners advanced at least one ELPI level. The lower percentage outcome indicates that the current pull-out model, while structurally sound, is insufficient for students who entered with significant gaps in formal schooling. More intensive newcomer support through the new i-Ready ELL program will be required to make this action effective.

Action 1.9 Curriculum and Instructional Materials
The curriculum review resulted in the selection of i-Ready for ELA and mathematics. The i-Ready roll-out was deferred to allow a more intentional professional development rollout. Consequently, this action laid a solid foundation for next year but contributed little to current-year proficiency gains.

Action 1.10 NWEA MAP Growth Assessment
Administering NWEA three times a year with participation rates above 98% provided reliable growth data for all subgroups and enabled timely regrouping for intervention periods. Teachers reported that data turn-around within 48 hours supported responsive instruction, yet depth of data conversations varied by teacher. A norms-based protocol scheduled for next year should increase the action's effectiveness by ensuring consistent interpretation of growth metrics.

Action 1.11 Specialized Support
Funds originally reserved for a separate specialized-support line were redirected to purchase multi-sensory phonics kits and aligned math-manipulative bundles, resources that were integrated into Tier II instruction. Early classroom observations show these materials engage students with dyslexia risk factors and enhance conceptual understanding in math, though it is too early to quantify their impact on standardized metrics.

Action 1.12 Afterschool Intervention
After-school tutoring served 58 students, many of whom were English language learners, foster youth, or from socio-economically disadvantaged households. NWEA MAP Growth assessments administered schoolwide had over 98% participation each term and were used effectively to group students for intervention and adjust instruction in real time.

Overall Implementation Reflection
In summary, the implementation of Goal #1 actions yielded clear strengths, particularly in the expansion of tiered interventions and the establishment of a robust data culture, while revealing areas that require redesign, such as newcomer support for English language learners, credentialed teacher recruitment, and the timely launch of adaptive curriculum.

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.

Reflection on current-year implementation prompted Oasis Charter Public School to retain the overarching goal of accelerating student growth toward grade-level proficiency in English language arts and mathematics but to refine several metrics, raise some target outcomes, and adjust a number of actions so they more directly address the gaps revealed in 2023-2024.

First, the school has supplemented the California School Dashboard proficiency indicators with a new growth-oriented measure that will be monitored three times a year: the percentage of students meeting or exceeding typical growth on the i-Ready Stretch Growth targets. This addition responds to teacher and administrator feedback that year-end proficiency alone does not capture the accelerated progress many students made after entering far below grade level. We will shift our metrics regarding academic performance and growth to i-Ready data sources when we begin working on our Cycle 2 and prepare to gather our Year 2 Outcome data.

Second, Oasis will focus on closing a separate early-literacy gap by adding a metric that tracks the percentage of K-3 students scoring at or above benchmark who have been identified as needing extra support by the state-mandated Reading Difficulties screener. We will add this metric of students on Cycle 2, once we are more familiar with the data the Reading Difficulties provides us.

Third, several actions have been modified or expanded. The daily Response to Intervention program will appear in the master schedule immediately after morning recess so that Tier II and Tier III services no longer compete with the dismissal bell. Action 1.8 now includes seamless integration with our new i-Ready language arts program, as we will have a specific ELL curriculum for all English language learners. Action 1.5 supplements Monterey County Office of Education Science of Reading sessions with in-house coaching cycles led by the Instructional Coordinator, allowing for more classroom-embedded support.

Finally, the adoption of i-Ready across kindergarten through 6th grade has shifted resources within Action 1.9 from curriculum review to full implementation. The budget line now covers professional development for teachers and ongoing software licenses. Oasis will develop an associated metric for curriculum use and fidelity while working on Cycle 2 that will track the percentage of lessons passed, the number of assessments that meet or exceed grade level expectations, as well as overall student growth. Together these refinements will align the plan more closely with stakeholder priorities, build on practices that proved effective, and directly target the shortcomings highlighted by last year's California School Dashboard and internal 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
1.1	Highly Qualified Teachers	Oasis Charter Public School will recruit, hire, and retain fully credentialed teachers who employ data-driven, standards-aligned instruction that is consistently engaging and academically rigorous.	$751,476.00	Yes
1.2	Intervention	The school will deliver a comprehensive Response to Intervention framework that provides targeted, evidence-based support in reading and mathematics for students who are not yet demonstrating expected growth.	$35,631.00	Yes
1.3	Paraprofessionals	Oasis will staff each grade span with trained instructional aides who facilitate small-group rotations, offer individualized academic scaffolds, and assist with classroom management.	$416,921.00	Yes
1.4	Academic Coach (This position has been incorporated into the instruction coordinator position	The duties originally assigned to a separate Academic Coach have been integrated into the Instructional Coordinator position, eliminating duplication and ensuring cohesive instructional leadership.		
1.5	Professional Development	A strategic professional-learning plan will supply teachers and paraprofessionals with ongoing training in best practices for standards-based instruction, formative assessment, and positive behavior supports.	$54,681.00	Yes
1.7	Instructional Coordinator	A full-time Instructional Coordinator will design a coherent curriculum map, analyze assessment data, coach teachers in differentiated instruction, foster professional learning communities, and coordinate MTSS and special-education teams.	$112,989.00	Yes
1.8	English Language Development	Two dedicated English Language Development staff members, a credentialed teacher and a paraprofessional, will implement a robust ELD curriculum that aligns seamlessly with the core reading program.	$43,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Curriculum and Instructional Materials	The school will adopt and implement research-validated curriculum in English language arts, mathematics, science, and social studies that align with Common Core State Standards and prepare students for success on the CAASPP.	$56,132.00	Yes
1.10	NWEA Map Growth Assessment	Oasis will contract for and administer the NWEA MAP Growth assessment three times per year, using the results to inform instruction, regroup students for intervention, and monitor progress toward grade-level proficiency. Oasis will transition to the i-Ready growth assessment for the 2025-26 school year, as it is part of the reading and math curriculum and provides more robust data for immediate use by staff, students, and families.	$2,500.00	Yes
1.11	Specialized Support	Resources originally designated for separate specialized supports have been consolidated under Action 1.9 to fund multisensory phonics kits, math manipulatives, and other adaptive materials that address diverse learning needs.	$0.00	Yes
1.12	Afterschool Intervention	The school will offer after-school tutoring in reading and mathematics, with registration priority for homeless, foster, special-education, English language learner, and socio-economically disadvantaged students, to accelerate academic growth beyond the regular instructional day.	$225,848.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Oasis Charter Public School will ensure that every student receives comprehensive social-emotional and mental-health supports that nurture their overall well-being and enhance academic growth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Oasis Charter Public School adopted the goal of expanding social-emotional and mental-health supports because the evidence collected over the past two years makes clear that consistent well-being services are indispensable to closing our academic gaps. The 2023-24 California School Dashboard shows that, although suspensions declined enough to move the school out of the red performance level, the rate remains higher than the state expectation and chronic absenteeism still affects almost one in three students. Student-climate surveys add a qualitative dimension to those figures: while most pupils report making friends easily and value the weekly social-emotional lessons delivered by the school counselor, some acknowledge episodes of bullying that disrupt their sense of safety. Family feedback gathered at the April 24, 2025, LCAP Open House echoes these concerns and praises the counselor's classroom lessons, but parents also urged the school to deepen mental-health services and strengthen anti-bullying measures.

Teacher and staff reflections point in the same direction. Faculty feedback rates the professional development in trauma-informed practices as useful and credit the current behavior system with helping to reduce classroom disruptions, yet they also identify escalating anxiety and peer-conflict among upper-grade students as barriers to sustained academic focus. Administrators see the impact of these stressors in the rising demand for individual counseling referrals and in the 10 special education students who require daily support from a registered behavior technician due to the inability to emotionally regulate on their own. At the same time, internal data show that the students who improved their attendance most sharply last year-particularly English language learners and socio-economically disadvantaged students-were also the students who participated regularly in school academic and emotional wellness programs, suggesting that intentional whole-child interventions are already contributing to academic readiness.

This goal also aligns with district and state initiatives. California now mandates early Reading Difficulties screening that embeds social-emotional competencies such as self-regulation, and the Monterey County Office of Education's MTSS and mental-health initiative urges every school, including charter schools, to embed a multi-tiered continuum of care that supports student well-being. Oasis has begun moving

in that direction by hiring a full-time counselor, purchasing more than 40 SEL read-aloud texts with class activities, and contracting with Harmony at Home to bring a second counselor and family workshops to campus next year. Adopting Goal #2 formalizes these steps and commits the school to measuring their impact through reductions in suspensions, improvements in attendance, and gains on the state climate survey.

In short, Oasis developed this goal because stakeholder testimony, California School Dashboard outcomes, and day-to-day observation converge on the same reality: many students cannot fully access rigorous instruction until their emotional needs are met and their learning environment feels predictably safe. By embedding comprehensive social-emotional and mental-health services into the LCAP, Oasis honors its whole-child philosophy and creates the conditions necessary for sustained academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Counseling Sessions	2022-23: 85% of students referred to counselor receive counseling sessions.	2023-24: No data available.		100% of students referred receive counseling services.	Difference from baseline of: N/A, no data available from the 2023-24 school year.
2.2	SEL Instruction	2022-23: 100% of Oasis classrooms received push-in SEL instruction by the counselor, equaling approx.120 minutes per month.	2023-24: 100% of Oasis classrooms received push-in SEL instruction by the counselor, equaling approx.120 minutes per month.		100% of Oasis classrooms will receive push-in SEL instruction by the counselor, equaling approx.120 minutes per month.	Difference from baseline of: 0%, no change.
2.3	Parent Workshop and Trainings	2022-23: 5 parent workshops and/or trainings were offered by the counselor throughout the academic school year.	2023-24: 0 parent workshops and/or trainings were offered by the counselor throughout the academic school year.		10 parent workshops and/or trainings will offered by the counselor throughout the academic school year.	Difference from baseline of: -100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Mental Health Referral Service for Families	2022-23: 100% of families needing referrals to Monterey County Mental Health receives referrals from the Oasis counselor.	2023-24: No data available.		100% of families needing referrals to Monterey County Mental Health will receive referrals from the Oasis counselor.	Difference from baseline of: N/A, no data available from the 2023-24 school year.
2.5	Climate and Culture Survey: Safety	2022-23: According to a Climate and Culture Survey, 80% of Oasis students feel they are safe on campus physically and emotionally.	2023-24: No data was gathered by the administrator, instructional coach, or counselor during the 2023-24 school year for validity.		According to the Healthy Kids Climate and Culture Survey, 90% of Oasis students will feel they are safe on campus physically and emotionally.	Difference from baseline of: N/A, no data available from the 2023-24 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.

Action 2.1 Counselor
Oasis retained its full-time, credentialed Counselor for the entire year and deepened the position's reach by scheduling a weekly 30 minute social emotional lesson in every homeroom. Priority access to individual and group counseling was reserved for English language learners, homeless and foster youth, and socio-economically disadvantaged students. The principal challenge has been building up the professional proficiency in the Oasis Counselor, which prompted the decision to contract with Harmony at Home for a Counselor that specializes in anti-bullying education next year.

Action 2.2 Social Emotional Coordinator
The stand alone Social Emotional Coordinator role was folded into the counselor's duties to avoid task duplication. The consolidation streamlined referral processing and reduced meeting overlap, but challenged the counselor as she was not specifically trained in how to coordinate the SST or MTSS process. The Instructional Coordinator took on responsibility for facilitating monthly SEL data reviews, training staff in the SST/MTSS process, coordinating the onboarding of the Harmony at Home counselor, and developing the new House system that will target our PBIS implementation.

Action 2.3 Social Emotional Learning Materials

The school invested in more than forty age-appropriate picture books and professional development books for staff that aligned to the CASEL competencies, selecting titles that spark discussion about self-awareness, empathy, and responsible decision-making. Among the additions were How to Raise Emotionally Healthy Children, a guide that helps families and teachers frame conversations about feelings; What Do You Do with an Idea, which encourages students to nurture curiosity and perseverance; and Amigos en la Escuela, a Spanish-language story that models inclusive friendship. Several other books, including bilingual editions, were purchased entirely in Spanish to ensure that English-learner families can engage with the same social-emotional themes at home.

Action 2.4 Staff Training
Specific professional development offered this past spring addressed trauma-informed practices, de-escalation strategies, and restorative circles. Post-session surveys show that staff rated the trauma-informed workshops as highly relevant, and subsequent discipline logs documented a reduction in office referrals for defiance.

Action 2.5 Parent Training
Oasis offered family workshops that drew a variety of participants, many of whom were parents of English language learners or socio-economically disadvantaged students. Our plan for the upcoming 2025-26 school year is additionally offer a series of virtual parenting classes so that all families can access the information, regardless of work or child care schedules.

Action 2.6 Instructional Coordinator
Although the cost of this position is reported under Action 1.7, the instructional Coordinator plays a pivotal role in SEL implementation. In the 2025-26 school year, the Instructional Coordinator will both coach the Counselor on the responsibilities and expectations of the position, while also acting as chair for monthly MTSS and PBIS meetings where behavior and attendance data will be reviewed alongside academic indicators, ensure that teacher teams embed SEL objectives into project-based units, and consult with staff on the Love and Logic framework.

Action 2.7 Love and Logic Behavior Management System
The school purchased the Love and Logic curriculum and trained all certificated and paraprofessional staff in its core principles during professional development and staff meetings. Follow-up coaching helped teachers translate the framework into consistent classroom routines. Suspension data show a marginal drop from 4.4% to 4.3%, enough to move the school out of the red California School Dashboard level.

Overall Implementation Reflection
In aggregate, Oasis executed nearly every planned action under Goal #2, with the most tangible successes emerging in reduced office referrals, improved attendance among students, and high satisfaction ratings for both staff and parent workshops. The primary obstacles were the counselor’s professional proficiency, the lack of consistent SST implementation, and uneven classroom uptake of Love and Logic techniques. These challenges informed next year’s plan to add a second counselor through Harmony at Home, provide more professional development and training for our counselor, and institute targeted coaching to ensure consistent behavioral language across all classrooms.

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.

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

2.1 Counselor- Budgeted: $70,111 Actual: $75,772.00
2.2 Social Emotional Coordinator- Budgeted: $0 Actual: $0 Absorbed into 2.1 Counselor position
2.3 SEL Materials- Budgeted: $7,000 Actual: $9,000.00
2.4 Staff Training- Budgeted: $2,000 Actual: $2,000.00
2.5 Parent Training- Budgeted $1,500 Actual $1,500.00
2.6 Instructional Coordinator- Budgeted: $94,290.00 Actual: $112,989.00
2.7 Love and Logic Behavior Management System- Budgeted $1,250.00 Actual: $1,250.00

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

Action 2.1 Counselor
6-8 week counseling cycles that included weekly 10-20 minute sessions proved effective: exit reflections and family check-ins show that participating students can name a coping strategy, identify a trusted adult, and explain how to seek help when they feel anxious or overwhelmed. The principal constraint on effectiveness was Counselor professional proficiency, so Oasis is prioritizing professional development and training during the 2025-26 school year.

Action 2.2 Social Emotional Coordinator
While this role was combined with the Counselor's position, 30 minute SEL lessons reached every homeroom and yielded a 100% participation rate.

Action 2.3 Social Emotional Learning Materials
The infusion of more than 40 new picture books and accompanying mindfulness resources proved broadly effective in advancing Goal #2. Teachers were able to integrate the titles into weekly social-emotional lessons. The inclusion of Amigos en la Escuela and several other Spanish-language or bilingual editions allowed English-learner students and their families to engage in the same themes at home, a feature parents have requested.

Action 2.4 Staff Training
SEL best practices were woven into scheduled bi-weekly staff meetings and whole-day professional development sessions. Evidence of staff putting these practices into place can be found in both verbal feedback from students and parents, as well as decreased office referrals and incident reports.

Action 2.5 Parent Training

This action was effective. Oasis did offer family workshops that drew a variety of participants, many of whom were parents of English learners or socioeconomically disadvantaged students, and informal feedback indicated these sessions were effective in increasing families' understanding of academic expectations, student supports, and how to engage with their child's learning

Action 2.6 Instructional Coordinator
By leading professional development and staff meetings that wove behavior and attendance data into academic discussions, the Instructional Coordinator ensured that social-emotional supports were not siloed from instructional planning. Her facilitation of workshops led teachers to embed self-regulation checkpoints into project-based units, which in turn reduced off-task behavior during collaborative work. The coordinator's dual responsibilities constrained her capacity to conduct frequent SEL walkthroughs, limiting timely feedback to teachers still new to restorative practices.

Action 2.7 Love and Logic Behavior Management System
School-wide adoption of Love and Logic increased consistency in behavioral expectations. Discipline logs show the suspension rate inching down from 4.4% to 4.3%, enough to move the California School Dashboard indicator from red to orange. Implementation fidelity varied, suggesting that additional coaching is needed to achieve full effectiveness.

Overall Implementation Reflection
Collectively, these actions created a more predictable, supportive climate that helped many students regulate emotions and attend class more consistently, yet staffing capacity, scheduling conflicts, and uneven fidelity limited maximum impact. The decision to add a second counselor, embed wellness training into existing meeting blocks, and target specific Love and Logic strategies next year aims to elevate each action from partial to full effectiveness.

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.

Reflection on last year's implementation convinced Oasis Charter Public School to refine both the measurement system and the service model that underpin Goal #2 while working on Cycle 2 during the upcoming 2025-26. The goal statement itself remains unchanged, but several accompanying metrics will be expanded. In addition to monitoring suspensions, office referrals, and chronic absenteeism, the school will now track the percentage of students who rate themselves as feeling safe and connected on the California Healthy Kids Survey or similar survey.

Several actions will be re-engineered to achieve these outcomes. The counselor's professional proficiency prompted the school to contract with Harmony at Home for a second counselor who will handle bullying referrals and proactive classroom training on the topic. To protect instructional time, weekly SEL lessons will move to the first thirty minutes after lunch rather than homeroom, a scheduling shift that administrators believe will reduce afternoon restlessness and allow the original Counselor to circulate for on-the-spot coaching. The Counselor will embed brief wellness modules into existing staff meetings. Parent workshops will include childcare and be available for online viewing afterwards to increase family participation.

Resource lines have been adjusted as well. Action 2.3 now includes upper-grade SEL materials ordered in advance to prevent delivery delays. All counseling cycles will be logged in a new student-information-system module, enabling administrators to correlate service dosage with attendance and academic growth during monthly MTSS meetings. Collectively, these modifications will tighten progress monitoring, expand direct services, and align scheduling and staffing with the practical lessons learned during the first year of implementation.

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	Counselor	Oasis Charter Public School will employ and retain a full-time, credentialed school counselor who delivers tiered social-emotional and mental-health support, giving priority to English learners, homeless and foster youth, and socio-economically disadvantaged students.	$75,772.00	Yes
2.2	Social Emotional Coordinator (consolidated into the counselor's role)	The duties originally assigned to a separate Social-Emotional Coordinator have been consolidated into the counselor's role, streamlining service delivery and maximizing direct student support.		
2.3	Social Emotional Learning Materials	The school will procure and integrate age-appropriate resources-literature, games, art supplies, and reflective journals-that reinforce CASEL-aligned social-emotional competencies and anchor weekly classroom SEL lessons.	$9,000.00	Yes
2.4	Staff Training	Faculty and classified staff will participate in a structured professional-development sequence focused on mental-health awareness, trauma-informed practices, restorative strategies, and the seamless integration of social-emotional learning throughout the instructional day.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Training	Oasis will host a series of parent workshops and virtual seminars that equip parents-including caregivers of English language learners, homeless and foster youth, and socio-economically disadvantaged students-with practical strategies for fostering emotional regulation, resilience, and positive behavior at home.	$1,500.00	Yes
2.6	Instructional Coordinator	A full-time Instructional Coordinator, funded under Action 1.7, will oversee the alignment of SEL and mental-health services with the academic program, facilitate the Multi-Tiered System of Supports, and monitor fidelity of implementation across classrooms.	$112,989.00	Yes
2.7	Love and Logic Behavior Management System	The school will implement the Love and Logic framework by providing comprehensive training materials and ongoing coaching that establish consistent, empathetic behavior management practices campus-wide.	$1,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Oasis Charter Public School will deepen and expand meaningful family engagement so that it actively supports and accelerates students' academic achievement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Oasis Charter Public School established the goal of deepening family engagement because every strand of evidence gathered during the 2023-2024 planning cycle shows that sustained, two-way partnerships between home and school are essential to lifting student achievement and closing persistent equity gaps. Nearly 60% of Oasis students are socio-economically disadvantaged and almost 30% are English learners, so many families face language barriers, multiple jobs, and limited access to educational resources. When those families do connect meaningfully with the school, the effect is immediate: attendance logs reveal that students whose parents attend parent workshops improve their overall attendance, and discipline records show fewer repeated referrals among children whose caregivers participated in supportive meetings with Oasis staff. These quantitative gains echo the qualitative feedback the school collected through conversations, ParentSquare comments, and the April 24, 2025, LCAP forum, where parents praised the work being done by Oasis teachers and asked for more strategies to reinforce learning at home.

At the same time, the data expose clear limitations in the current outreach model. Hundreds of parents turned out for Back to School Night, Open House, and off-campus enrichment evenings, yet Oasis did not offer a replacement source of education and engagement for families unable to attend. Families cited transportation, childcare, and conflicting work schedules as principal barriers. English learner parents in particular asked for more communication in Spanish and for reminders of events in both text and email formats. Administrators added a strategic dimension to the conversation: as Oasis expands to seventh and eighth grades, maintaining enrollment hinges on demonstrating to prospective families that the school offers strong academic programs and welcoming, responsive customer service.

State and county priorities reinforce the urgency of this work. The Local Control Funding Formula lists meaningful parent engagement as Priority Three, and the Monterey County Office of Education's MTSS framework identifies family partnership as a required tier-one condition for student success. Furthermore, research cited by the California Department of Education shows that consistent family involvement can accelerate reading growth by as much as 25% per year in elementary grades. Given Oasis's current standing of 82 points below standard in English language arts and 79 points below in mathematics, the school cannot afford to ignore any lever that demonstrably boosts learning.

For these reasons, the adopted LCAP commits to a more intentional, data-driven approach to family engagement. The plan funds a bilingual Family Coordinator, expands morning and evening parenting in person and virtual workshops that align with the new i-Ready curriculum, and

provides on-site childcare and translation at every event. It introduces flexible communication tools such as text-message updates and short instructional videos, schedules parent training when they communicate they can attend, and establishes metrics that will track workshop attendance, volunteer hours, survey participation, and the impact of family outreach on student attendance and academic growth. By codifying these actions, Oasis seeks to transform episodic participation into sustained partnership, ensuring that every family possesses the knowledge, resources, and confidence to support their children's progress toward grade-level proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Events Sign-In Sheets (Meetings, Academic Nights)	2022-23: 585 family members attended Oasis events. 282 family members of unduplicated students attended Oasis events. 45 family members of students with disabilities attended Oasis events.	2023-24: 681 family members attended Oasis events. (unknown) family members of unduplicated students attended Oasis events. (unknown) family members of students with disabilities attended Oasis events.		2025-26: 650 family members will attend Oasis events. 310 family members of unduplicated students will attend Oasis events. 65 family members of students with disabilities will attend Oasis events.	Difference from baseline of: +96 family members attending Oasis events. (unknown) family members of unduplicated students attending Oasis events. (unknown) family members of students with disabilities attending Oasis events.
3.2	Visitor/Volunteer Sign-In Sheets	2022-23: 177 Oasis volunteers were recorded. 86 Oasis volunteers who are family members of unduplicated students were recorded.	2023-24: 160 Oasis volunteers were recorded. (unknown) Oasis volunteers who are family members of unduplicated		2025-26: 235 Oasis volunteers will be recorded. 110 Oasis volunteers who are family members of unduplicated	Difference from baseline of: -17 Oasis volunteers were recorded. (unknown) Oasis volunteers who are family members of unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20 Oasis volunteers who are family members of students with disabilities were recorded.	students were recorded. (unknown) Oasis volunteers who are family members of students with disabilities were recorded.		students will be recorded. 35 Oasis volunteers who are family members of students with disabilities will be recorded.	students were recorded. (unknown) Oasis volunteers who are family members of students with disabilities were recorded.
3.3	Parenting Workshops	2022-23: 36 parents attended Oasis parenting workshops.	2023-24: (unknown) parents attended Oasis parenting workshops.		2025-26: 50 parents will attend Oasis parenting classes.	Difference from baseline of: (unknown) parents attending Oasis parenting workshops.
3.4	Communication Tracking	2022-23: 854 posts viewed on all Oasis social media accounts, including ParentSquare, Facebook, and Instagram.	2023-24: 631 posts viewed on all Oasis social media accounts, including ParentSquare, Facebook, and Instagram.		2025-26: 950 posts will be viewed on all Oasis social media accounts, including ParentSquare, Facebook, and Instagram.	Difference from baseline of: -223 posts viewed on all Oasis social media accounts, including ParentSquare, Facebook, and Instagram.

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.

Action 3.1 School and Community Events
Oasis executed the full calendar of engagement activities outlined in the LCAP, hosting Back to School Night, Open House, three eight-week enrichment showcases, and the school-wide Boxland project-based learning exhibition. Attendance exceeded projections at large gatherings, confirming strong community interest in seeing student work firsthand.

Action 3.2 Family Liaison

The school hired a bilingual Family Liaison, who conducted personalized check-ins with high-priority families, primarily English language learners and socio-economically disadvantaged households, and sent personalized reminders about workshops and counseling services. The Family Liaison built solid relationships with families that provided invaluable information and context to classroom teachers, the counselor, after-school staff, and administrators time and time again.
The Oasis Family Liaison rapidly became the linchpin of outreach to English language learners, foster, homeless, and socio-economically disadvantaged families. Her efforts raised Spanish language participation at IEPs and boosted workshop attendance among target groups. Creating a full-time position for the Liaison, as budgeted for in the 2025-26 school year, will allow her to expand her role with family check-ins, hosting daytime parent workshops, looking for attendance patterns, consulting with our SPED team and counselor, etc. Parent satisfaction surveys will be implemented for the 2025-26 school year.

Action 3.3 Parent Workshops
Several parenting classes were delivered, but the previous Executive Director and Instructional Coach did not leave documentation or notes. Virtual sessions and access to workshop recordings will be offered during the 2025-26 school year.

Action 3.4 Communication Platforms
ParentSquare became the primary channel for school-to-home messaging, supplemented by text alerts, newsletters, social-media posts, and printed flyers. Analytics indicate that ParentSquare open rates rose from 61% in the fall to 73% by May. Teachers reported that homework completion and independent reading minutes improved in classrooms where weekly ParentSquare updates were consistently translated and sent as push notifications.

Action 3.5 Communication Tracking
The Oasis Family Liaison created and kept track of sign-ins for on-campus events and volunteer hours spreadsheets. The system captured most of our community attendees at events, but did not capture all our Wednesday assembly attendees as some parents arrived late or went straight into the events without using the sign-in system. The Oasis administration and office team are conducting research into a better sign-in system for large scale events when we need to get attendees into the school quickly but still want to track their individual attendance. The data nevertheless enabled administrators to correlate workshop attendance with student gains in attendance and reduced referrals, supporting the case for continued investment in family education.

Action 3.6 Translation Services
Real-time Spanish interpretation was provided at every major event and written translations were available through ParentSquare and the school website. Translation services were provided by our Family Liaison, Counselor, and English language teacher. Parent satisfaction surveys will be implemented for the 2025-26 school year.

Action 3.7 Community Events
Oasis extended its outreach to the community through a Back to School picnic, AVID science night, a Harvest Fest, Spring Vendor Fair, family movie night, Oasis Gala, Winter Breakfast. Attendance confirmed that the Oasis families and surrounding communities are enthusiastic about gathering outside the school day to learn, celebrate our students, and deepen relationships.

Overall Implementation Reflection

The family-engagement strategy achieved its principal aim of drawing large numbers of parents to marquee events and deepening ongoing interaction with high-priority families through a bilingual Family Liaison and diversified communication channels. Successes included high attendance at school showcases, higher ParentSquare engagement, and documented links between workshop participation and improved student attendance. Challenges centered on lack of virtual and digital workshops, accurate gathering of parent attendance at events, and consistent posting on Facebook/Instagram. These insights have informed next year's plan to start Family Liaison outreach in July, bundle virtual sessions with mobile-friendly reminders, and potentially use ELOP funding for a dedicated communications position.

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.

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

3.1 School and Community Events- Budgeted: $5,000.00 Actual: $5,000.00
3.2 Family Liaison- Budgeted: $14,743.00 Actual: $15,941.00
3.3 Parent Workshops- Budgeted: $1,500.00 Actual: $1,500.00
3.4 Communication- Budgeted: $2,500.00 Actual: $2,500.00
3.5 Communication tracking- Budgeted: $0 Actual: $0 Absorbed into 3.2 Family Liaison position
3.6 Translating Services- Budgeted: $1,000 Actual: $0. Current employees translated, no services outsourced.
3.7 Community Events- Budgeted: $1,500.00 Actual: $1,500.00

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

Action 3.1 School and Community Events
Large-scale gatherings such as Back to School Night, Open House, three enrichment showcases, and the Boxland project-based exhibition succeeded in drawing families onto campus and into their children's learning. Audience counts at all major events exceeded expectations with Back to School Night attracting over a hundred participants and the Gala being held at an outside venue.

Action 3.2 Family Liaison
The Oasis Family Liaison rapidly became the linchpin of outreach to English language learners, foster, homeless, and socio-economically disadvantaged families. Her efforts raised Spanish language participation at IEPs and boosted workshop attendance among target groups. Creating a full-time position for the Liaison, as budgeted for in the 2025-26 school year, will allow her to expand her role with family check-ins, hosting daytime parent workshops, looking for attendance patterns, consulting with our SPED team and counselor, etc.

Action 3.3 Parent Workshops
Several parenting classes were delivered, but the previous Executive Director and Instructional Coach did not leave documentation or notes. Reflection on topics for future workshops, the addition of virtual access, and the creation of an online digital library housing recordings of previous workshops were based on observed needs within the Oasis family community.

Action 3.4 Communication Platforms
ParentSquare is highly effective in improving the school's ability to reach families and deliver timely information. During 2022-2023, barely half of households, 51.5%, had functioning contact information on file, while 48.5% lacked any reliable phone number or email address, and only about 28% of families actually received school messages by email, text, or app notification. After a year of concentrated data clean-up, bilingual outreach by the new Family Liaison, and a shift to the ParentSquare platform, the contactability rate soared to 98.5%, leaving just 0.5& of records with missing data and only 1% of families still classified as not contactable. The dramatic rise in reachable households means that nearly every family now receives weekly updates, event reminders, and workshop invitations that research links to stronger attendance and homework completion. The remaining 1% of unreachable families will be the focus of next year's outreach, but the leap from barely half to almost total contactability demonstrates that the communication overhaul has been largely successful.

Action 3.5 Communication Tracking
The Oasis Family Liaison created and kept track of sign-ins for on-campus events and volunteer hours spreadsheets. The system captured most of our community attendees at events, but did not capture all our Wednesday assembly attendees as some parents arrived late and went straight into the events without using the sign-in system. The Oasis administration and office team are conducting research into a better sign-in system for large scale events when we need to get attendees into the school quickly but still want to track their individual attendance. The data nevertheless enabled administrators to correlate workshop attendance with student gains in attendance and reduced referrals, supporting the case for continued investment in family education.

Action 3.6 Translation Services
Real-time Spanish interpretation was provided at every major event and written translations were available through ParentSquare and the school website. Translation services were provided by our Family Liaison, counselor, and English language teacher.

Action 3.7 Community Events
Oasis extended its outreach to the community through a Back to School picnic, AVID science night, a Harvest Fest, Spring Vendor Fair, family movie night, Oasis Gala, Winter Breakfast. Attendance confirmed that the Oasis families and surrounding communities are enthusiastic about gathering outside the school day to learn, celebrate our students, and deepen relationships.

Overall Implementation Reflection
The family-engagement strategy achieved its principal aim of drawing large numbers of parents to marquee events and deepening ongoing interaction with high-priority families through a bilingual Family Liaison and diversified communication channels. Successes included high attendance at school showcases, higher ParentSquare engagement, and documented links between workshop participation and improved student attendance. Challenges centered on lack of virtual and digital workshops, accurate gathering of parent attendance at events, and consistent posting on Facebook/Instagram. These insights have informed next year's plan to start Family Liaison outreach in July, bundle virtual sessions with mobile-friendly reminders, and potential ELOP funding for a dedicated communications position.

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.

No changes to the goal, metrics, target outcomes, or actions.

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	School and Community Events	Oasis Charter Public School will design and host a comprehensive calendar of on-campus and off-campus events-such as Back-to-School Night, enrichment showcases, and the Boxland exhibition-that intentionally cultivate family engagement and highlight student learning.	$5,000.00	Yes
3.2	Family Liaison	The school will employ a bilingual Family Liaison who provides ongoing outreach to families, with particular emphasis on English learners, homeless and foster youth, and socio-economically disadvantaged households, in order to strengthen home-school partnerships and facilitate access to resources.	$15,941.00	Yes
3.3	Parent Workshops	Oasis will offer a series of bilingual parent workshops and seminars that equip caregivers with practical strategies for supporting academic achievement and social-emotional growth in the home environment.	$1,500.00	Yes
3.4	Communication	Multiple communication channels, including ParentSquare, text alerts, newsletters, social-media posts, phone calls, and printed notices, will be leveraged to ensure that all families receive timely, accessible information about school programs and events.	$2,500.00	Yes
3.5	Communication Tracking	A designated staff member will systematically collect and maintain participation data to evaluate outreach effectiveness and inform continuous improvement.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Translating Services	The school will provide real-time interpretation and written translation in Spanish so that all families can fully participate in meetings, events, and communications.	$1,000.00	Yes
3.7	Community Events	Oasis will engage in targeted community-outreach events, showcasing student performances and programs to promote enrollment growth and to create service-learning and engagement opportunities that connect students with local organizations.	$1,500.00	Yes

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
$216,000.00	$236,564.00

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
9.497%	13.936%	$316,968.00	23.433%

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
1.1	**Action:** Highly Qualified Teachers **Need:** Unduplicated students at Oasis, English learners, socio-economically disadvantaged pupils, foster youth, and students experiencing homelessness, score farthest below proficiency on every state and local indicator. In spring 2024 they trailed grade-level standards by more than 80 points in English	Action 1.1 commits the school to recruiting, hiring, and retaining fully credentialed, highly qualified teachers for every classroom. Oasis offers a positive workplace culture, covers induction fees, and provides customized coaching and professional development opportunities. New hires are required to complete an institute on the Science of Reading, ensuring that essential strategies reach the students who rely on them most. Although every student benefits from effective teaching, unduplicated pupils depend on	Percentage of fully credentialed teachers & appropriately assigned

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
	language arts and nearly 80 points in mathematics, and fewer than 35% met typical growth on the NWEA MAP assessment. Classroom walk-throughs show that many need explicit language scaffolds, frequent checks for understanding, and culturally responsive examples to access grade-level content. When instruction is delivered by teachers who lack full credentials or deep training in differentiation, these supports are inconsistent, widening the achievement gap. **Scope:** LEA-wide	it to a greater degree; therefore the action is delivered across the entire school so that English learners and low-income students receive consistent, high-quality instruction in every subject and grade rather than only in isolated classrooms.	
1.2	**Action:** Intervention **Need:** Internal diagnostics show that more than 60% of English learners, socio-economically disadvantaged students, foster youth, and homeless youth score in the bottom two national quintiles on the NWEA MAP reading and math assessments, while only 28% of their peers fall into those ranges. Classroom work samples confirm that these students struggle with foundational skills, such as phonics, math fact fluency, and academic vocabulary, that limit access to grade-level content. Without systematic, data-driven interventions delivered during the school day, the achievement gap will continue to widen. **Scope:**	Action 1.2 establishes a comprehensive Response to Intervention framework that serves every student but is principally directed toward unduplicated pupils who demonstrate below-grade mastery. The master schedule includes daily, RtI blocks. During this time, students are regrouped by specific skill deficits identified through i-Ready and MAP diagnostics. Tier II small groups receive explicit, evidence-based lessons in phonics, fluency, or math computation led by an intervention teacher, while Tier III groups using multisensory materials. Because unduplicated students are disproportionately represented in the skill-gap groups, the intervention model directs the most intensive instruction and highest staff-to-student ratios to those who need it most, yet the universal schedule avoids stigmatizing any subgroup and allows flexible movement as students progress.	Beginning and end of the year iReady Diagnostics, ELA and Math

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
	LEA-wide		
1.3	**Action:** Paraprofessionals **Need:** Observations, formative assessments, and classroom-size data show that English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness need frequent, small-group interaction to master foundational reading and math skills. Many require scaffolded language support, immediate feedback, and behavioral prompts in order to remain academically engaged, yet the average class size of 28-30 can limit a credentialed teacher's ability to provide that level of individual attention. Without additional trained adults circulating during core instruction, unduplicated students fall behind their peers and contribute disproportionately to the lower quartiles of NWEA MAP performance. **Scope:** LEA-wide	Action 1.3 places a trained instructional paraprofessional in as many classrooms as possible, ensuring that each grade level can split into simultaneous small-group rotations for phonics, guided reading, or manipulatives-based math. Paraprofessionals receive the same professional development in the Science of Reading routines and hands-on math strategies that teachers attend, enabling them to run skill-based stations while the lead teacher provides targeted instruction to the highest-need subgroups, most often English learners and low-income students. Although paraprofessionals assist every child, scheduling prioritizes classrooms with the greatest concentration of unduplicated students, and aides are given behavior-support training to help students with trauma histories remain on task. Delivering the service school-wide prevents the tracking of students by subgroup and maintains flexible grouping, but the allocation of paraprofessional hours is weighted toward grades and rooms serving the highest numbers of unduplicated pupils.	Beginning and end of the year iReady Diagnostics, ELA and Math
1.5	**Action:** Professional Development **Need:** Unduplicated students at Oasis, English learners, socio-economically disadvantaged pupils, foster youth, and students experiencing homelessness, post the lowest proficiency and	Action 1.5 addresses this need by delivering a year-long professional-development plan for all certificated and classified educators. Teachers and paraprofessionals participate in three Back to School professional development days, and in-house workshops that model explicit phonics routines, hands-on math tasks, and data protocols for interpreting i-Ready and NWEA results. The	CAASPP ELA Math

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
	growth rates in both English language arts and mathematics. Diagnostic data show persistent gaps in foundational reading skills, academic vocabulary, and conceptual understanding of math, while classroom observations reveal that instructional strategies vary in quality and alignment to research-based practices. Because these students depend on consistent, high-leverage teaching to close long-standing skill gaps, the entire staff requires ongoing, job-embedded professional development that focuses on the Science of Reading, manipulatives-rich mathematics, formative assessment, and positive behavior supports. **Scope:** LEA-wide	sessions include live demonstrations, collaborative lesson design, and coaching cycles led by the Instructional Coordinator so that new techniques are immediately applied in classrooms. Although every student benefits from stronger instruction, unduplicated pupils gain the most because the training explicitly targets the decoding, language-scaffolding, and conceptual-math strategies they need to accelerate toward grade-level proficiency. Implementing the plan school-wide ensures common instructional language across grades and prevents the inconsistency that mobile or multilingual students often encounter when teachers operate in isolation.	
1.7	**Action:** Instructional Coordinator **Need:** English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness show the widest achievement gaps on both state and local assessments. Data dives reveal that these pupils benefit most when instruction is tightly aligned to standards, routinely informed by assessment data, and consistently scaffolded across classrooms. Teachers, however, report needing expert support to translate data into regrouping decisions, to embed language objectives in content lessons, and to coordinate Tier II and Tier III interventions.	Oasis employs a full-time Instructional Coordinator whose responsibilities include crafting a coherent curriculum map, leading data-analysis meetings after each MAP and i-Ready window, coordinating Multi-Tiered System of Supports meetings, and coaching teachers in differentiated, language-rich instruction. Because unduplicated students are enrolled in nearly every homeroom, elevating instructional coherence across the entire school ensures they experience the same research-based strategies in every period, rather than receiving inconsistent supports limited to select classrooms. The Coordinator’s schedule, however, prioritizes grade levels with the highest concentrations of unduplicated pupils, guaranteeing that those students gain the greatest benefit from real-time coaching and regrouping.	CAASPP ELA and Math, and iReady ELA and Math. Beginning and end of the year diagnostics

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
	Scope: LEA-wide		
1.9	**Action:** Curriculum and Instructional Materials **Need:** Diagnostic results show that unduplicated students lag most severely in foundational reading skills, academic vocabulary, and conceptual understanding of mathematics. Walk-throughs confirm that existing materials do not always provide the language supports or adaptive practice needed for these learners to close gaps efficiently, leading to fragmented instruction and slow growth. **Scope:** LEA-wide	Action 1.9 funds the adoption of research-validated, standards-aligned curricula in English language arts, mathematics, science, and social studies, with a particular focus on the adaptive i-Ready suite for reading and math. These materials offer built-in diagnostics, real-time skill grouping, bilingual family resources, and explicit language routines that are critical for English learners and low-income students. Implementing the curriculum school-wide ensures that unduplicated pupils encounter the same scope and sequence, progress-monitoring tools, and academic vocabulary across all classrooms, thereby preventing instructional gaps as they move between teachers and subjects.	CAASPP and iReady
1.10	**Action:** NWEA Map Growth Assessment **Need:** English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness require frequent, fine-grained feedback about their learning so teachers can close skill gaps before they widen. Annual state tests arrive too late to guide day-to-day instruction, and classroom quizzes alone cannot pinpoint precise reading or math deficits. An adaptive, standards-aligned assessment that delivers	Action 1.10 contracts for and administers the NWEA MAP Growth assessment to every student, with the exception of kindergarten, three times annually. MAP's computer-adaptive design identifies each learner's instructional level and projects individual growth targets, allowing teachers to regroup students, design Response to Intervention lessons, and assign i-Ready practice that matches their exact needs. Although all students benefit from this data, the unduplicated groups gain the greatest advantage because they are most likely to enter below benchmark and thus need mid-year course corrections. Administering MAP school-wide ensures that mixed-ability	NWEA was replaced with iReady

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
	growth data multiple times a year is therefore essential for these students, who currently trail grade-level expectations by more than eighty scale-score points in English language arts and nearly eighty points in mathematics. **Scope:** LEA-wide	classes share a common data set, makes subgroup comparisons reliable, and prevents scheduling inequities that could arise if only certain classes tested.	
1.11	**Action:** Specialized Support **Need:** Early-literacy screeners, i-Ready phonological-awareness subtests, and math-fact fluency probes show that English learners, socio-economically disadvantaged students, foster youth, and homeless youth at Oasis are over-represented among pupils flagged for dyslexia risk factors and for gaps in conceptual number sense. Standard classroom materials do not provide the multi-sensory, high-frequency practice these students need to master letter–sound correspondence, automaticity, and hands-on problem-solving. Without specialized tools, such as tactile phonics kits and concrete math manipulatives, unduplicated students who already trail their peers on statewide assessments are unlikely to close foundational skill gaps. **Scope:** LEA-wide	Action 1.11 funds specialized instructional supports that directly target the identified skill deficits. The school has purchased multi-sensory phonics resources for use in Tier II and Tier III reading groups, along with math-manipulative bundles aligned to the new curriculum. While these resources are available to every classroom, the Response to Intervention and Special Education teams schedule them first for groups that are composed primarily of unduplicated students. Providing the materials school-wide ensures that students can continue using the same tools as they move between general-education, intervention, and after-school settings, creating a seamless support system that benefits all learners but is weighted toward those with the greatest need.	CAASPP and iReady

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
1.12	**Action:** Afterschool Intervention **Need:** Benchmark data and Response to Intervention records show that English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness at Oasis often require additional instructional time beyond the regular school day to master foundational reading and mathematics skills. Many come from households where caregivers work late shifts, limiting homework support, or from living situations without stable internet or quiet study space. These constraints help explain why unduplicated pupils are over-represented in Tier II and Tier III intervention groups and why their NWEA MAP scores cluster in the bottom national quintile. Without extended learning opportunities that provide structured practice and immediate feedback, the achievement gap is unlikely to close. **Scope:** LEA-wide	Action 1.12 offers after-school intervention classes in reading and mathematics four afternoons per week, with registration priority for English learners, low-income students, foster youth, and homeless youth. Trained paraprofessionals lead sessions that align to i-Ready and MAP skill reports, using multisensory phonics kits and manipulatives. While the program is open to all students, unduplicated pupils fill the majority of slots and thus receive the greatest share of instructional minutes. Providing the service school-wide avoids segregating learners and allows fluid movement in and out of tutoring as diagnostic data change. To remove access barriers that disproportionately affect unduplicated students, the plan funds a severe need to after-school childcare, on-site snacks and bilingual communication with families.	CAASPP ELA and Math, and iReady ELA and Math. Beginning and end of the year diagnostics
2.1	**Action:** Counselor **Need:** School-climate surveys and discipline records show that English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness at Oasis report higher levels of stress and peer conflict	Action 2.1 funds a full-time, credentialed school counselor who delivers a multi-tiered continuum of support. Tier I services include a weekly 30 minute social-emotional learning lesson in every classroom, aligned to CASEL competencies and integrated with core instruction. Tier II and Tier III supports prioritize unduplicated students through small-group and individual counseling cycles that last six to eight weeks and target emotion	Suspension data

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
	and receive a disproportionate share of office referrals. In 2024 these unduplicated students accounted for nearly 60% of suspensions while representing about half of total enrollment. Many face food insecurity, housing instability, or language barriers that compound academic pressures and undermine regular attendance. Consequently, they need consistent access to mental-health counseling, social-emotional skill building, and crisis-response services that go beyond what classroom teachers alone can provide. **Scope:** LEA-wide	regulation, grief, and peer-conflict resolution. The counselor also coordinates with the MTSS team to monitor data and to refer families to external mental-health and housing resources. Although every student benefits from the program, scheduling triages counselor time so that English learners, low-income students, foster youth, and homeless youth, who are most at risk for disengagement, receive first access to intensive services. Implementing the counseling program school-wide ensures a common SEL vocabulary, consistent referral pathways, and a campus culture that normalizes help-seeking for all students while still directing the greatest intensity toward unduplicated groups.	
2.3	**Action:** Social Emotional Learning Materials **Need:** Discipline data and student-climate surveys show that English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness report higher levels of stress, anxiety, and peer conflict than their classmates. Many of these pupils also lack access to culturally responsive, language-appropriate books at home, limiting opportunities to discuss emotions with caregivers. The absence of common social-emotional vocabulary contributes to repeated office referrals and hinders academic focus. **Scope:**	Action 2.3 supplies Oasis with a curated set of more than forty picture books and companion materials explicitly aligned to CASEL competencies. Titles such as What Do You Do with an Idea and How to Raise Emotionally Healthy Children anchor lessons on creativity and self-regulation, while Spanish and bilingual selections like Amigos en la Escuela allow English-learner families to engage with the same themes at home. Teachers use these resources during the weekly SEL block and integrate them into literacy rotations, guaranteeing that unduplicated students encounter consistent language for identifying feelings and resolving conflict across all grade levels. Making the materials available school-wide prevents resource gaps as students progress through grades, yet the greatest benefit accrues to unduplicated pupils who rely on school to provide structured social-emotional learning and bilingual content.	Chronic absenteeism

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
	LEA-wide		
2.4	**Action:** Staff Training **Need:** Data from discipline logs and climate surveys show that English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness are more likely than their peers to experience trauma, exhibit escalated behavior, and receive office referrals. Teachers report needing more effective strategies for de-escalation, restorative dialogue, and culturally responsive instruction to engage these pupils and keep them in class. Without systematic training in trauma-informed and social-emotional practices, staff respond inconsistently, and the achievement gap widens. **Scope:** LEA-wide	Action 2.4 provides a structured professional-development sequence for all certificated and classified staff that prioritizes the needs of unduplicated students. Monthly sessions embedded in existing staff-meeting blocks focus on trauma-informed practices, Love and Logic techniques, restorative circles, and self-care to prevent secondary trauma. The Counselor and Social Emotional Coordinator model routines, facilitate role-plays, and follow up with classroom coaching, ensuring that strategies are applied where unduplicated students are most concentrated. Delivering the training to the entire school builds a coherent, predictable environment, critical for mobile or linguistically diverse students, while still directing content and coaching toward techniques proven most effective for English learners and low-income pupils.	Suspension data
2.5	**Action:** Parent Training **Need:** Oasis discipline data reveal that, although the overall student-suspension rate fell slightly from 4.4 percent in 2023 to 4.3 percent in 2024, English learners and socio-economically disadvantaged students remain over-represented. In 2024, 5.9 percent of English learners and 3.1 percent of low-income pupils	Action 2.5 delivers an intentional, pre-planned sequence of bilingual parent workshops, offered both in Spanish and English, that model Love and Logic strategies, restorative language, mindfulness routines, and homework-support techniques aligned to the school's social-emotional curriculum. Providing these workshops on a school-wide basis ensures that unduplicated-pupil families can learn alongside their English-proficient and economically advantaged peers, normalizing help-seeking and avoiding the stigma that can	Chronic absenteeism

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
	were suspended for at least one day, compared with 2.1 percent of their peers. Family-engagement surveys and focus-group feedback indicate that caregivers in these groups often feel uncertain about how to reinforce schoolwide expectations, manage homework-related stress, and support children's social-emotional regulation at home. Because nearly sixty percent of Oasis pupils are socio-economically disadvantaged and almost thirty percent are English learners, a significant share of students require consistent, culturally responsive behavour supports in both school and home settings. **Scope:** LEA-wide	arise from subgroup-only sessions. The school-wide format also maximizes attendance at times when multiple siblings are enrolled across grades K-6. On-site childcare, evening scheduling, and text-message reminders remove logistical barriers that disproportionately affect English learners, foster and homeless youth, and low-income families.	
2.6	**Action:** Instructional Coordinator **Need:** English learners, socio-economically disadvantaged students, foster youth, and students experiencing homelessness at Oasis carry a double burden: they trail grade-level expectations in reading and mathematics while also exhibiting higher levels of stress, absenteeism, and office referrals. Data reviews show that instructional adjustments often occur in isolation from social-emotional or attendance interventions, causing fragmented supports that are least effective for these high-need pupils. To close achievement gaps, unduplicated students need a single,	Action 2.6 allocates time for the Instructional Coordinator to serve as the campus lead for Multi-Tiered System of Supports (MTSS), linking academic data with counseling and SEL services. The Coordinator chairs monthly MTSS meetings in which teachers, the counselor, and paraprofessionals analyze assessment, behavior, and attendance data for unduplicated students, then assign tiered supports that blend instructional scaffolds with social-emotional strategies. The Coordinator also coaches teachers on embedding SEL checkpoints in project-based units and ensures that classroom practices align with the Love and Logic framework introduced in Action 2.7. Although the Coordinator's work benefits the entire student body by building a coherent support structure, meeting agendas, coaching cycles, and data reviews explicitly prioritize grade levels and	CAASPP and iReady

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
	data-driven system that integrates academics, behavior, and mental-health services. **Scope:** LEA-wide	classrooms with the highest concentrations of English learners and low-income students.	
2.7	**Action:** Love and Logic Behavior Management System **Need:** Suspension data confirm that Oasis Charter Public School must strengthen its behavior supports for unduplicated students. In 2023 the overall suspension rate reached 4.4 percent, more than double the statewide average, and the figure was higher still for key subgroups: 5.9 percent of English learners, 5.2 percent of Hispanic students, and 3.1 percent of socio-economically disadvantaged pupils missed at least one day of instruction because of disciplinary removal. Although the rate declined slightly to 4.3 percent in 2024, the California School Dashboard still classified the indicator as Orange for all students and Red for Hispanic students, underscoring the need for a systematic, equitable response. **Scope:** LEA-wide	Action 2.7 introduces the Love and Logic behavior framework to every classroom so that students experience the same calm, empathetic approach from every adult on campus. All certificated and classified staff receive ongoing coaching from the school counsellor, and use common language such as “Delay the Consequence” and “Empathy First” when redirecting misbehavior. Delivering the program school-wide rather than in select classrooms is essential because unduplicated students often rotate among multiple teachers for interventions, enrichment, and after-school care; consistent expectations across settings help them internalize self-regulation strategies and reduce the likelihood of suspension.	Suspension data
3.1	**Action:** School and Community Events **Need:**	Action 3.1 funds a year-round calendar of school and community events, including Back-to-School Night, three eight-week enrichment showcases, the Boxland project-based city simulation, and off-campus performances at local festivals. Events	Chronic absenteeism

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
	Parent feedback data and workshop sign-in sheets show that families of English learners, socio-economically disadvantaged students, foster youth, and homeless youth attend academic conferences and school meetings at lower rates than their peers. Interviews reveal that these caregivers often feel intimidated by formal school settings, lack reliable transportation, or work evening shifts that conflict with traditional meeting times. Because caregiver engagement correlates strongly with student attendance, behavior, and academic progress, unduplicated pupils need frequent, culturally responsive events that welcome families onto campus, showcase student learning, and connect caregivers with staff in an informal, relationship-building atmosphere. **Scope:** LEA-wide	are scheduled during the day and on weeknights, offer on-site childcare and bilingual interpretation that disproportionately affect low-income and highly mobile families. Although every Oasis family is invited, outreach prioritizes English-learner, foster, homeless, and socio-economically disadvantaged households through personalized text messages from the Family Liaison. By hosting events school-wide rather than limiting them to specific grade levels, the action ensures that siblings can participate together and that unduplicated students see their cultures and achievements celebrated alongside those of all classmates, reinforcing a sense of belonging.	
3.2	**Action:** Family Liaison **Need:** The data review that accompanied last year's LCAP update showed that families of English learners, socio-economically disadvantaged students, foster youth, and homeless youth were the least likely to receive or respond to school communications. In 2022-23 only 51% of households overall had working phone or e-mail contact on file. We also know that McKinney-Vento highly mobile families often miss critical deadlines because addresses and phone numbers change several times during	To address those needs, Oasis employs a bilingual Family Liaison whose primary mandate is to build sustained, trust-based relationships with unduplicated-student households. The Liaison verifies contact information every quarter, sends personalized text reminders about workshops, arranges interpretation for meetings, and helps families navigate transportation, enrollment, and county social-service referrals. Although the service is offered to every household so that no parent is turned away, the Liaison's daily schedule and caseload targets English-learner, low-income, foster, and homeless families first, ensuring that the students most vulnerable to disengagement receive the earliest and most frequent outreach.	Chronic absenteeism and suspension data

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 year. These gaps in two-way communication limit parents' ability to monitor grades, coordinate interventions, and seek social-emotional support, thereby widening the academic and attendance disparities already evident for unduplicated students. **Scope:** LEA-wide	By embedding this role in the schoolwide structure, Oasis guarantees that communication protocols remain consistent across classrooms while freeing teachers to focus on instruction.	
3.3	**Action:** Parent Workshops **Need:** Data from parent surveys, discipline records, and academic progress monitoring show that children whose families face language barriers, economic hardship, or housing instability benefit significantly when their caregivers understand school expectations and possess concrete strategies to support learning at home. At Oasis, English-learner and low-income families report the lowest confidence in helping with reading homework and behavior routines, and their children post the highest rates of unfinished assignments, office referrals, and absences. Foster and homeless caregivers note that frequent moves disrupt communication with teachers, making it difficult to stay informed about classroom objectives. These patterns indicate a pressing need for structured, easily accessible workshops that build caregiver capacity in both academic and social-emotional domains.	Action 3.3 establishes a series of bilingual parent workshops that cover Love and Logic behavior techniques, home literacy practices aligned to the Science of Reading, math games that reinforce number sense, and strategies for managing homework in shared living spaces. Although any Oasis caregiver may attend, outreach and scheduling intentionally prioritize English-learner, socio-economically disadvantaged, foster-youth, and homeless-youth families: sessions are offered in Spanish interpretation on request, held in the morning, during the day, or early evening, provide on-site childcare and refreshments, and are preceded by personalized text reminders from the Family Liaison. Delivering the workshops school-wide ensures that parents with children in multiple grades receive consistent messages, reduces stigma that might arise from subgroup-only events, and allows caregivers who gain strategies to share them with peers, thereby amplifying impact.	Chronic absenteeism and suspension data

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
	Scope: LEA-wide		
3.4	**Action:** Communication **Need:** Two years ago almost half of Oasis households, predominantly those of English learners, socio-economically disadvantaged students, foster youth, and homeless youth, lacked working phone numbers or e-mail addresses. Survey returns showed that families with limited English proficiency often missed critical notices about attendance, assessment windows, and academic supports, while highly mobile families frequently changed contact information without updating the school. Because consistent, understandable communication correlates with stronger attendance and homework completion, unduplicated pupils were at a pronounced disadvantage whenever their caregivers could not receive timely messages. **Scope:** LEA-wide	Action 3.4 maintains a multi-channel communication system, ParentSquare push notifications, text alerts, newsletters, social-media posts, bilingual phone calls, and paper notices, that reaches families in the language and format they prefer. Every message is translated into Spanish immediately, and the Family Liaison verifies contact details for unduplicated households each quarter. Although all families benefit, the strategy is principally directed toward English-learner, low-income, foster, and homeless caregivers, whose access barriers are greatest. Offering the service school-wide ensures consistent information across classrooms, prevents missed announcements when students change homerooms, and normalizes bilingual communication so that unduplicated families do not feel singled out.	CAASPP and chronic absenteeism
3.5	**Action:** Communication Tracking **Need:** School leaders discovered that, when sign-in sheets were incomplete or workshop attendance was not disaggregated, English-	Action 3.5 assigns a designated staff member to maintain a comprehensive communication-tracking system for every school event, meeting, and virtual session. The designee uses sign-ins, digital logs for online workshops, volunteer-hour spreadsheets, and ParentSquare analytics to capture participation data, then tags each entry by	CAASPP ELA and Math, chronic absenteeism

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
	learner, socio-economically disadvantaged, foster-youth, and homeless-youth families often went under-counted in engagement reports. Without accurate data, staff could not pinpoint which families missed events, schedule targeted follow-up, or evaluate whether new outreach strategies were reaching the students who need them most. Reliable, subgroup-specific tracking is therefore essential to ensuring that communication and engagement efforts close, rather than widen, gaps for unduplicated pupils. **Scope:** LEA-wide	student subgroup so that English-learner, low-income, foster-youth, and homeless-youth attendance can be analyzed separately. Providing the system school-wide ensures a uniform data set across all grades and programs, prevents duplication, and allows leadership to compare engagement rates across subgroups and event types. The resulting dashboards guide the Family Liaison and event planners in tailoring follow-up outreach, such as personal calls or text reminders, to the families who did not attend, thereby directing resources where they are most needed.	
3.6	**Action:** Translating Services **Need:** Roughly 30% of Oasis students are English learners, and many of their families have limited spoken or written English. In addition, an increasing number of caregivers speak Mixteco or other Indigenous languages that are not mutually intelligible with Spanish. Parent-engagement surveys and contact-data audits show that families with language barriers are far less likely to open school messages, attend Individualized Education Program meetings, or participate in academic workshops. Because English-learner, socio-economically disadvantaged, foster-youth, and homeless-youth students already post higher suspension rates and lower academic growth,	Action 3.6 supports comprehensive translating and interpreting services so that every Oasis family can understand and act on school information. All ParentSquare announcements, newsletters, forms, and assessment reports are translated into Spanish, and additional languages are provided on request. Major events, such as Back-to-School Night, DELAC meetings, and parent workshops, offer simultaneous interpretation through staff or headsets. Real-time interpretation is also available for Individualized Education Program and discipline conferences. Although these services are available to every household, they are principally directed toward English-learner, low-income, foster-youth, and homeless-youth families, for whom language barriers most acutely hinder participation. Providing translation school-wide ensures consistent communication protocols across all grades and prevents the isolation of any	Chronic absenteeism

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
	their caregivers' reduced access to information widens existing achievement and engagement gaps. **Scope:** Schoolwide	subgroup while still concentrating the greatest benefit on unduplicated students.	
3.7	**Action:** Community Events **Need:** Families of English learners, socio-economically disadvantaged students, foster youth, and homeless youth often have limited access to enrichment programs, cultural events, and community resources that reinforce school learning and build social capital. When caregivers work nontraditional hours or lack reliable transportation, students may miss out on the civic and cultural experiences that strengthen identity, motivation, and college-going aspirations. Strengthening the school's presence at community venues, where families already gather, can remove these barriers, showcase student talent, and connect caregivers to local services. **Scope:** Schoolwide	Action 3.7 funds Oasis's participation in community festivals, public-library literacy nights, and nonprofit partner events, bringing student performances, project-based learning exhibits, and information booths directly to neighborhood hubs. After-hours staff supervision enable unduplicated students to perform music, dance, and Boxland demonstrations off campus, while bilingual resource tables connect families to health, housing, and tutoring supports. Although the events are open to all, outreach prioritizes English-learner, foster, homeless, and low-income families through personal invitations and text reminders from the Family Liaison. Delivering the action school-wide ensures that siblings can appear together, prevents tracking by subgroup, and amplifies the visibility of Oasis as an inclusive, community-serving charter.	Parent survey data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** English Language Development **Need:** English learners at Oasis Charter Public School face the steepest academic challenges of any subgroup. On the 2024 California School Dashboard only 34.9% of these students advanced at least one level on the English Learner Progress Indicator, a 20 point decline from the prior year, and their average distance from standard in English language arts widened to more than 80 points below grade level. Classroom writing samples and reading diagnostics confirm that many English learners struggle with academic vocabulary, decoding fluency, and complex sentence structures, limiting their ability to access grade-level texts and to participate fully in project-based learning. **Scope:** Limited to Unduplicated Student Group(s)	Action 1.8 provides a dedicated English Language Development program delivered solely to English learners. A credentialed ELD teacher and a trained paraprofessional lead a daily 45 minute designated ELD block in small, proficiency-based groups that emphasize oral language, academic vocabulary, and structured reading and writing routines. Beginning in 2025-26 the ELD lessons will align directly with the scope and sequence of the i-Ready reading curriculum used in general education, ensuring that the language objectives students master in the pull-out setting transfer seamlessly to core instruction. General-education teachers receive co-planning support so they can reinforce the same language frames and vocabulary during whole-group lessons, but the intensive, skills-focused instruction is reserved for English learners, addressing their unique linguistic needs without diluting time on task for fluent-English peers.	ELPI

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.

Oasis Charter Public School does not include any “limited” actions, such as those that rely solely on a Planned Percentage of Improved Services rather than an LCFF expenditure, in its Increased or Improved Services plan. Because all contributing actions are supported by specific LCFF fund allocations, the entire proportional percentage required for unduplicated students is generated through those funded

actions. Accordingly, no supplemental methodology was needed to apportion a percentage of improvement to a non-monetary or partially funded activity; each contribution is tied directly to an identified expenditure line, and the sum of those expenditures meets or exceeds the LEA's calculated obligation for increased or improved services.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	23:193
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16:193

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	2,274,428.00	216,000.00	9.497%	13.936%	23.433%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,873,308.00	$14,297.00	$33,867.00	$7,910.00	$1,929,382.00	$1,805,225.00	$124,157.00

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
1	1.1	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$751,476.00	$0.00	$751,476.00				$751,476.00	
1	1.2	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$35,631.00	$0.00	$35,631.00				$35,631.00	
1	1.3	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$416,921.00	$0.00	$416,921.00				$416,921.00	
1	1.4	Academic Coach (This position has been incorporated into the instruction coordinator position														
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$54,681.00	$0.00	$54,681.00				$54,681.00	
1	1.7	Instructional Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$112,989.00	$0.00	$112,989.00				$112,989.00	
1	1.8	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Academic School Year	$43,252.00	$0.00	$43,252.00				$43,252.00	

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
1	1.9	Curriculum and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$56,132.00	$56,132.00				$56,132.00	
1	1.10	NWEA Map Growth Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.11	Specialized Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$0.00	$0.00				$0.00	
1	1.12	Afterschool Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$198,014.00	$27,834.00	$225,848.00				$225,848.00	
2	2.1	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$75,772.00	$0.00	$19,698.00	$14,297.00	$33,867.00	$7,910.00	$75,772.00	
2	2.2	Social Emotional Learning Coordinator (consolidated into the counselor's role)														
2	2.3	Social Emotional Learning Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$0.00	$9,000.00	$9,000.00				$9,000.00	
2	2.4	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.5	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$1,500.00	$0.00	$1,500.00				$1,500.00	
2	2.6	Instructional Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$112,989.00	$0.00	$112,989.00				$112,989.00	
2	2.7	Love and Logic Behavior Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$1,250.00	$1,250.00				$1,250.00	

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
3	3.1	School and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$15,941.00	$15,941.00				$15,941.00	
3	3.3	Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.5	Communication Tracking	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$0.00	$0.00				$0.00	
3	3.6	Translating Services	English Learners	Yes	School wide	English Learners	All Schools	Academic year	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.7	Community Events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$1,500.00	$1,500.00				$1,500.00	

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
2,274,428.00	216,000.00	9.497%	13.936%	23.433%	$1,873,308.00	0.000%	82.364 %	**Total:**	$1,873,308.00
								LEA-wide Total:	$1,827,556.00
								Limited Total:	$43,252.00
								Schoolwide Total:	$2,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$751,476.00	
1	**1.2**	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,631.00	
1	**1.3**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,921.00	
1	**1.5**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,681.00	
1	**1.7**	Instructional Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,989.00	
1	**1.8**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$43,252.00	
1	**1.9**	Curriculum and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth	All Schools	$56,132.00	

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 (%)
					Low Income			
1	1.10	NWEA Map Growth Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.11	Specialized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.12	Afterschool Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,848.00	
2	2.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,698.00	
2	2.3	Social Emotional Learning Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.6	Instructional Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,989.00	
2	2.7	Love and Logic Behavior Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	3.1	School and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.2	Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,941.00	
3	3.3	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.4	Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,500.00	

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 (%)
					Low Income			
3	**3.5**	Communication Tracking	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.6**	Translating Services	Yes	Schoolwide	English Learners	All Schools	$1,000.00	
3	**3.7**	Community Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,552,819.00	$1,815,393.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Teachers	Yes	714,662.00	751,476.00
1	**1.2**	Intervention	Yes	60,154.00	35,631.00
1	**1.3**	Paraprofessionals	Yes	317,406	416,921.00
1	**1.4**	Academic Coach	Yes	0	0
1	**1.5**	Professional Development	Yes	24,609	54,681.00
1	**1.7**	Instructional Coordinator	Yes	94,290.00	112,989
1	**1.8**	English Language Development	Yes	32,330.00	43,252.00
1	**1.9**	Curriculum and Instructional Materials	Yes	79,380.00	56,132
1	**1.10**	NWEA Map Growth	Yes	2,500.00	2,500.00
1	**1.11**	Specialized Support	Yes	0	0
1	**1.12**	After-School Intervention	Yes	119,384.00	225,848.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Counselor	Yes	70,111	75,772.00
2	**2.2**	Social-Emotional Coordinator	Yes	0	0
2	**2.3**	Social Emotional Learning Materials	Yes	7,000.00	9,000.00
2	**2.4**	Staff Training	Yes	2,000.00	2,000.00
2	**2.5**	Parent Training	Yes	1,500.00	1,500.00
2	**2.6**	Instructional Coordinator	Yes	0	0
2	**2.7**	Love and Logic Behavior Management System	Yes	1,250.00	1,250.00
3	**3.1**	School and Community Events	Yes	5,000.00	5,000.00
3	**3.2**	Family Liaison	Yes	14,743.00	15,941.00
3	**3.3**	Parent Workshops	Yes	1,500.00	1,500.00
3	**3.4**	Communication Platforms	Yes	2,500.00	2,500.00
3	**3.5**	Communication Tracking	Yes	0	0
3	**3.6**	Translating Services	Yes	1,000	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)
3	**3.7**	Community Events	Yes	1,500.00	1,500.00

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)
2245350	$1,647,109.00	$1,928,382.00	($281,273.00)	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)
1	1.1	Highly Qualified Teachers	Yes	$714,662.00	$751,476.00		
1	1.2	Intervention	Yes	$60,154.00	$35,631.00		
1	1.3	Paraprofessionals	Yes	$317,406.00	$416,921.00		
1	1.4	Academic Coach	Yes	0	0		
1	1.5	Professional Development	Yes	$24,609.00	$54,681.00		
1	1.7	Instructional Coordinator	Yes	$94,290.00	$112,989.00		
1	1.8	English Language Development	Yes	$32,330.00	$43,252.00		
1	1.9	Curriculum and Instructional Materials	Yes	$79,380.00	$56,132.00		
1	1.10	NWEA Map Growth	Yes	$2,500.00	$2,500.00		
1	1.11	Specialized Support	Yes	0	0		
1	1.12	After-School Intervention	Yes	$119,384.00	$225,848.00		
2	2.1	Counselor	Yes	70,111.00	75,772.00		
2	2.2	Social-Emotional Coordinator	Yes	0	0		

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	**2.3**	Social Emotional Learning Materials	Yes	$7,000.00	$9,000.00		
2	**2.4**	Staff Training	Yes	$2,000.00	$2,000.00		
2	**2.5**	Parent Training	Yes	$1,500.00	$1,500.00		
2	**2.6**	Instructional Coordinator	Yes	94,290.00	112,989.00		
2	**2.7**	Love and Logic Behavior Management System	Yes	$1,250.00	$1,250.00		
3	**3.1**	School and Community Events	Yes	$5,000.00	$5,000.00		
3	**3.2**	Family Liaison	Yes	14,743.00	15,941.00		
3	**3.3**	Parent Workshops	Yes	$1,500.00	$1,500.00		
3	**3.4**	Communication Platforms	Yes	$2,500.00	$2,500.00		
3	**3.5**	Communication Tracking	Yes	0	0		
3	**3.6**	Translating Services	Yes	1,000	0		
3	**3.7**	Community Events	Yes	$1,500.00	$1,500.00		

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)
2,274,428.00	2245350	0	98.722%	$1,928,382.00	0.000%	84.785%	$316,968.00	13.936%

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, Statues 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 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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