

ALAMEDA COUNTY OFFICE OF EDUCATION



OPPORTUNITY ACADEMY

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Opportunity Academy	Dr. Tracey A Burns Principal	tburns@acoe.org 510-670-4157

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.

- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024	8	7.8	92.3	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics	1				
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Opportunity Academy is a K-12 school that serves transitional-age youth and adults. The school's graduation requirements are based on the state's 130 credit minimum. Opportunity Academy does not offer World language and the students have to earn elective credits in Ethnic Studies beginning in 2026-2027 school year. With the newly adopted Math by the CDE, it is necessary for the LEA to explore options for secondary education that is aligned to the recently adopted academic standards/math curriculum framework beginning in the 2026-2027 school year.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

AOA distributed its annual LCAP survey families, staff, and students March 1-April 22, 2026. Based on the school's LCAP survey responses most noted as that the school is moving beyond simply collecting surveys to actively implementing changes based on stakeholder input. There is a clear effort to document how specific feedback leads to tangible policy changes, such as the desire for evening hours or vocational training. Respondents stated the the school as been efficient in its accessibility, academic transparency, responsiveness, resource connections like the Fall Festival hosted by the school in November 2025, and reducing barriers. Families highlighted the school's

partnerships with agencies like Safe Passages and Next Step Learning Center effectively removing hurdles like transportation and scheduling. AOA bridges gaps between education and social services recognizing that students success depends on family stability.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While the foundation is strong, the responses suggest three primary levels for future progress:

Consistency Across Sites: Respondents noted that while some sites (like Bridge) have robust events, there is a need to standardize this high level of engagement across all campus locations.

Streamlining Navigation: Families expressed a desire for a more intuitive system (updated websites or social media) to find information and staff contacts more easily.

Student-Led Leadership: There is an opportunity to further empower students through Youth-Led IEPs and Goal-Setting Meetings, moving from "adult-led" communication to "student-led" accountability.

Summary: Opportunity Academy's greatest asset is its relational approach. By treating families as "co-designers" rather than just recipients of information, the school has fostered a high level of trust and mutual accountability.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, AOA will do the following:

1. Create a site-level leadership team inclusive of the Principal, AP, Social Worker, and Academic Counselor. The leadership will be able to review data in real-time to make any necessary adjustments
2. Fully implement a site-level COST that will better track student progress and address any barriers immediately, increasing proactivism.
3. Design creative ways for more family and student activities and input by taking advantage of school events.
4. Regularly share important school information with education partners with measurable outcomes to measure the school's success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5

Practices	Rating Scale Number
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

AOA has demonstrated strong success in family and student engagement during the onboarding and enrollment process. The school has established a two-tiered system designed to build early partnerships and support students' academic journeys.

The first level of the process involves a meeting between the family and the assigned teacher. During this meeting, the teacher, the student, and the guardians (if applicable) discuss school expectations, receive a brief orientation to AOA's programs, review the student's transcript and, if relevant, the IEP-at-a-glance, and collaboratively design the student's educational pathway.

The second level involves a meeting between the family/student and a paraeducator (if available at the site). During this meeting, families receive the Family/Student Handbook, which outlines AOA's policies, procedures, and practices. This structured process helps to establish strong partnerships from the outset, reinforcing for students that they are supported by a dedicated team committed to helping them earn their high school diploma.

In collaboration with families (where applicable), students identify short-term and long-term goals, complete a career survey, and use this plan as a tool to monitor academic and personal progress throughout their time at AOA.

AOA further strengthens family and student engagement through multiple communication strategies, including:

REMIND app: to send text messages and emails directly to students and families.

Teacher Communication Logs: to systematically track and document outreach to families.

Mail Merge: to efficiently distribute general school announcements through the use of school email addresses for each student

Community Events: such as graduations and other school celebrations.

Quarterly and Semester-End Meetings: particularly with families of students under 18 years old to review progress and discuss support plans.

Weekly meetings with students to evaluate progress and make any adjustments to schedules or assignments.

These practices reinforce a culture of partnership, accountability, and student-centered support across the AOA community.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While AOA has established a strong foundation for building partnerships that support student success, several key areas require growth to further improve student outcomes:

Expanding Student and Family Support Services

AOA needs to design and fully implement a COST as a way to address the immediate needs of students and families.

Enhancing College and Career Readiness

AOA will need to hire a school counselor. This school counselor will work closely with the school administrators and the Senior Program Director of College and Career in identifying gaps in service, such as access to college and trades students have shown interest in.

Addressing Chronic Absenteeism

Although the school's 30-day retention rate has improved, chronic absenteeism remains a significant challenge. Many students continue to miss more than 10% of instructional time. Reducing chronic absenteeism will require a strategic focus on early intervention, consistent monitoring, family engagement, and targeted supports to ensure students attend school consistently and remain on track academically. With the social worker to be hired, school counselors and school administrators will use the COST to address immediate needs and barriers that may be keeping students from attending school.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the support of its educational partners, AOA has identified the need to expand services that directly support underrepresented families—particularly English learners, foster youth, unhoused youth, and low-income families—by addressing the lived realities they face. Through this collaborative process, the school recognized that many families require greater access to resources that address food and housing insecurities. The use of a COST, partnership meetings with CBOs, and other resources, AOA will be able to address the barriers that their students face. To strengthen engagement, AOA has also identified the need to host in-person community events with meals provided, to incentivize greater participation from families and students in school decision-making processes. Increased family involvement will ensure that school policies and initiatives are reflective of the broader community's needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

AOA is using field trips, site-level events like the Fall Festival, and the mid-semester progress report meeting to engage its educational partners. In addition, the school administrator meets with community-based organizations that provide resources and services to families and students every quarter. During that time, data is shared with the community partner as it relates to the effectiveness of the partnership. Surveys are sent to education partners to gather input on the annual LCAP update, the Comprehensive Improvement Plan, and the climate and culture survey. The school has established a Family Advisory Committee for the LCAP as required by educational code.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The school will implement the following focus areas for improving the input of education partners for decision-making: 1. Fully implement and calendarize the Parent Advisory committee meeting for every other month beginning in March of the LCAP cycle; 2. Continue to meet with staff to discuss school matters that need their input; 3. Continue to host quarterly meetings with community partners to evaluate the program's effectiveness and how the school engages underrepresented families; 4. Fully implement and calendarize the ELAC meetings. 5. Improve communication with community partners to better identify services they provide that students and families can access to address challenges to accessing education.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement with underrepresented families, AOA will implement several key strategies. All school communications—including surveys, text messages, emails, and quarterly letters—will be translated into families' home languages to ensure accessibility and inclusivity. Additionally, interpretation services will be provided at all community meetings to support full participation. The school also plans to host meetings and community events that are better aligned to family schedules, making it easier for parents and guardians to attend and engage with the school community. With the support of the dedicated social worker, the Senior Program Director for College and Career, and the full implementation of COST, AOA is committed to improving student outcomes. A key part of this effort will be actively soliciting input from students and families to inform decision-making about school programs and

services. Through these collaborative approaches, the school aims to build stronger partnerships that directly impact attendance, academic achievement, and overall student success.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Opportunity Academy administered its annual Culture and Climate survey. The following is the information from the survey:

Basic Information

Total Responses: 68

Survey Questions: 40 questions

Respondent by grade level and ethnicity:

10.3% Tenth Grade

36.8% Eleventh Grade

35.3% Twelfth Grade

17.6% Not sure of grade level

51.5% Hispanic (non-white)

27.9 % Black/African American

5.9% Asian

2.9% American Indigenous

1.5% Native Hawaiian/Pacific Islander

8.8% Other

1.5% Declined to state

*Data responses can be disaggregated by site student attended not by race or ethnicity.

Key Survey Topics:

Culturally relevant instructional materials

Respect

Accessibility to staff

School communication with families

Student Voice

Neighborhood safety

Belonging

Highlights from initial responses:

Teachers use of culturally relevant instructional materials

30/68 Agreed

29/68 Strongly agreed

Students feel respected by school staff

48/68 Strongly agreed.

17/68 Agreed

Staff have high academic expectations for the students

43/68 Strongly agreed

22/68 agreed

Good communication between the school and students/families:

35/68 Strongly agreed

22/68 Agreed

9/68 Declined to state

Teachers understand student's IEP accommodations

4/68 Strongly Agree

26/68 Agree

2/68 Disagree

17/68 Strongly Disagree

*This was a new data point on the school climate survey. It will be important that AOA administrators share the data with the Special Education department, and create a plan of actions that includes professional development for AOA staff.

Student voice used to help with important school decisions
32/68 Agreed
22/68 Strongly agreed
11/68 declined to state

Student sense of belonging:
32/68 Agree
31/68 Strongly agree

There are opportunities for students to participate in school events
23/68 Agreed
18/68 Strongly agreed
10/68 Disagreed

Students feel safe at school
39/68 Strongly agree
26/68 Agree

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of Educational Partner Feedback and Local Data:

Opportunity Academy (AOA) conducted its 2025-2026 School Culture and Climate Survey to engage educational partners in assessing the school's strengths and areas for improvement. Survey responses were collected from students, school staff, and partnering organizations. The analysis of survey results, combined with local attendance and engagement data, highlights both significant areas of strength and areas requiring targeted improvement.

Areas of Strength

1. Respectful and Inclusive School Climate

Survey results demonstrate that a large majority of respondents agree that adults at AOA treat all students respectfully. The school's emphasis on fostering a safe, respectful environment is a critical foundation for building positive student-teacher relationships and supporting student success.

2. Cultural Responsiveness

Respondents reported that instructional materials reflect the diverse cultural backgrounds of AOA students. This alignment with the state priority on access to standards-aligned, culturally relevant curriculum reflects a commitment to inclusivity and supports a sense of belonging for all students.

3. Opportunities for Student Engagement

While the majority of the respondents said they have ample opportunities to participate in school activities it is important to note that 10 out of the 68 respondents disagreed. It will be necessary for the school administration to review the data in relationship to the question and determine the need for additional ways to better communicate with the students at all sites.

4. Students' sense of belonging

This is a critical area for the school. It is important that all staff are approachable and help the students and their families feel welcome at all of AOA's sites.

Areas for Growth

The biggest growth area that the survey pointed out is the need for the school to evaluate how it makes sure that IEP accommodations are administered as required by education code. Fifteen out of 68 respondents who receive special education services stated that their accommodations are not made available when they need them. This begs the following questions: 1. How will the school work with the special education department to better prepare AOA's general education teachers to understand their student's IEP accommodations? and 2. How will the school support student voice to speak up about their education and what accommodations they need and when?

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The school will not be changing any existing plans, policies, or procedures. The LCAP addresses special education services. It will be necessary for the school to work closely with the special education department to further address the students' needs when the team meets monthly.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

A variety of factors are carefully considered when assigning students to a broad course of study at the school. First, all students are assessed in mathematics and English language arts using the NWEA MAP assessment tool to determine their current skill levels. When assigning students to grade-level courses, the school considers the appropriate grade spans and ensures that course selections align with the state's graduation requirements. Any previously earned high school credits are reviewed to help determine students' academic placement and appropriate course progression. Skill level assessments also guide teachers in selecting the instructional tools and resources needed to accelerate student growth. Students have access to both printed and digital curriculum options, allowing them to take a combination of course formats that support their short-term academic needs and long-term educational and career goals. The school offers A-G approved coursework through these multiple modalities to ensure flexibility and rigor. English learners (ELs) are identified and placed into designated English language development (ELD) courses alongside their grade-level English classes. Two teachers have been trained to use SIPPS that addressing English Language Development for those students where English may be a second or third language. The school will roll out the use of SIPPs at all sites over the course of the school year. This dual support is designed to expedite the reclassification of EL students as proficient in English. Teachers receive "IEPs at a Glance" to ensure that students receiving special education services are appropriately accommodated in general education classrooms. The school offers a 135-credit track toward graduation. AOA will offer it first Advanced Placement (AP) course in US History and elective credit for its Ethnic Studies course. The school has worked with Peralta college regarding Mathematics in the Trades, which allows students to work at their own pace and learn math for their desired career choice.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using the assessments outlined above, students, families, and general education teachers work collaboratively to design individualized educational pathways that support each student's short-term and long-term goals. Many students who enroll are seeking employment opportunities, aiming for promotions in their current jobs, or looking to connect with college and career pathways that offer job certification and workforce readiness. The school maintains thorough tracking of the curriculum used across all courses via a primary spreadsheet. This spreadsheet is regularly presented to the school board for review and approval to ensure compliance with the Williams Act. In addition, the courses offered each year are documented and publicly reported on the School Accountability Report Card (SARC). Teachers and paraeducators actively participate in the curriculum adoption process, including the integration of Ethnic Studies. All teachers are certified to teach Expository Reading and Writing Curriculum (ERWC), further supporting the school's commitment to academic rigor and college-readiness. The school also monitors the number of students taking at least one A-G approved course while pursuing their high school diploma. While each satellite campus is uniquely designed to serve the needs of its local community, all campuses operate within a shared foundation of educational practices. This ensures consistency and quality across the network, whether at newly established sites or at original campuses

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

AOA is a credit recovery high school diploma school. It is the design of the school to offer students the credits they need to graduate using the state's minimum credits of 130. Students have access to all core content areas, health, and PE, which are the courses needed for students to earn their high school diploma at AOA and the state. The school does not offer world language, though students can take the course using the online curriculum, Edgenuity or

by dually enrolling in one of the local community colleges. Students can also fully participate in one of the 3 career pathways offered: education, early childhood development, or human services.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

AOA was unable to fully implement its Ethnic Studies course during the 2025-2026 school year. Over the course of the school year, AOA has selected an Ethnic Studies book, is in the process of designing an Ethnic Studies Google Class, and will provide PD over the school year to support the teachers and paraprofessionals.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					

Coordinating Instruction	1	2	3	4	5
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunity Academy

CDS Code: 01100170136226

School Year: 2026-27

LEA contact information:

Dr. Tracey A Burns

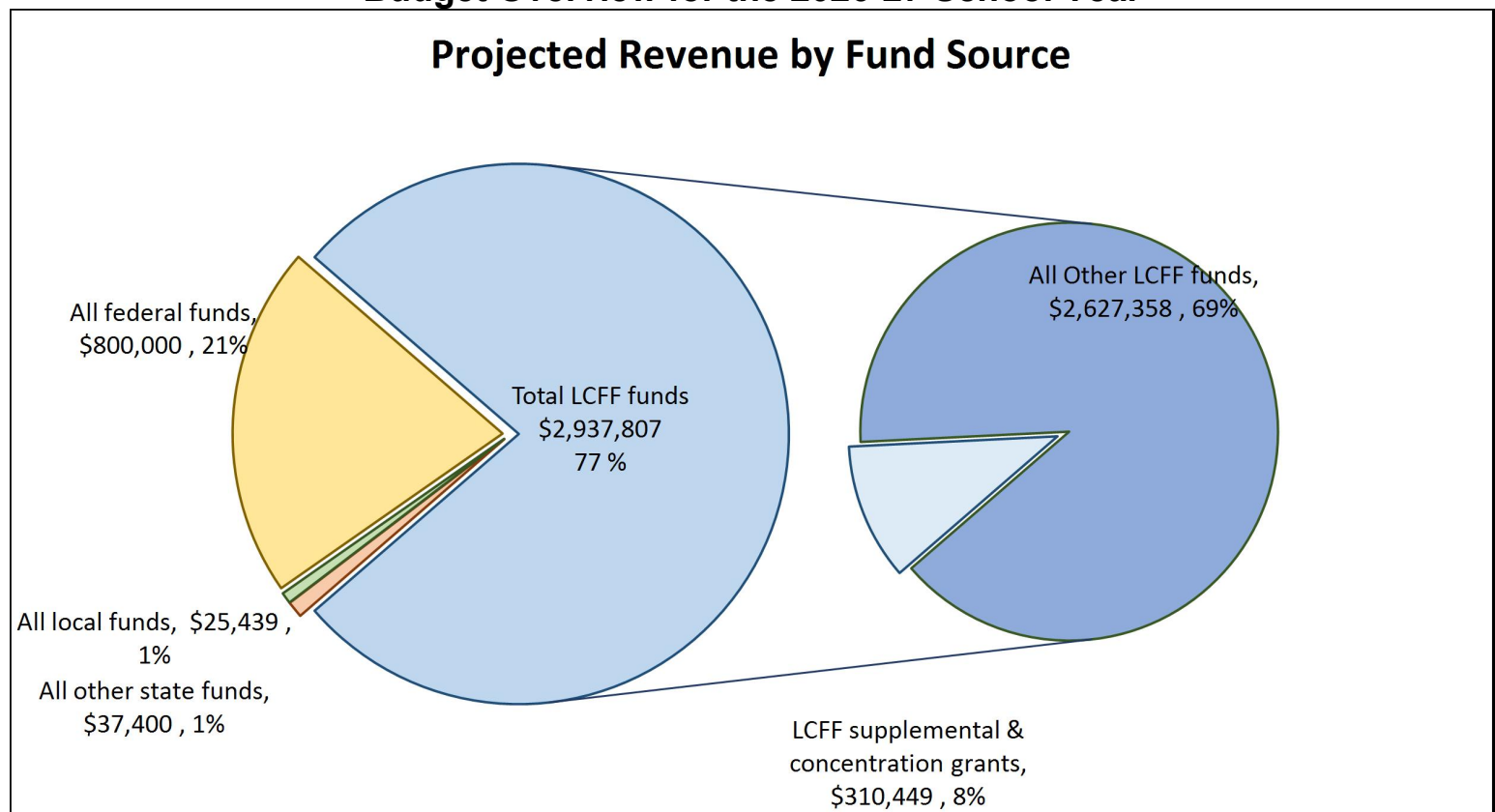
Principal

tburns@acoe.org

510-670-4157

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

Budget Overview for the 2026-27 School Year

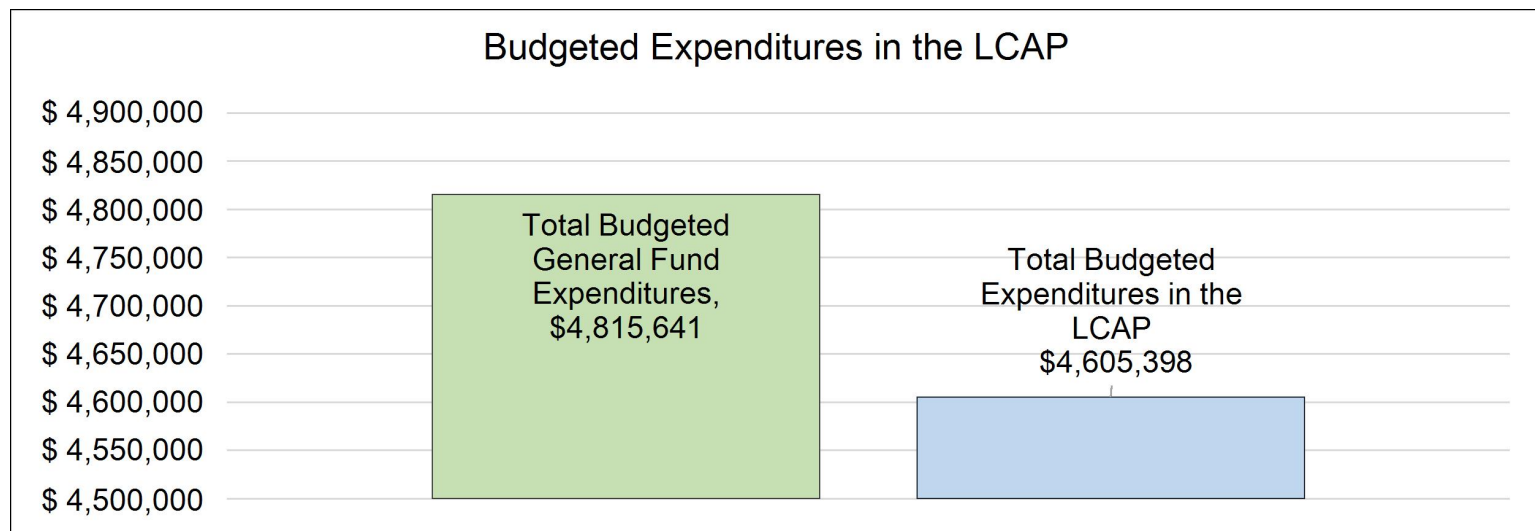


This chart shows the total general purpose revenue Opportunity Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunity Academy is \$3,800,646, of which \$2937807 is Local Control Funding Formula (LCFF), \$37400 is other state funds, \$25439 is local funds, and \$800000 is federal funds. Of the \$2937807 in LCFF Funds, \$310449 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Opportunity Academy plans to spend \$4815641 for the 2026-27 school year. Of that amount, \$4605398 is tied to actions/services in the LCAP and \$210,243 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Opportunity Academy plans to spend \$4,815,641 for the 2026-27 school year. Of that amount, \$4,605,398 is tied to actions/services in the LCAP and \$210,243 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for general administrative and operational expenses, such as central office costs, human resources, business services, facilities and maintenance, etc.

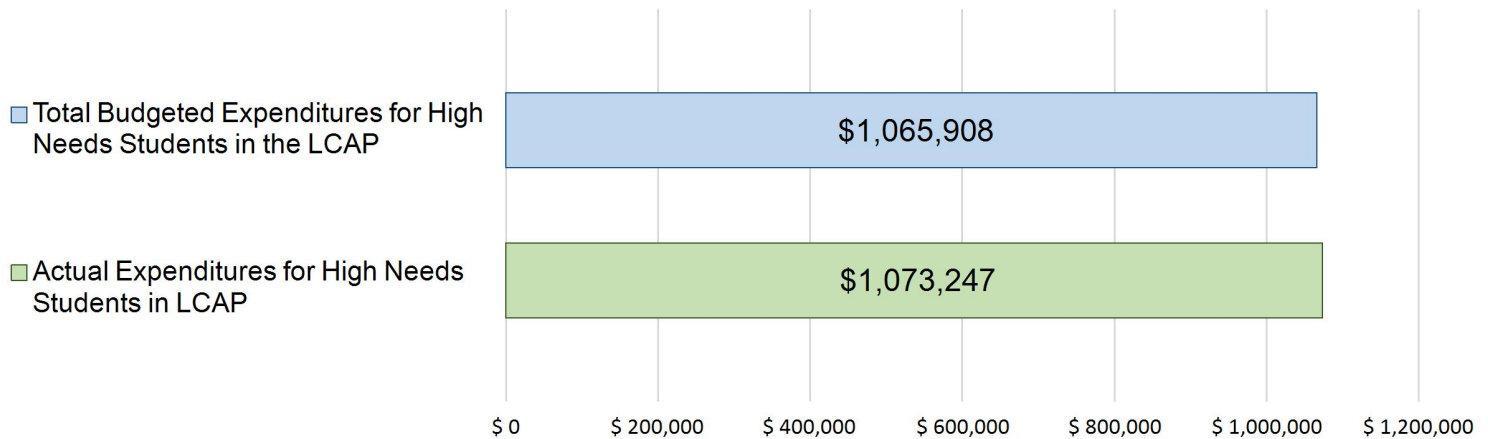
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Opportunity Academy is projecting it will receive \$310449 based on the enrollment of foster youth, English learner, and low-income students. Opportunity Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunity Academy plans to spend \$1091168 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



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

The text description of the above chart is as follows: In 2025-26, Opportunity Academy's LCAP budgeted \$\$1,065,908 for planned actions to increase or improve services for high needs students. Opportunity Academy actually spent \$\$1,073,247 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunity Academy	Dr. Tracey A Burns Principal	tburns@acoe.org 510-670-4157

Plan Summary [2026-27]

General Information

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

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

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

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

LREBG 2026-2027 (\$8605)

Opportunity Academy surveyed its school community from March 1, 2026, to April 22, 2026, as required by EC Section 32526(d). The school community noted the need for more integrated school supports, especially for its Foster Youth, English Learners, and SED students.

LREBG funding of \$8605 was not spent in the 2025-2026 academic school year. The funds have been earmarked to address the following goals and metrics in the 2024-2027 LCAP and are aligned with the allowable uses of funds identified in EC Section 32526(c).

Goal 2/Action 2.1 will provide academic coaches at some of the school's sites to aid the school in providing individualized learning pathways for English Learners, SED students, and Foster Youth. One-third (\$2,868.33) of the LREBG will go towards benefits and salaries.

Metrics 2.1 # of English Learners, SED, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) {Priority 7}.

Metrics 2.2 # of students enrolled during the extended year/summer school (Priority 6)

Goal 3/Action 3.2 addresses the need for school site staff to collaborate with community partners in the development and design of testing plans to eliminate barriers that students face, impacting their ability to take local and state assessments. One-third (\$2,868.33) of the LREBG will be used to pay for salaries and benefits.

Metric 3. # of students enrolled 90 days or more, showing improvement in academic skills as noted on improved assessment scores on calibrated assessment tools (Priority 8)

Goal 7/Action 7.1 focuses on improved services for English learners, including redesignating English learners to access CCSS and ELD standards. One-third (\$2,868.33) of the LREBG will be used to pay for salaries and benefits.

Metric 7.1%# of teachers providing integrated and designated English language development for all English learners, especially adult learners (Priority 2)

Metric 7.7: Total number of staff participating in English language development professional development. (Priority 2)

The interventions are explicitly aligned with allowable uses of funds and will promote grade-level advancement, fulfill graduation requirements, and improve college and career readiness for high-needs students. Opportunity Academy continues to make incremental gains

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

Reflections: Annual Performance

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

Analysis of California School Dashboard and Local Data: Opportunity Academy (2025-2026) release November 2025.

Overview. The California School Dashboard, in conjunction with local assessment data, highlights key areas Opportunity Academy should continue to address throughout the final year of the 224-2027 LCAP cycle.

As of the 2025-2026 Census Day:

175 enrolled on Census Day
52.6% SED
20% English learners
3.4% foster youth

State Assessment Participation and Performance

SBAC – English Language Arts
204.9 points below standard
8.1 point increase from 2024-2025

SBAC – Mathematics: Total students tested: 17
283.5 points below standard
16.5 points decline from the previous year (2024-2025)

English Learner Progress Indicator (ELPI):
Students making progress:
25% making progress
8.3% Increase from the previous year (2024-2025)

College and Career Readiness:
3.9% prepared

3.9% increase compared to the previous year (2024-2025)
Moved from red to orange

Graduation Rate:
57.3% graduation rate
7.1% decline compared to the previous year (2024-2025)
Funding and Strategic Response

Reflections: Technical Assistance

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

Opportunity Academy has been identified as needing Differentiated Assistance because of the following: comprehensive support and improvement related to college and career readiness and graduation rates. According to the California School Dashboard, 0% of African-American/Black, Hispanic, and SED students were prepared for college or career. The data below compares 2019, 2023, 2024, and 2025.

Class of 2019: 97.3% not prepared
Class of 2023: 97.3% not prepared
Class of 2024: 98.7% not prepared
Class of 2025: 92.9% not prepared

The College and Career Indicator (CCI) performance is critically low, especially for historically underserved student groups, and the lack of color ratings for 10 groups suggests insufficient data due to enrollment trends. Progressively, AOA continues to improve in the college and career category, though the percentage of non-prepared students remains high.

Through the creation of a Differentiated Assistance Plan of Action, the following are the strategies that the school has planned to address for the 2026-2027 school year, and are included in Goal 5 of the LCAP.

Strategy 1: Concurrently enrolling students in a college course that meets graduation requirements; AOA has worked closely with Peralta Colleges to offer Mathematics in the Trades. It is a self-paced math course that is contextualized for trades like construction and welding.
Strategy 2: Provide students with the opportunity for career exploration, job readiness preparation, and other ways to earn job skills. Even though AOA used the Program Director of College and Career, it expanded its partnership to include both Safe Passages, La Familia, and BACR. All of the community-based organizations provide wrap-around services that include job readiness preparation
Strategy 3: Develop and Utilize a COST system specifically designed for Independent Study. AOA has hired a social worker. The social worker and school administrators are in the design stages of a COST and hope for an initial launch in the fall of 2026.

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

Strategy 1: Identify students in the 4th or 5th cohorts who meet A-G requirements. AOA offers 21 digital and non-digital A-G courses. In addition, the school just added AP US History as an offering.

Strategy 2: Increase the number of students who graduate in the 4th-year cohort. As the school implements its COST, creates a graduation plan, and creates an individualized student-level tracking system, AOA will be able to see an increase in the number of 4th-year cohort graduates on time.

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

ACOE's Opportunity Academy is eligible for comprehensive support and improvement in the following area: Graduation Rate. AOA's overall graduation rate for 4th and 5th-year graduates was 57.3% on the California Dashboard (November 2025). There was no performance color for 10 out of 13 student groups. The following are the graduation rates for the following student groups:

African American/Black: 57.3%, a decline of 12.1%; English Learners: 53.3%, an increase of 3.3%; Hispanic (non-white): 54.5%, a decline of 6.7%; SED: 52.1%, a decline of 12.5%; Students with disabilities: 57.6%, a decline of 1.2%.

Support for Identified Schools

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

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

Goal Statement

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

Actions and Strategies

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

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

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

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

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

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

Implementation Support and Monitoring

To ensure the successful implementation of Goal 8, the administration will continue to embed four cycles of inquiry into the professional development calendar during the 2026-2027 school year. These cycles will focus on analyzing student progress, instructional strategies, and graduation outcomes. In addition:

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

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

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

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

Full implementation of COST

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

The school's educational partners participated in a number of ways to provide feedback on the adopted LCAP. LCAP meetings were held on December 3, 2025, January 7, 2026, and April 5, 2026. An LCAP survey was distributed to parents/guardians, students, ACTA and CSEA, and community partners (March 1-April 22, 2026). The LCAP Parent and Advisory Committee provided feedback. The school's educational partners highlighted the following regarding the feedback given:

Goal 1: Conditions of Learning

A primary area for improvement is enhancing post-secondary guidance, especially after the Program Director of College and Career left (though a new Senior Program Director has been hired). Suggestions include increasing work-based learning opportunities and CTE pathways, reserving pre-apprenticeship slots for AOA students, and having dedicated college career counselors on staff to directly assist students with community college enrollment, dual enrollment, and trade school processes. To show progress, the school should track outcomes such as graduation rates, credit recovery speed, and persistence. Suggestions include providing students with a digital portfolio showcasing their projects, certifications, and soft skills (instead of just a transcript),

Goal 2: Integrated Whole-Student Support

Educational partners noted that progress can be made by increasing the number of mental health counselors (not just for IEP students), better staffing for crisis counseling, and reducing OTTP waitlists. Suggestions also include refining the onboarding process for proactive non-academic screenings, strengthening "warm hand-offs" to community partners (housing/legal aid), and streamlining regular communication between social workers and students.

Goal 3: State and Local Assessments

Educational partners suggested that for any improvement, include providing dedicated time and regular incentives for students to complete tests, offering low-pressure workshops to build digital stamina and reduce test anxiety, leveraging the independent study model for more varied assessment windows, and finding ways to provide transportation for students who need it. Progress on this goal can be shown by utilizing data dashboards that highlight individual growth scores and implementing Visual Data Folders (using ABA-inspired graphing) so students can see their own incremental quarterly growth in Math/English skills, which helps build self-efficacy for state-level assessments. Progress can also be demonstrated by tracking participation rates, student performance improvements, and gathering feedback on instructional effectiveness.

Goal 4: Family Engagement

While the 750 International location and the REACH location have strong events, there is a desire to see more frequent, localized events across all school sites. It was noted that the school should set aside specific funds for engagement and utilize PLC or PD time at the start of the year for strategic planning and provide a clear calendar of "necessary dates of attendance" during the initial enrollment meeting to help busy families plan. Additionally, the school should improve its website and social media to make it easier for families to navigate the system and find specific staff or resources. To monitor progress, educational partners said that the school should develop a peer-led support network where veteran parents and students can mentor new families. Moreover, educational partners find value in moving toward Youth-led IEPs and goal setting, where students present their own data to foster accountability. Service-learning showcases are another way to celebrate projects rather than just discussing compliance. Finally, the educational partners suggested the school engage local employers to align the curriculum with regional workforce needs.

Goal 5: Whole Student College and Career Engagement

The consensus among educational partners is that the 130-credit diploma acts as a strategic "reset button," allowing students to bypass traditional hurdles and focus immediately on post-secondary transition. While the school has made significant gains through dual enrollment and the "We Belong in College" initiative, there is a clear call to formalize these pathways to improve the school's California Dashboard standing. Educational partners said the loss of the Program Director of College & Career is felt deeply. There is a strong recommendation to hire "College Navigators" or dedicated counselors to provide one-on-one guidance through enrollment and trade union applications. Furthermore, educational partners want to see more Industry-Recognized Certifications integrated into the curriculum (e.g., OSHA-10, Food Handlers, Google Career Certificates) to provide "quick wins" for career-bound students. Finally, it was suggested to include making certain milestones mandatory, such as a Capstone Presentation on post-grad plans or requiring 12th graders to pass at least one concurrent enrollment course. Some proposed actions the school can implement include:

- *Formalize mentorships and direct pipelines to local trade unions and tech firms.

- *Ensure FAFSA and college applications are done months before graduation

- *Work directly with ACOE's Student Service Division to access pre-apprenticeship training while students are working on their diplomas

*Track quantifiable milestones like students earning college credits.

Goal 6: Special Education

Educational partners stated that special education should be a support and not a pipeline. What was pointed out is that there are IS constraints and that the flexible nature of Independent Study can make rigid, calendar-based state goals difficult to achieve. Educational partners suggested the goal may need to be "re-worked" to fit the school's unique model. While meetings are happening, there is an expressed need for more consistent direct instruction and student-teacher meetings focused specifically on IEP goals. Finally, deepening the use of "compliance dashboards" would help staff catch potential gaps in real-time rather than reacting to weekly lists.

Goal 7: English Language Development

Suggestions for the school's educational partners include using AI-driven tools during local assessments to provide real-time feedback on syntax and vocabulary, leveraging AI to generate customized practice prompts targeting skill gaps identified in previous ELPAC scores, and implementing Peer-to-Peer Language Mentorship using successful long-term EL graduates. Respondents also suggested holding practice ELPAC exams during the year and providing PD series focused on training teachers in ELD and SIPPS.

Goal 8: Improving Graduation Rates

Some recommendations included identifying and removing non-academic hurdles for SED students, such as transportation or technology needs, and creating community-based "Success Hubs" that offer stable internet, snacks, and childcare. Transportation assistance was specifically mentioned as a needed provision beyond access to the Clipper Card. A key area for improvement that was noted was the need for post-secondary guidance, which could involve having college career counselors on staff to assist students with community college or trade school enrollment, offering more enrichment classes, increasing work-based learning, and expanding CTE pathways. Finally, the school should focus on providing an inclusive, comfortable, and supportive environment to boost student attendance, confidence, and engagement, including a welcoming atmosphere and ensuring students receive all necessary assistance, such as extra time, tutoring, and in-class/distant support. Progress can be measured through monthly "graduation audits" combining performance metrics with credit-tracking data, improved cohort graduation rates, increased credit completion, and movement from Red to Orange or better on the California Dashboard for identified student groups.

The school captured responses from the members of its Parent Advisory Committee. When asked what some ways you think we can support students, respondents noted the following:

Academic support for improvement on state assessments

Student academic achievement (tutoring, paraeducators, access to instructional materials, credit recovery options)

Improving parent/engagement participation

Improving student engagement

College and career readiness

Dual enrollment at community colleges

Providing after-school programs/sports

Any other thoughts or ideas not listed above:

Student 2: I find there is not much that needs to be added or changed; maybe they could be stricter on some students who don't respect them.

Another question asked was: Which of the following would be the best way to use the Learning Recovery Emergency Black Grant to support pupil learning, mental health, and overall well-being? Noted was the following:

- Tutoring or other one-on-one or small group learning supports
- Programs to address pupil trauma and social-emotional learning
- Summer school or intersessional instructional programs

Finally, members of the PAC were asked how the Comprehensive Support and Improvement funding should be used to improve the school's graduation rate. The respondents said

- Strategic Literacy Support for Struggling Readers/English Learners.
- Strategic math support for students
- Providing services to reduce dropout rates
- Safe and healthy students (mental health services, transportation for student safety needs, facility improvements)
- Teacher training to support the social-emotional needs of students
- Effective use of technology in school (digital platform, educational technology)
- Providing a well-rounded education (PE, Art, Music, other enrichment activities)

The respondents also noted ways the school can encourage more parent and student participation in school events:

Student 1: Teamwork, events between students and parents, and social events for both parents and students to attend.

Student 2: Maybe they can send some letters or call the parents and express that they wanna do events. Encourage students to invite their parents.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	# of teachers full credentialed (Priority 1)	.60% Fully credentialed (preliminary or clear) for subject and student placement (properly assigned) per ESEA, Section 1112 7.3/8 teacher positions are assigned out of field per ESEA, Section 1112 (SARC 2022-23)	.60% Fully credentialed (preliminary or clear) for subject and student placement (properly assigned) per ESEA, Section 1112.	.60% Fully credentialed (preliminary or clear) for subject and student placement (properly assigned) per ESEA, Section 1112.	100%	0% maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.3/8 teacher positions are assigned out of field per ESEA, Section 1112 (SARC 2023-2024)	7.3/8 teacher positions are assigned out of field per ESEA, Section 1112 (SARC 2024-2025)		
1.2	# or % if teachers misassigned (Priority 1: required measure)	7.30/8 (91.38%) based on SARC (22-23)	7.30/8 (91.38%) based on SARC (2024-25)	7.30/8 (91.38%) based on SARC 2025-26)	0	0% maintained
1.3	% of students will access to their own copy to standard aligned instructional materials (Priority 1: required measure)	100% (Local LEA data Fall 2023)	100% (Local LEA Data) Fall 2024	100% (Local LEA Data). Fall 2025	100%	0% maintain
1.4	% of facilities maintained in good repair using yearly FIT report (Priority 1: required measure)	100% (FIT report January 2024)	The overall rating for 6 satellite locations: is 95.5% (FIT report January 2025)	97.84% overall average rating for 7 school locations. FIT Report (January 2026)	100%	2.16% decrease
1.5	% or # of teachers and para educators participating in PDs that focuses on CA academic content standards and curriculum frameworks especially PDs that focus on intervention and instructional strategies for low income, English learners, foster youth and/or adult learners (Priority 2)	100% (Local LEA data April 2024)	100% (Local LEA Data) April 2025	100% (Local LEA Data) April 2026	100%	0% maintain
1.6	% or # of teachers and para educators who	100% (Local LEA data) April 2024	100% (Local LEA Data) April 2025	100% (Local LEA Data) April 2026	100%	0% maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participate in PD focusing on engagement and intervention strategies for students receiving special education services. (Priority 2)					
1.7	Total number of digital and/or traditional a-g courses offered and accessible to all students (Priority 7)	13 (Local LEA data) April 2024	14 (Local LEA Data) April 2025	21 (Local LEA Data) April 2026	15	Increase of 8 digital and/or traditional a-g courses

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Opportunity Academy was able to secure partnerships with Safe Passages, which added a teacher and paraprofessionals. The school also secured a partnership The Covenant House as well as La Familia. Due to staff input, professional development focused on literacy and English language development. The school also added an Advanced Placement US History course to its total number of a-g courses offered and accessible to all students. There were no substantive differences in the planned actions and the actual implementation of those actions or any relevant challenges.

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.

Action: 1.1
 Budgeted: \$3000
 Actual Expenditure: \$3170.96
 Variance: 170.96
 Explanation of the Variance: Increase in salary and benefits for extended hours worked

Action: 1.3
 Budgeted: \$76,894
 Actual Expenditure: \$129,378.25
 Variance: \$52,484.25

Explanation of the Variance: acquisition of a new site

Action: 1.4

Budgeted: \$183,686.71

Actual Expenditure: \$164,248.38

Variance: \$19,438.33

Explanation of the Variance: Split the cost of one digital platform with another funding source

Action: 1.5

Budgeted: \$3954

Actual Expenditure: \$0

Variance: \$3954

Explanation of the Variance: Curriculum has not been purchased yet.

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

AOA provides diverse and curriculum-aligned education, utilizing a blended learning model and platforms like Edgenuity to offer flexibility and track progress. Progress is shown by including personalized assignments/activities in audit files and sharing ideas among colleagues. The school fosters a safe and inclusive environment by prioritizing connection and compliance and treating enrollment as a professional onboarding process. Improvement is needed in post-secondary guidance, especially after the Program Director of College and Career left. A new Senior Program Director for College and Career has been hired, but not in time to make an. Respondents on the LCAP survey suggest having an academic counselor on staff to help students with dual enrollment, enrolling in community college or trade school, increasing work-based learning and CTE pathways, and offering more enrichment classes. AOA teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject areas to which they have been assigned per EC Section 44865. The Elementary and Secondary Education Act (ESEA, Section 1112) states that AOA teachers have not met "applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Opportunity Academy's overall effectiveness:

Action 1.1 Opportunity Academy's administration successfully secured professional development opportunities tailored to the specific needs and requests of teachers and paraeducators. All staff participated in professional development that focused on CA academic standards (metric 1.5) and in professional development that focused on engagement and intervention (Metric 1.6). Action 1.1 has maintained effectiveness yearly since the first year of this LCAP.

Action 1.3 The school facilities were well-maintained, thanks to strong partnerships and the collaborative relationships built with community partners. AOA's baseline for these actions was 100%. For the 2025-2026 school year, 97.84% of the schools were well-maintained. There was a slight drop from baseline, but not significant enough to report ineffectiveness for this action.

Action 1.4 The Ethnic Studies course is offered on the digital platform, Edgenuity. In addition, AOA has added an a-g AP US History course to its offerings. AOA's baseline at the initial writing of the 3-year LCAP, the school offered 13 a-g courses. As of the 2025-26 reporting, the number of A-G courses now available is 21 (metric 1.7), an increase of 8 A-G courses

Action 1.5 Opportunity Academy's Ethnic Studies Team continues to work toward identifying and fully implementing the primary text for Ethnic Studies in time for the 2026-2027 academic school year. The school measured its effectiveness using metric 1.7 (an increase in the number of A-G courses being offered at AOA).

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.

There are no changes to the planned goal, metrics, target outcomes for the coming year resulted from educational partner input and reflection.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for all school staff	(Professional Development) All staff will be provided with scheduled PLCs, site-level PDs, and district-level PDs focusing on various content areas, reviewing data in core content areas, curriculum development, covering topics required by district/state that are directly linked to student outcomes, and are monitored quarterly to improve programming and instruction yearly.	\$20,000.00	No
1.3	School Facilities	School Facilities) All AOA school facilities will be maintained in good repair either through Maintenance and Operations and/or through ACOE Opportunity Academy's signed MOUs with community partners where AOA may be located. All AOA school facilities will be evaluated yearly(2024-2027) by a third (3rd) party agency that contracts with ACOE. Written formal facility reports will be submitted to ACOE's Maintenance and Operations and to the Program Director of Instruction and Compliance. Families and students will report a sense of safety as noted on the yearly culture and climate survey and reported on the school's yearly SARC report, approved by the Alameda County Board of Education yearly.	\$223,963.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Digital and traditional a-g courses	Text Books/Chromebooks/Digital Licenses: All AOA students will be provided with a textbook or Chromebook so they can access their assignments both at school and at home.	\$37,000.00	No
1.5	Ethnic Study Team	AOA's Ethnic Studies team will review the curriculum that will be adopted and used for the 2025-2026 school year. The team will meet monthly and present their findings in July 2025 to the site for final approval. All staff will participate in staff professional development beginning July 2025 and will do so monthly, using data to make any final adjustments to the curriculum prior to its submission to the UC/CSU system for a-g approval.	\$3,954.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% or # of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7)	100% (Local LEA data)	100% (Local LEA Data) April 2025	100%	100%	0% maintained
2.2	# of students enrolled during extended	185 (Local LEA data Summer 2023)	206 (Local LEA data) June 30, 2024	236 (Local LEA Data) June 30, 2025	200	An increase of 51 students from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year/summer school (Priority 6)					
2.3	# of students graduating during extended year/summer school (Priority 6)	57 (Local LEA data Summer 2023)	73 (Local LEA data) June 30, 2024	70/236=29.67% (Local LEA Data) June 30, 2025	75	An increase of 13 students from baseline
2.4	# of students accessing telehealth mental health services provided by the NAAEC (Priority 6)	0: telehealth will begin August 2024 (Local LEA data)	0: Required student emails (Local LEA data) March 2025	0	50	0 students. Maintained
2.5	# of students issued a Clipper Card (Priority 6)	10 (Local LEA data Spring 2024)	15 (Local LEA data) March 2025	89 (Local LEA) April 20, 2026	20	An increase of 79 students receiving a Clipper Card
2.6	# of students referred to OTTP for services (Priority 6)	13 (Local LEA data Spring 2024)	41 (Local LEA data) April 2025	66 (OTTP referrals and ERMHS)	15	An increase of 53 students referred
2.7	% of students suspended once or more (Priority 6: required measure)	0 (California Dashboard Fall 2023)	0% (California Dashboard 2024)	0	0	0%=maintained
2.8	% of students expelled (Priority 6: required measure)	0 (California Dashboard Fall 2023)	0% (California Dashboard 2024)	0	0	0%=maintained
2.9	% of students who report feeling safe and connected to school (Priority 8).	98% (Local LEA Climate Survey Spring 2024)	73.4%=connected; 24.5%=NA 83.6%=Safe; 14.3%=NA	Local LEA Climate Survey Spring 2026: Parents/Guardian (7): 85.7% Strong Agree/14.3% Agree; Staff (16) 56.3% Strongly Agree/43.8% Agree; Students (64): 43.8% Agree/20.3% Strongly	100%	0% maintained for parents and staff; 34.2 for students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Disagree/20.3% Strongly Agree/12.5% Don't know.		
2.10	# of students/families referred to organizations that may provide services like housing and other services to reduce barriers students experience outside of school (Priority 8)	0 (Local LEA data)	32 Families referred Safe Passages (Local LEA Data) April 2025	56 (HHP, Legal, Housing) Local LEA data April 2026	20	An increase of 56 Students/Families referred
2.11	# of days a substitute teacher covered for a general education teacher attending conferences or professional development	18 days (Local LEA data May 2026 for the 2025-2026 school year) New Metric	18 days (Local LEA data) May 2026		25	This is a new metric. No data to report from baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

One of Opportunity Academy's key achievements has been the delivery of comprehensive, integrated support services tailored to student needs. These planned actions encompassed specialized tutoring, summer school programming, targeted academic interventions for unduplicated youth, and the expansion of wraparound services. With the support of the Senior Program Director of College and Career, the Clipper Card now supports all students at Opportunity Academy, and not just school-aged students. Referrals to OTTP (Occupational Therapy Training Program) have skyrocketed from baseline to year 2 of the LCAP. The support from the school's newly hired social worker has provided critical assistance in areas such as housing instability, food insecurity, and other barriers impacting educational access. However, the implementation of telehealth services offered by NAAEC faced operational setbacks. Although telehealth was offered to support students who asked for mental health services, students preferred in-person support. Furthermore, the lack of a coordinated rollout campaign meant that students and families were not fully informed about the available services, limiting their utilization. The newly hired

social worker will lead the development of a Coordination of Services Team (COST) and implement a Multi-Tiered System of Supports (MTSS) designed specifically for the unique challenges and needs of Opportunity Academy's student population.

A new culture and climate survey was designed specifically for AOA students. An analysis of culture and climate survey results revealed a concerning decline in the percentage of students who reported feeling safe and connected to the school community, a decline of over 30%.

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.

Action: 2.1
Budgeted: \$246,568.70
Actual Expenditure: \$250,080.88
Variance: \$3512.18
Explanation of the Variance: Increase in staff salaries and benefits

Action: 2.2
Budgeted: \$250,000
Actual Expenditure: \$250,914.07
Variance: \$914.07
Explanation of the Variance: Increase in staff salaries and benefits

Action: 2.3
Budgeted: \$72,562.95
Actual Expenditure: \$14,527.96
Variance: \$58,034.99
Explanation of the Variance: Position vacant until January 2026

Action: 2.4
Budgeted: \$180,850.22
Actual Expenditure: \$188,326.62
Variance: \$7,476.40
Explanation of the Variance: Increase in staff salaries and benefits

Action: 2.5
Budgeted: \$168,227.89
Actual Expenditure: \$151,519.15
Variance: \$16,708.74
Explanation of the Variance: Position was vacant

Action: 2.6

Budgeted: \$10,000
Actual Expenditure: \$10,270.05
Variance: \$270.05
Explanation of the Variance: Increase in staff salaries and benefits

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

AOA removes barriers by providing critical logistical support such as childcare, transportation assistance (including Clipper Cards), and flexible scheduling through independent study and online learning, which benefits employed students. The school embeds mental health services directly through partnerships (e.g., La Familia, OTTP-NorCal) and addresses basic needs by offering food, hygiene products, and household items via the Family Resource Center (FRC). Additionally, the school provides academic support through individualized plans, tutoring by paraeducators, and focused personal work based on MAP testing data. Progress can be made by refining the onboarding process to include proactive screenings for non-academic needs, expanding access to enrichment opportunities, and strengthening "warm hand-offs" to community partners for housing and legal aid. There is a need for more mental health counselors (not just for students with IEPs), better crisis counseling staffing, and college/career counselors to assist directly with dual enrollment. However, the climate survey data results were concerning. First, this was the first year that the school distributed different climate surveys for parents, students, and staff. While overwhelming, parents and staff noted they feel safe at their specific school sites, that was not the case for the student respondents. Only 63.8% of the students stated they either agreed or strongly agreed they felt safe, while 20.3% said they did not feel safe, and another 12.5% stated they didn't know. In addition, now that the social worker runs and operates the Family Resource Centers at the school's Hayward and 750 International sites, AOA's social worker has been able to refer students and families to additional resources they may not have received, reducing barriers students may experience outside of school. Moving forward, with the addition of the social worker, the percentage of students who report feeling safe and connected to school will increase, suspensions and expulsions will remain at zero,

Opportunity Academy's Goal 2 effectiveness:

Action 2.1: Specialized tutoring by providing academic coaches through BAYAC-Americorps. Metric 2.1 focuses on specialized tutoring. AOA has maintained 100% of its Foster youth, SED students, and English learners receive specialized tutoring yearly.

Action 2.2: Successful extended year program offer for foster youth, SED, and those in identified student groups on the California Dashboard with low scores on the CAASPP math and ELA, and those students who have not been reclassified on the ELPAC. For Metric 2.2, AOA enrolled 51 more students for its extended year offering in comparison to the baseline year. Moreover, AOA has graduated 13 more students in comparison to the baseline year.

Action 2.3: An additional layer of support, particularly for unduplicated youth, foster youth, unhoused youth, students receiving special education services, English learners, and students facing challenges in math and literacy, was provided as measured by metrics 2.1 and 2.10

Action 2.4: Integrated supports were provided through partnerships both internally and externally. The integrated supports are measured under metrics 2.6 (referred to OTTP), 2.9 (Students feeling safe and connected), and 2.10 (Students referred to more supports outside of the school's resources)

Action 2.5: Hiring a social worker for the school to address the needs of those students who are not receiving services from a community partner. The effectiveness of this action was measured under metrics 2.6 (referred to OTTP), 2.9 (Students feeling safe and connected), and 2.10 (Students referred to more supports outside of the school's resources).

Action 2.6: A dedicated substitute teacher was hired to provide coverage at most, if not all, of the school's campus from August 2025 to April 2026. This is an action that will be measured under metric 2.11.

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.

There was a need to create a metric for Action 2.6: Substitute Teachers. Metric 2.11 measures how many days a substitute teacher was used, which would allow a general education teacher to attend a conference or professional development. Substitute teachers fill a void that would otherwise remain vacant while teachers are out for conferences or professional development. The substitute teacher is able to address the immediate academic needs of the students. A student's appointment will not have to be rescheduled because there isn't a substitute teacher available. Moreover, having a substitute teacher allows the paraprofessional to provide services and support for students they would not otherwise be allowed to do without a credentialed teacher or a substitute teacher with a sub permit.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Specialized Tutoring and supports	(Specialized Tutoring and supports) Para educators will collaborate with credentialed teachers to identify skill gaps in literacy, writing, and math to design specialized tutoring supports for socioeconomically disadvantaged, Foster, and English learner students, so that they can gain 21st-century skills and complete coursework required for graduation. AOA will also contract with BAYAC Americorps to provide academic coaches to assist with integrated supports for better student outcomes in literacy, writing, and math.	\$355,232.88	No Yes
2.2	Extended Year/Summer School	(Extended Year/Summer School) AOA will offer extended programming beyond the regular school year, targeting English Language learners, foster youth, SED, and SPED. These programs will aim to enhance literacy and writing skills while helping students earn credits toward their high school diploma.	\$300,000.00	No Yes
2.3	Education support for unduplicated youth	(Unduplicated Youth) Students identified as foster youth who could be English learners, SED, and qualify for free or reduced-cost meals, receive additional integrated support services from paraeducators, tutors, and youth mentors to mitigate learning loss and reduce the barriers for the	\$80,845.57	No Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated youth to remain in school until they have completed their individualized educational pathway.		
2.4	Integrated supports	(Integrated Supports) The Site Administrator will ensure that AOA staff actively connect students with resources, including leveraging community partnerships, to overcome barriers that impact their access to education. By facilitating access to these resources, we aim to empower students to pursue career and educational opportunities, ultimately leading to their career advancement and success.	\$200,816.76	No
2.5	Social Worker	After extensive research, it was determined that AOA is in need of a social worker. The social worker will closely with the school's administrators, the social worker team, community organizations to provide wrap around services to student and families in need.	\$220,238.04	No
2.6	Substitute Teachers	AOA will provide coverage for credential teachers to attend trainings, conferences, and exchange days by hiring qualified substitute teachers to manage AOA teachers' caseloads, offering direct instruction, and keeping track of completed assignments. Substitute teachers may keep attendance, issue grades on completed assignments, complete warning letters, and perform other duties as assigned.	\$12,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of those students enrolled 90 days or more showing improvement in academic skill as noted on improved assessment scores on calibrated assessment tools. (Priority 8, WASC)	35-English; 26-Math on the CASAS (Local LEA data Spring 2024) .	24/28 literacy gains on the CASAS (Local LEA data, April 2025); No math data on the CASAS	CASAS no longer given at any of the AOA sites as of August 2025. Only NWEA MAP data available.	20	NWEA MAP Math: 7 students improved in math NWEA MAP Reading: 1 student improved in reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NWEA MAP Math: 0.06% or 9 out of the 151 students 90-day post tested and out of those .06% or 2 out of the 9 improved in their scores. NWEA MAP Reading: 0.11% or 17 out of 151 students 90-day post tested and out of those 23% or 4 out of 17 of those students improved in their scores.	NWEA MAP Math: 171/400 students enrolled 90 days or more, 56/171 or 33% of those students post-tested. 33/56 or 59% students improved in MATH. NWEA MAP Reading: 171/400 students enrolled 90 days or more, 56/171 or 33% of those students post-tested. 34/56 or 61% of students improved in Reading.		
3.2	# or % of SPED students participating in all required state testing (Priority 8)	12/14 (85.14%) (Local LEA and State data Spring 2024)	8/14 (57.14%) have been tested; 6 remaining to be tested (Local LEA data) March 2025	9/21 (43%) Local LEA data April 2026	95%	A decline of 3 SPED students
3.4	% of students participating in all local assessments (Priority 8, WASC)	77.31% (Local LEA data Spring 2024)	56.59% (Local LEA data) March 2025	324/400 (81%) Local LEA data April 2026	100%	3.69% increase in the number of students
3.5	% of students participating in all state CAASPP ELA (Priority 4, WASC)	56.25% (State data Spring 2024)	60.53% (Local LEA data) April 22, 2025	65% (Smarter Balance Summative Jan 20-April 22, 2026. Last update April 16, 2026)	95%	8.75% increase of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of students participating on all state CAASPP Math (Priority 4, WASC)	59.38% (State data Spring 2024)	57.89% (Local LEA data) April 22, 2025	65% (Smarter Balance Summative Jan 20-April 22, 2026. Last update April 16, 2026)	95%	5.62% increase of students
3.7	% met/exceeded standards for all students-CAASPP ELA (Priority 4: required measure)	0% met/exceeded standards on CAASPP ELA: 31 students: 279 points below standard, an increase of 34 points. California Dashboard Fall 2023	0% met/exceeded standards on CAASPP English: 18 students: 213 points below standard, an increase of 66 points California Dashboard 2024	0% met/exceeded standards on CAASPP ELA: 28 Students: 204.9 points below standard, an increase of 8.1 points. (November 2025)	10%	A decline of 74.1 points below standard
3.8	% met/exceeded standards for all students-CAASPP Math (Priority 4: required measure)	0% met/exceeded standards on CAASPP Math: 31 students: 304.1 points below standard, an increase of 34 points California Dashboard Fall 2023	0% met/exceeded standards on CAASPP Math:31 students: 267.1 points below standard, an increase of 37 points California Dashboard 2024	0% met/exceeded standards on CAASPP Math: 28 Students: 283.5 points below standard, a 16.5 point decline. (November 2025)	10%	A decline of 20.6 points below standard
3.9	% met/exceeded standards for all students-CA Science Test (Priority 4: required measure)	Not measured on the California Dashboard Fall 2023	0% met/exceeded standards on CAST (Science) Informational only: 25 students; 32.4 points below standard, a decline of 4.7 points(California Dashboard November 2024)	Informational data California School Dashboard: 61 students. 23.5 points, an increase of 3.8 points. Moved from red to orange. (November 2025)	10%	An increase of 23.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	% of students participating in the state CA Science Test (Priority 4; required measure)	58.73% (State Data Spring 2024)	61.04% (Local LEA data) April 22, 2025	74.2% (CAST Jan 20-April 22, 2026. Last update April 16, 2026)	95%	15.47% increase

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Opportunity Academy continues to address the need to improve its participation in local and state standard tests. Year to year, AOA has seen steady increases in the number of students participating in the Smarter Balance Summative (math and ELA), CAST, and ELPAC. All school satellites review participation rate data after the data has been released in November 2025 on the California School Dashboard. Based on the data points, each school site develops an extensive and comprehensive testing plan. Paraprofessionals work closely with teachers to incentivize students to take the local and state standard tests. Teachers, paraprofessionals, and academic coaches continue to work on individual students' skill gaps identified in the local assessment tool. It is through the intense and individualized tutoring services that the school anticipates students will improve on the Smarter Balance Summative in English and math, on the CAST, and ELPAC.

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.

Action: 3.1
 Budgeted: \$81,118.53
 Actual Expenditure: \$74,240.09
 Variance: \$6878.44
 Explanation of the Variance: Employee on extended maternity leave

Action: 3.2
 Budgeted: \$645,052.06
 Actual Expenditure: \$666,945.70
 Variance: \$21,893.64
 Explanation of the Variance: Increase in staff salaries and benefits

Action: 3.3
 Budgeted: \$200,948.95
 Actual Expenditure: \$143,561.12
 Variance: \$58,387.83

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

AOA is meeting this goal by conducting quarterly data reviews, primarily using MAP testing for assessment, and integrating literacy and numeracy into all content areas to drive academic achievement. This data is used to identify skill gaps (e.g., the 16.5% decline in mathematics shown on the 2025 CA School Dashboard) and create personal work that builds on student strengths and addresses areas of struggle. Administrators, teachers, and support staff regularly discuss these goals. Improving assessment participation is challenging; suggestions included embedding MAP testing within the enrollment and exit/graduation processes, holding all parties accountable for tracking student testing, and prioritizing dedicated class time for testing. It was also suggested to offer more varied assessment windows, potentially leveraging the flexible independent study model, and providing transportation for students who need it. To increase participation and progress, respondents on the LCAP survey suggested reframing testing as a diagnostic tool for empowerment and self-advocacy, emphasizing that scores dictate the targeted instruction and resources students receive. This can be supported by hosting low-pressure workshops to build digital stamina and reduce test anxiety, and by offering regular incentives.

The data collected on April 16, 2026:

3.2: Not Effective

SPED students participating in all required state testing:

Baseline: 85.14%

April 16, 2026: 43%

Change: A decline of 3 SPED students

Metric: 3.2

3.4: Effective

Students participating in all local assessments:

Baseline: 77.31%

April 16, 2026: 81%

Change: 3.69% increase in the number of students

Metric: 3.4

3.5 Effective

Students participating in CAASPP ELA:

Baseline: 56.25%

April 16, 2026 65%

Change: 8.75% increase in students

Metric: 3.5

3.6 Effective

Students participating in CAASPP Math:

Baseline: 59.38%

April 16, 2026: 65%

Change: 5.62% increase in students

Metric: 3.6

3.7 Not Effective

% met/exceeded standards for all students-CAASPP ELA

Baseline: 0%

November 2025:

Change: A decline of 74.1 points below standard

Metric: 3.7

3.8 Not Effective

% met/exceeded standards for all students-CAASPP Math

Baseline: 0%

November 2025:0%

Change: maintained

Metric: 3.8

3.9 Not Effective

% met/exceeded standards for all students-CAST-Science

Baseline: Not measured 2024

November 2025: 23.5 points

Change: An increase of 23.5 points

Metric: 3.9

3.10 Effective

Students participating in the CA Science Test:

Baseline: 58.73%

April 16, 2026: 74.2%

Change: 15.47% increase

Metric: 3.10

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.

There are no changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	State and Local assessment agreements	(State and local assessments) All newly enrolled AOA students agree to take all local and state assessments as identified on a signed Primary Education agreement and will take the local assessment within 2 weeks of enrollment to help determine academic skills areas that need to be addressed and to help students get academic support from teachers, paraeducators, or tutors, such as BAYAC volunteers, to improve those skill levels while students.	\$80,903.30	No
3.2	Planning Administration of State and local assessments	(Planning Administration of State and Local Assessments) Teachers, in collaboration with paraeducators and/or community partners, will develop testing plans for each site that includes flexible scheduling and incentives. Testing plans will be submitted to the office assistant in order to develop a testing calendar with dates and deadlines.	\$697,913.53	No
3.3	Local Assessment Growth for students enrolled for 90 days or more	(Local assessment Growth) The Office Assistant will monitor student enrollment and regularly provide teachers and paraeducators with a list of students who have been enrolled for 90 days or more. These students will be scheduled to take the locally calibrated assessment tool, with the goal of demonstrating at least one level of academic growth in both mathematics and literacy.	\$209,049.45	No
3.4				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% or #parents, students and community partners to participate in monthly Coffee with the Principal, the LCAP Family Advisory Committee, ELAC Advisory Committee, and other community events to help advise the school concerning any programmatic improvements that need to be made. (Priority 3)	22.2% (Local LEA data Spring 2024)Parents and students combined	100% (56/56) parents/15.45% (51/330 students) Local LEA data March 2025: (107/416)=25.7%(parents and students combined)	61/399 parents/students:15.38% (Local LEA Data) April 2026 (parents and students combined)	30%	6.82% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	% or # of parents participating in their student's IEP either annual, triennial, exit/transition, or 504 plan, and/or SST meetings. (Priority 3)	100% (Local LEA data Spring 2024)	100% (Local LEA data) March 2025	100%	100%	0% maintained
4.3	# of teachers who use the remind application to communicate with students and families about events, parent-teacher conferences, student behavior, and student absences	4/10 teachers (Local LEA data) May 2026 New measure for action 4.2	4/10 teachers (Local LEA data) May 2026 New Measure for action 4.2		10/10 teachers	New Metric April 2026
4.4	% of parents/guardians who have participated on at least 1 meeting/event at school (Priority 3)	74.6% (Local LEA data Spring 2024)	56/56 (100%) Local LEA data March 2025	48/48 (100%) Local LEA data April 2026	80%	25.4% increase

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

While the 750 International location and the REACH location have strong events, there is a desire to see more frequent, localized events across all school sites. It was noted that the school should set aside specific funds for engagement and utilize PLC or PD time at the start of the year for strategic planning and provide a clear calendar of "necessary dates of attendance" during the initial enrollment meeting to help busy families plan. Additionally, the school should improve its website and social media to make it easier for families to navigate the system and find specific staff or resources. To monitor progress, educational partners said that the school should develop a peer-led support network where veteran parents and students can mentor new families. Moreover, educational partners find value in moving toward Youth-led IEPs and goal setting, where students present their own data to foster accountability. Service-learning showcases are another way to celebrate projects rather than just discussing compliance. Finally, the educational partners suggested the school engage local employers to align the curriculum with regional workforce needs. All of the school's satellites demonstrate notable success in engaging parents and students in the following ways:

Quarterly Parent/Teacher Conferences focused on student progress;

Educational Field Trips: Museums, plays, concerts, college tours,
Fall Festival, November 2025;
Financial Aid Night offering college and post-secondary planning support;

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

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

Action: 4.1
Budgeted: \$1838.00
Actual Expenditure:\$320.06
Variance: -\$1517.97
Explanation of the Variance: Fewer community events

Action: 4.2
Budgeted: \$162,124.40
Actual Expenditure: \$146,230.07
Variance: -\$15,894.33
Explanation of the Variance: Verizon and postage pending payment

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

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

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

Action 4.1: Community Engagement-Ineffective as measured by metrics 4.1 (6.82 decline) and 4.4 (25.4% increase).
 Action 4.2: Family Engagement-Effective as measured by metrics, 4.1 (6.82 decline), 4.2 (0% maintained), and 4.4. (25.4% increase).
 Action 4.3: School and Community Events-Effective as measured by metrics 4.2 (0% maintained) and 4.4. (25.4% increase).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting on prior practice there was a need to craft a new metric to better determine the effectiveness of Action 4.2. Metric 4.3: # of teachers who use the remind application to communicate with students and families about events, parent-teacher conferences, student behavior, and student absences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community Engagement	(Community Engagement). AOA in partnership with community partners will host at least 1 open house at each site each school year, 1 fall festival 1 fall/winter graduation, 1 spring/summer graduation, and other community events to engage families of unduplicated youth, SED, and Sped youth and adults to disseminate school information and to inform the Alameda County community about AOA and the programming it offers.	\$3,000.00	No Yes
4.2	Family Engagement	(Family Engagement) AOA Record Data Specialist, Office assistant, teachers, and the site administrator (s) will use Parent Square, REMIND, quarterly newsletters, emails, phone calls, US postal services, IEP meetings, enrollment process, weekly engagement logs to communicate with families allowing families to engage with school activities inclusive of field trips that focus on college and career readiness, transition planning, and other ways to best meet the needs of the students.	\$159,759.76	No
4.3	School and Community Events	Each school site will host tailored School and Community Events designed to reflect the unique needs and interests of its student and family populations. These events will serve multiple purposes, including: Increasing student engagement and attendance through community-		No

Action #	Title	Description	Total Funds	Contributing
		building activities; Strengthening partnerships with parents, families, and local stakeholders; Disseminating key information about school programs, services, and student supports; and collecting meaningful input and feedback from parents, students, and community members to inform continuous improvement efforts. By fostering inclusive, culturally relevant, and welcoming environments, these events aim to promote a stronger sense of belonging, increase participation in academic and extracurricular programs, and ensure that school programming is responsive to the voices and needs of the community.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% or # of students who are concurrently enrolled in community college (Priority 8)	3 (Local LEA data Spring 2024)	4 (Local LEA data) March 2025	23 (5.76%) - up to 3rd quarter (DATA is unreliable) Local LEA Data April 2026	20	Increase: 20 students
5.2	Matriculation agreement with Peralta Colleges and/or Chabot college to set up and offer concurrent college courses at AOA (Priority 7, WASC)	0 (Local LEA data Spring 2024)	Goal will be addressed in the 25-26 school year	Goal was not addressed in the 2025-2026 school year	1	0: Metric is no longer used
5.3	Reduction in the % of students who are chronically absent (Priority 5: required measure)	50.2% (Local LEA data Spring 2024) CALPADS	2023-2024: 55.41% absent 10% of the time or more. 2024-2025(as of March 27, 2025) based on CALPADS report: 148/335 or 44.2% absent 10% of the time or more.	2025-2026: April 2026 (Local LEA Data): 188/399=48.3% (DataQuest) 112/244=45.9% (Dashboard Students) 107/240=45%	35%	Local LEA Data 5.21% decline DataQuest 4.3% decline Dashboard 5.2% decline
5.4	% of high school students who have dropped out of school (Priority 5: required measure)	56% (192/345) CALPADS Spring 2024	14.54%(48/335) dropped out after 30 days of enrollment (March 2025)	16.3% (65/399) dropped out after 30 days of enrollment (Local LEA Data: April 2026)	5%	39.7% decline
5.5	Increase in the number of students retained 30 days or more after enrollment (Priority 5) new measure	295/348 (84.78%) students retained enrolled 30 days or more (Local LEA data Spring 2024)	311/330(enrolled July 1-March 21, 2025) or 94.94%	322/399=80.7% remained enrolled 30 days or more (Local LEA Data: April 2026)	95%	4.08% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	% or # of graduating seniors who have completed their FAFSA (Priority 8)	7 (Local LEA data Spring 2024)	29/105 graduating seniors (Local LEA data) March 2025	3/105 (California Student Aid Commission) April 21, 2026	100%	A decline of 4 students
5.7	% or # of students who have enrolled in a post secondary school or programs after earning their high school diploma (Priority 8)	0 (Local LEA data Spring 2024)	10/105 graduating seniors (Local LEA data) March 2025	24/105 graduates community college and trade school (Local LEA Data) April 30, 2026	10%	An increase of 24 students
5.8	# of students participating in job readiness programs leading to employment or students already employed (Priority 8)	64 (Local LEA data Fall/Winter 2023)	238/330 (Local LEA data) March 2025	183/399 (Local LEA Data) April 2026	70	An increase of 119 students
5.9	# of students earning industry recognized certifications leading to employment(Priority 8)	64 (Local LEA data Fall/Winter 2023)	82 (Local LEA data) April 2025	28 (Local LEA Data) April 2026	70	A decline of 36 students
5.10	# of FAFSA workshops offered to students and their families (Priority 8)	0 (Local LEA data Spring 2024)	3 (Local LEA data) March 2025	2 (Local LEA Data: October 2025/March 2026)	2	An increase of 2 workshops
5.11	% or # of graduating senior with a completed transition plan in place prior to graduating (Priority 8)	7.33% (Local LEA data Spring 2024)	83/105 (79.04%) March 2025	17/105=16.2% (Local LEA Data) April 2026	100%	An increase of 8.87%
5.12	% or # of students enrolled in a CTE pathway either of their choosing or one of the 3 pathways offered at the school. (Priority 8)	10(Local LEA data Spring 2024)	0% (Local LEA data) March 2025	8*(Local LEA Data) *not enrolled in one of the 3 pathways, but instead enrolled in a CTE course aligned with	12	An decline of 2 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				student's career goal		
5.13	% or #of students receiving general work experience elective credits in one of the alternative graduation pathways	0% (April 2025)	New Metric for the 2025-2026 school year	0% (Local LEA Data) April 2026	10	0% of students: maintained
5.14	% or #of students completing 1 or more a-g or CTE courses in preparation for post-secondary school or trade.	52.3% New metric aligned to Action 5.4 added May 2026			65%	New metric as of April 2026

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

With the reduced credit requirement, respondents said that it has been a lifesaver that has allowed students to move quickly through basic requirements. This strategy allows students to consider dual-enrolling in community college, and it prioritizes the specific knowledge needed for graduation and future careers. The "human element" of the school was highly praised for being effective. Student respondents on the LCAP survey noted they feel supported by mentors, academic coaches, and teachers. Parent respondents on the LCAP survey said they have seen a shift in their students' attitude, with some students considering college for the first time since enrolling in AOA. Staff assists students with FAFSA, job links, and career conversations. The "We Belong in College" Grant has exposed students to community colleges outside of Alameda County, a successful tool that has shifted student mindsets. Students said they envision their future more clearly.

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.

Action: 5.1
 Budgeted: \$489,845.13
 Actual Expenditure: \$512,269.95
 Variance: +\$22,424.82
 Explanation of the Variance: Increase in salaries and benefits

Action: 5.2
Budgeted: \$202,218.91
Actual Expenditure: \$80,055.21
Variance: -\$122,163.70
Explanation of the Variance: Position was vacant. Late hire

Action: 5.4
Budgeted: \$232,494.72
Actual Expenditure: \$238,217.82
Variance: +\$5723.10
Explanation of the Variance: Increase in salaries and benefits

Action: 5.6
Budgeted: \$25,000
Actual Expenditure: \$37,373.74
Variance: +\$12,373.74
Explanation of the Variance: The school contacted additional vendors

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

A significant loss for AOA was the Senior Program Director of College and Career. In the LCAP survey, respondents said the school needs a school counselor. To make progress on the California School Dashboard, staff suggested a more meticulous tracking of "preparedness indicators" such as college credits earned and CTE pathways completion. A school counselor would help to integrate short-term, high-impact industry certifications like OSHA-10 and food handlers. Moreover, the school counselor would work closely with the school staff to implement graduation options like capstone presentations for graduating seniors, or support 12th graders to pass 1 dual enrollment course. The school counselor, along with the teacher and para, could start a "post-secondary" mapping as part of the student's ILTP to ensure every student has a transition plan from the moment of enrollment.

The following describes the effectiveness and ineffectiveness of specific actions to date:

Action 5.1 College and Career Transition Planning: Ineffective

AOA was not as effective with the actions in comparison to last year's outcomes. The Senior Program Director of College and Career left the district in October 2025, leaving a void at the school.

Metric: 5.1

Action 5.2 ILTP: Ineffective

AOA was not effective in the actions. The school did not create a transition plan to address its needs once the Senior Program Director of College and Career left.

Metric: 5.11

Action 5.3 Community Partnerships: Effective

AOA acquired partnerships with La Familia for job readiness training for students, 16-24 years old. It also acquired a partnership with the Covenant House's Oakland and Hayward locations to provide education to those clients who desire it.

Metrics: 5.1, 5.3, 5.9

Action 5.4 Broad Course of Study A-G/CTE: Effective

AOA added their first Advanced Placement course, as well as offering a student dual enrollment math course for the trades.

Metric: 5.12

Action 5.5 Work-Based Learning: Ineffective

These actions were under development when the Senior Program Director of College and Career left the district. The school has not followed up with this action

Metrics: 5.9, 5.14

Action 5.6 Art Therapy Workshops: Effective

Although AOA did not pursue the art therapy workshops, it did, however, look into other partnerships to be able to offer art and music to its students. The school partnered with NuWave, a podcasting program that uses SEL in its design, where students learn podcasting, storytelling, editing, and publishing.

Metric: 5.14

Action 5.7 School Counselor will be measured by 5.1, 5.3, 5.6, and 5.13

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.

An additional action (5.7) was added for the coming year as a result from reflections on prior practice. There is a need to hire a school counselor who will assist with transcript analysis and enrollment with local colleges and trade schools. To better measure Action 5.4 a new metric was added. Metric 5.14 #% of students completing 1 or more a-g or CTE courses in preparation for post-secondary school or trade.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Transition Planning	(College and Career Transition Planning) AOA teachers in collaboration with paraeducators, the Program Director of college and career readiness,	\$531,962.88	No

Action #	Title	Description	Total Funds	Contributing
		and the site administrator will integrate college and career transition planning in each graduating senior's individualized educational pathway, identifying potential career pathways, completing FAFSA by the spring deadline, enrolling in a local community college or vocational school, passing 2 quarters(semesters) of concurrent college courses with a C or better all to improve the schools ranking on the CCI on the California Dashboard from red to orange or better yearly.		
5.2	Individualized Learning Transition Plans	(ILTP) AOA paraeducators will integrate the use of California Career Zone or its equivalent to ensure that all graduating seniors complete their FAFSA, career survey, and/or college enrollment, sharing the data with the Sr. Program Director of College and Career Readiness, site administrator, and teachers to identify career trends. All data will be collected by the Record Data Specialist to share that data with the education partners, including partnering community-based organizations. Shared data can be used to make necessary adjustments to programming at AOA and to inform the education partners of student interest.		No
5.3	Community Partnerships	(Community Partnerships) The AOA administrator will expand its reach in the county by partnering with CBOs that serve a similar population as the school and with those community partners that provide employment services and/or integrated student/client services reducing barriers to education and employment through services such as coaching, job readiness training, mental health supports, access or referrals to housing, transportation, pre-apprenticeships, access to community college courses, and other services and by partnering with AOA to provide a quality high school education for youth and adults. The Record Data specialist will collect all related data to be disseminated to the school's community-based partners.		No
5.4	Broad course of study/A-G and CTE	(Broad course of study/A-G and CTE) All credentialed teachers will offer all students CTE and A-G coursework, allowing students the ability to complete at least 1 A-G course in order for students to move closer to the	\$201,600.32	No

Action #	Title	Description	Total Funds	Contributing
		career goals that will lead them to acquire skills needed to gain employment. A-G courses also best prepare students for higher education at the community college.		
5.5	Worked Based Learning	The purpose of this action is to provide students with opportunities for applying the basic skills of reading, writing, and computation through a combination of supervised employment in any occupational field and related classroom instruction. May require a work permit.		
5.6	Art Therapy Workshops	AOA will provide a minimum of 4 art therapy workshops for staff and students to meet the broad course of studies offered at the school.	\$27,000.00	No
5.7	School Counselor	Opportunity Academy's school counselor would help to integrate short-term, high-impact industry certifications like OSHA-10 and food handlers. Moreover, the school counselor will work closely with school staff to implement a capstone presentation on a student's post-graduation plan or support 12th graders to pass 1 dual-enrollment course. The school counselor, along with the teacher and paraprofessional, will start a "post-secondary mapping" as part of the students' ILTP to ensure every student has a transition plan from the moment they are enrolled.	\$140,753.05	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	# or % of SPED students receiving additional tutoring services (Priority 5)	100% (Local LEA data)	100% (Local LEA data) March 2025	100%	100%	0% maintained
6.2	# or % (SPED) team members will participate in special education and special education-related	0 (Local LEA data)	83.33% (5/6) 1 para on maternity leave (Local LEA data) March 2025	6/6 (100%) Local LEA April 2026	100%	Increase by 6 people

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	training sessions (Priority 1:CIM measure)					
6.3	Upon enrollment, the IEP team members will hold 100% of 30-day review IEP meetings within 30 days (Priority 8)	0 (Local LEA data)	27/28 (96.42%) Local LEA data (March 21, 2025)	48/48=100% Local LEA Data (April 2026)	100%	100% increase
6.4	# or % of resources/SPED students referred to the Department of Rehabilitation (Priority 8)	100%	Metric no longer being used	Metric no longer being used	100%	Metric no longer being used
6.5	Successful full implementation of the CIM plan approved by the state and monitored by the Tri-Valley SELPA for the 2024-2025 school year (Priority 8: CIM measure)	1 CIM approved 2024-2025	New CIM submitted January 2025 and approved by CDE	New CIM due to state July 2026	1	0% maintained
6.6	Collaborative meetings between administrators, paraeducators, and case managers/resource teachers will be held monthly (Priority 8)	0 meeting 2023-2024 school year	9 meetings (Local LEA Data) March 2025	10 (Local LEA Data) April 2026	10	10 meetings-increase
6.7	100% of overdue IEP meetings will be held within 45 calendar days of student enrollment (Priority 7)	0 (Local LEA data)	4 out of 29 are out of date(13.79%) Local LEA data March 2025	4 out of 35 are out of date (11.4%) Local LEA data May 2026	100%	4 IEPs out of date-increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.8	Semi-annual informational, seminars, and or open houses for LEAs, school districts, and the community to learn more about (SPed services) program offerings (Priority 3).	0 semi-annual informational meetings Fall 2024	2 (Local LEA data) March 2025	3 (Local LEA Data) April 2026	2	An increase of 3 meetings

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of this goal has been highly successful, reflecting a strong and coordinated effort to support students receiving special education services. Opportunity Academy has worked in close collaboration with the Special Education division within the Student Programs Department. The school has been assigned 2 dedicated case managers to help meet the needs of a growing population of students requiring special education support. Additionally, paraeducators and academic coaches from AmeriCorps engage in quarterly professional development sessions designed to equip them with strategies specifically tailored to serve the school's special education population, but can also be used with any one of the students needing support. These targeted efforts have yielded measurable outcomes, most notably a reduction in the number of overdue IEPs, including 30-day, annual, and triennial reviews. AOA is currently working with the Special Education division on creating a new Continuous Improvement and Monitoring (CIM) Plan due to the CDE June 2026.

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.

Action: 6.1
 Budgeted: \$170,031.12
 Actual Expenditure: \$170,616.32
 Variance: +\$585.20
 Explanation of the Variance: Increase in salaries and benefits

Action: 6.2
 Budgeted: \$327,601.03
 Actual Expenditure: \$288,783.92
 Variance: -\$38,817.11
 Explanation of the Variance: The initial salary and benefits were based on the resource teacher working the extended year, but did not.

Action: 6.5
Budgeted: \$119,856.32
Actual Expenditure: \$124,816.90
Variance: +\$4,960.58
Explanation of the Variance: Increase in salaries and benefits.

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

AOA is moving from a reactive to a proactive model. By combining increased staffing with a focus on culturally affirming interventions, the school is working to ensure that Special Education services are both legally compliant and equitably applied. A major theme among staff is ensuring that Special Education is a support system rather than a pipeline. There is a concerted effort to use culturally responsive positive behavior support and ABA principles to distinguish between learning disabilities and trauma-related reactions. There are some challenges noted concerning Independent Study and special education services. One respondent noted that the time-structured goals of IEPs (deadlines/calendars) are inherently difficult to reconcile with the flexible nature of an Independent Study model. Additionally, there is a need for more direct instruction: Some feedback suggested that while compliance (paperwork) is improving, there is a need for more consistent, direct instruction from Special Education teachers to meet specific student needs. Moreover, when surveyed, 22.1% stated that their IEP accommodations were not readily available to them. And 25% of those surveyed did not think that their general education teachers understood the accommodations in the IEP.

Opportunity Academy continued to be effective in the following Actions:

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

Metric: 6.7

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

Metric: 6.3

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

Metric: 6.2

Action 6.5: Through the use of SEIS, the school was able to identify students needing services who had not self-identified on their enrollment packets

Metrics: 6.2, 6.3, 6.7

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

Metric: 6.6

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

Metric: 6.6

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal, metric, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Special Education IEP rate of improvement	(Special Education Support/Progress) Ensure all resource students' annual or triennial IEP is up to date, all educational partners {parents, teachers, resource teacher, psychologist, and site administrator(s)} attend review meetings, and the IEP complies so that special education students will improve academic skills in literacy, writing, or math or other skills sets as noted on their IEP and to make progress towards earning their high school diploma. The special education department will also investigate the use of SEIS and its features to ensure that the IEP team members will hold 100% of 30-Day review IEP meetings within 30 days and will be notified via the SEIS system as the deadline gets closer.	\$180,239.32	No
6.2	Special Education: Reevaluate placement	(Special Education): AOA's Site administrator(s) along with Student Program's special education department will continue to monitor the number of special education students who identify as African American/Black males and Non-white Hispanic males who have been disproportionately placed in special education services, review their IEP, and discuss with parents (if applicable) and the specified students if students should exit from special education services based on assessments by the resource teacher, speech therapist (if applicable), parent (if applicable) and general education teachers' observations and recommendations.		No

Action #	Title	Description	Total Funds	Contributing
6.3	Special Education: Trainings and PD	One hundred percent of team members will participate in special education and special education-related training sessions. If team members missed the training/meetings, team members will make up the training/meetings within 30 days. This action is to ensure that all special education team members are well-equipped to address the needs of those students receiving special education services, and they are able to share best practices with the general education teacher.		No
6.5	Special Education (SEIS Records)	The site administrator(s) working with the Student Program's special education department through the use of SEIS records will ensure that 100% overdue IEP meetings will be held within 45 calendar days of student enrollment through the use of calendars and marked deadlines.	\$133,609.80	No
6.6	Special Education Collaborative meetings	Student Program's special education department will host monthly collaborative meetings between administrators, paraeducators, and case managers/resource teachers to monitor student progress and to make sure general education is aligned with the student's IEP outcomes through the use of modifications and/or accommodations.		No Yes
6.7	Special Education Community partnership	Student Program's special education department will investigate reestablishing a relationship with the Department of Rehabilitation through a signed MOU that will address the job training and job placement needs of those students receiving special education services. In addition, they collaborate with districts and the community via Semi-annual informational seminars and/or open houses for LEAs, school districts, and the community to learn more about SPed services program offerings (Priority 3).		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	# of English Learners participating in all required state testing including the ELPAC summative (Priority 8)	76.67% (State data Spring 2024)	75.61%(Local LEA data) April 2025 Testing Window open until May 31, 2025	62.1% (April 2026) Testing window open until May 31, 2026	95%	14.57% decline
7.3	# of English Language learners, At-Risk long-term EL, and Long-term EL. (Priority 4: required measure)	21 (Local LEA data Spring 2024)	Total: 20 English Learners; 15/20 are LTEL(Local LEA data): March 24, 2025	Local LEA Data: April 2026: 1 English Learner; 24 Long-Term English Learner; 0 At-Risk Long-term English Learner=25	21	An increase of 4 students
7.4	% of English learners students completing the ELPAC Summative (Priority 4)	70% completed (State Data Spring 2024)	75.61% as of April 22, 2025 (Local LEA data). Testing window remains open until May 31, 2025)	62.1% (April 2026) Testing window open until May 31, 2026	95%	7.9% decline
7.5	# of Reclassified EL students (Priority 4)	1 (Local LEA data Spring 2024)	0 reclassified as of March 2025	0% (Local LEA Data) April 2026	5	-1 decline
7.6	New metric: #/% of EL students' improvement on NWEA MAP in reading comprehension	16/16 (Local LEA data) April 2026 New Metric	Out of 16 EL students that have a post MAP Reading score, 16 or 100% made progress by at least one point or more.		20	New Metric. No data
7.7	Total number of staff participating in English Language development PD.	19/19 (Local LEA Data) April 2026 New Metric	19/19 (Local LEA Data) April 2026 New Metric		100%	Ne Metric. No data

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

AOA is meeting the goal by providing targeted, integrated, and designated English Language Development (ELD) across core subjects, supported by personalized pathways designed collaboratively by teachers and paraeducators. Current strategies include using platforms like Lexia and SIPPS, having dedicated ELD staff and coaches (such as Alicia), utilizing literacy programs and tutoring, and conducting regular staff trainings focused on integrated and designated EL instruction. Progress was made by teachers due to the dedicated ELD PD series. Teachers and paras delivered direct services to Level 1 or newcomer students in small groups, specifying a dedicated day/time for ELD with incentives to boost engagement, and catering curriculum to the specific needs of English Learners. It was suggested on the LCAP survey to include establishing a Peer-to-Peer Language Mentorship program using reclassified AOA graduates as role models, and offering professional development focused on ELD and SIPPS. In addition, AOA contracted with an EL Expert/Coach to provide the ELD professional series. AOA contracted for 5 PD days and 20 days of coaching to support teachers and paraprofessionals with implementing the strategies learned in the ELD PD series.

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.

Action: 7.1

Budgeted: \$157,673.49

Actual Expenditure: \$158,332.50

Variance: +\$659.01

Explanation of the Variance: Increase in salaries and benefits

Action: 7.2

Budgeted: \$85,313.91

Actual Expenditure: \$87,077.23

Variance: +\$1,763.32

Explanation of the Variance: Increase in salaries and benefits

Action: 7.3

Budgeted: \$137,804.60

Actual Expenditure: \$124,816.90

Variance: -\$12,987.70

Explanation of the Variance: Salary and benefits are split with another funding source

Action: 7.4

Budgeted: \$3500

Actual Expenditure: \$5022.41

Variance: +\$1,522.41

Explanation of the Variance: Increase in the cost of materials purchased

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

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

The following is a description of the effectiveness or ineffectiveness of the specific actions to date:

Action 7.1: English language learners' achievement: Effective. Out of 16 EL students who have a post-MAP reading score, 16 or 100% made progress by at least one point or more.

Metrics: 7.5, 7.6

Action 7.2: State assessment growth for English learners: Effective. AOA continues to use their testing plans, flexible schedules, and incentives for students to commit to taking the state assessment instead of opting out of the test.

Metrics: 7.2, 7.4

Action 7.3: English Language Development Professional Development: Effective. AOA contracted with an EL Expert/Coach to facilitate an ELD PD series. facilitated monthly PD for all staff for 5 months, with 20 sessions of coaching for those teachers who are using the SIPPS curriculum, as well as supporting teachers and paras through observations and coaching.

Metrics: 7.1, 7.7

Action 7.4: English Language supplemental materials: Effective. AOA continues to consult with an EL Expert/Coach in reviewing the best supplemental materials to address the needs of the unique population AOA serves.

Metrics: 7.1, 7.5

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting, metric 7.6 has been revised: #/% of EL students' improvement on NWEA MAP in reading comprehension to better measure the result from the assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	English Language Learners Achievement	(English Language Learners achievement) AOA teachers will provide opportunities for English Language development to English Language Learners, including redesignated English Learners to access CCSS and ELD standards for the purpose of gaining academic content knowledge by showing improvement on (ELA, ELD grades) one of the local assessments or other calibrated assessment tools used at AOA. English Language Learners will also show improvements in academic content knowledge and English language skills including improvement in reading, writing, and speech levels as noted on English Language course work so that students show adequate yearly progress on the ELPAC Summative to meet EL Reclassification Criteria.	\$177,931.44	No Yes
7.2	State assessment growth for English language learners	(State assessment growth) AOA will identify long-term English learners and at-risk English learners to provide integrated services so that those identified will score a 4 on the ELPAC summative, receive a grade of B or higher in ELA courses for 2 consecutive semesters, along with the primary teacher's recommendation, and parent consultation (if applicable) for LTEL and AR-LTEL to be reclassified as proficient in English yearly.	\$85,313.91	Yes
7.3	English Language Professional Development	AOA staff will receive and participate in professional development to support English development and reclassification efforts through the use of integrated tiered support.	\$153,609.80	Yes
7.4	English language supplemental materials	New Action 2025-2026: Opportunity Academy will review English language supplemental materials to be introduced and used by AOA staff to better support English learners gaining reading, writing, and math skills.	\$7,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	% or # of students earning credits in 1 or more a-g courses. (Priority 4: required measure)	0 (New Measure for 2024) Local LEA data	164/330=50% (Local LEA data) March 2025	209/399=52.3% (Local LEA Data) April 2026	3%	52.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	% or # of students who graduated HS within 4 years (Priority 5)	49.7% (California Dashboard 2023)	43.3% on California Dashboard 2024	32.3% on California Dashboard November 2025	60%	17.4% decline
8.3	% or # of students who graduated HS within 5 years (Priority 5)	14.5% (California Dashboard 2023)	21.1% on California Dashboard 2023-2024) I	25% on California Dashboard November 2025	25%	10.5% increase
8.4	% or # of transcripts analyzed to determine if the 4th and 5th year graduate will graduate in their graduation year. (Priority 8)	100% (Local LEA data)	100% (Local LEA data) March 2025	100%	100%	0% maintained
8.5	Decrease in the % of students who dropped out based on 4 year adjusted cohort graduation rate and outcome, 4 year adjusted cohort outcomes (Priority 5)	35.8% of 4th and 5th year graduation cohort did not graduate (California Dashboard 2023)	35.6% of 4th and 5th-year graduation cohort did not graduate (California Dashboard 2024)	42.7% of of 4th and 5th-year graduation cohort did not graduate (California Dashboard 2025)	10%	6.9% increase
8.6	# of teachers/paraeducators attending conferences with a focus on improving graduation rates (Priority 1)	0 (New Measure) Local LEA data Sprig 2025	9 out of 9 teachers and 3/6 paraeducators= 12/15(Local LEA data) March 24, 2025	10/10 teachers and 6/6 paraeducators (Local LEA data) April 2026 (16/16)	3	Increase of 16 staff members
8.7	# of digital and non-digital curricula available to all 4th and 5th year graduating cohort students, especially Black/African American, Hispanic (non-white), and SED.	13 (New Measure) Local LEA data March 2025	13 (Local LEA data) March 2025	21 (Local LEA data) April 2026	6	Increase of 8 digital and non-digital curricula

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.8	% or # of 4th and 5th year graduates post-assessed on the NWEA MAP will show improvement in reading comprehension, math or both.	53/156 (34%) Local LEA data May 2026 New Metric	53/156(34%) Local LEA data May 2026 New Metric		50%	New Metric. No data available
8.9	% or # of 4th and 5th year graduates receiving wrap-around services from a community partnership that leads to successful completion of high school.	11/187{6%} (4th and 5th years) Local LEA data May 2026 New Metric	11/187 (4th and 5th years) Local LEA data May 2026 New Metric		10%	New Metric. No data available

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The California Department of Education has identified Opportunity Academy for Differentiated Assistance (DA) due to persistently low graduation rates. According to the California School Dashboard, the most impacted student groups continue to be African American, Hispanic (non-white), and socioeconomically disadvantaged students. During the 2025-26 academic school year, the school continued to use the 2 strategies listed below. The school collaborated with its assigned CDE DA team from Sacramento, as well as ACOE leadership, to refine its approach. The CDE DA team meets every other month to discuss the full implementation of the DA actions plan, with the focus on the school's college and career indicators and graduation rates. The data reported on the California Dashboard reflects the outcomes of the 2024-2025 school year. With its continued use of the strategies identified, the school strives to make improvements on its graduation rate. The school will continue to use the 2 Strategies for the 2026-2027 school year.

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

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

Data on the California School Dashboard shows the graduation rate for the following student groups, released in November 2025

Black/African American:

4-year 35.9%

5-year 21.9%

English Learner

4-year 20%

5-year 33.3%

SED

4-year 23.1%

5-year 28.9%

Hispanic(non-white)

4-year 26%

5-year 28.6%

LTEL

4-year 19.2%

5-year 38.5%

Student receiving special education services

4-year 24.2%

5-year 33.3%

AOA will use CSI funding to support its extended year that runs from the end of the school year (mid-April) through June 30. The extended year program is designed to support 4th and 5th-year graduates, foster youth, unhoused youth, and English learners who may need additional time to complete their high school course work. The extended year is part of LCAP Goal 1, Action 2.2, Metrics: 2.2 and 2.3. Other ways the school is addressing its graduation rate are through the following actions and metrics:

Action 8.1 Individualized Student Graduation Plans

Metrics: 8.1 and 8.4

Action 8.2: Transcript Analysis

Metric 8.4

Action 8.3: Conferences

Metric 8.6

Action 8.4 NWEA MAP

Metric 8.8

Action 8.5: Community Partnership

Metric 8.9

Action 8.6 Curriculum (printed and digital)

Metric 8.1 and 8.7

CSI funding is also used in other LCAP actions that support the improvement of AOA's graduation rates.

Action 1.1 Professional development for all staff

Metric 1.6

Action 1.4 Digital and traditional a-g courses

Metric 1.7

Action 2.1 Specialized tutoring and supports

Metric 2.1

Action 2.2 Extended Year

Metric 2.2 and 2.3

Action 2.6 Substitute teachers

Metric 2.11

Action 4.2 Family Engagement

Metric 4.3

Action 5.4 Broad course of study

Metrics 5.1 and 5.4

Action 7.3 English Language Professional Development

Metrics 7.1 and 7.5

Action 7.4 ELD supplemental materials

Metrics 7.1, 7.5, and 7.6

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.

Action: 8.1
Budgeted: \$170,232.99
Actual Expenditure: \$172,335.59
Variance: +\$2102.60
Explanation of the Variance: Increase in salaries and benefits

Action: 8.3
Budgeted: \$26,856.00
Actual Expenditure: \$34,577.92
Variance: +\$7721.92
Explanation of the Variance: More conferences attended by staff

Action: 8.4
Budgeted: \$3600
Actual Expenditure: \$3987.50
Variance: +\$387.50
Explanation of the Variance: Additional cost for testing licenses

Action: 8.5
Budgeted: \$257,496
Actual Expenditure: \$290,451.88
Variance: +\$32,955.88
Explanation of the Variance: Additional partnership cost associated with acquiring a new school campus

Action: 8.6
Budgeted: \$10,000
Actual Expenditure: \$9921.81
Variance: -\$78.19
Explanation of the Variance: Cost of digital/non-digital

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

AOA is addressing the goal through a targeted CSI plan, credit recovery, individualized graduation plans, and intensive monitoring of African-American, Hispanic-non-white, and SED students, including tracking 4th and 5th-year seniors. AOA is considering using an "early warning system" using AI-driven formative assessments for real-time progress snapshots and immediate intervention when students struggle. AOA works to ensure students graduate according to their own growth and pace, assisting with tutoring sessions and meeting with Resource teachers.

Description of the effectiveness of specific actions:

Action 8.1: Student Graduation Plan: Ineffective. AOA continues to struggle with supporting students in the completion of a graduation plan across all campuses.

Metric: 8.1, 8.5

Action 8.2: Transcript analysis: Effective: Though effective, AOA has enrolled students who have out-of-country transcripts that need to be accurately analyzed.

Metric: 8.4

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

Metric 8.6

Action 8.4: NWEA MAP: Effective: 81% of AOA's enrolled students took at least 1 assessment, allowing the teachers to make adjustments to each student's educational pathway.

Metric 8.8

Action 8.5: Community Partnerships: Effective: AOA continues to expand its partnerships with agencies that can provide wrap-around services like life coaching, case management, intensive tutoring supports, etc.

Metric 8.9

Action 8.6: Digital and non-digital curriculum: Effective: AOA continues to look for digital and non-digital curricula to best support students' academic needs.

Metric 8.7

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.

AOA is a credit recovery high school for transitional-aged youth and adults. Metric 8.1 has been changed to better measure realistic a-g outcomes for AOA students. Currently, students attending AOA will not earn the necessary a-g credits needed to qualify to attend a 4-year college. Old metric: %/# of students meeting a-g requirements using the # of a-g credits transferred and the graduation plans created with families, students, and the teacher. New 8.1 Metric %# of students earning credits in 1 or more A-G courses. The data collected in years 1 and 2 are accurate measures for the reworded metric.

After close analysis of Goal 8, AOA needed to add metrics that will be monitored and allow the school to evaluate its effectiveness. The following are the existing actions and the metric that has been added to measure their effectiveness.

Action 8.4: NWEA MAP

New Metric: 8.8: #% of 4th and 5th year graduates post-assessed on the NWEA MAP will show improvement in reading comprehension, math, or both.

Action 8.5: Community Partnerships

New Metric 8.9 #% of 4th and 5th year graduates receiving wrap-around services from a community partnership that leads to successful completion of high school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Student graduation plan	AOA's teachers will work closely with families of each students who is in their 4th or 5th year graduating cohort, to create a graduation plan that will outline what the student's need to complete to graduate in either their 4th or 5th graduating date. The school will provide materials and supplies needed to complete requirements for graduating.	\$239,235.40	No Yes
8.2	Transcript analysis	The Record Data Specialist will review and complete an analysis of each of the 4th and 5th year student's transcripts to determine how many credits are needed for each of the 4th and 5th year graduates for the students to graduate and to support teachers and families in creating a graduation plan.		No Yes
8.3	Conferences	AOA teachers and/or paraeducators will attend conferences that focus on retention, academic improvement, and engagement for 4th year and 5th year graduating cohorts in order to improve graduation rates yearly for all students especially for Black, Hispanic-non-white, and SED students as identified on the California Dashboard		No
8.4	NWEA MAP	Opportunity Academy will use NWEA MAP as one of its local calibrated assessment tools to monitor student growth, identify learning gaps, and inform differentiated instruction, particularly for at-risk, low-performing, and historically underserved students. It will also support 4th and 5th-year graduate cohorts by providing targeted data to guide credit recovery, accelerate skill development, and ensure instruction is aligned to their specific academic needs, helping them to stay on track for graduation.	\$6,075.00	No
8.5	Community Partnerships	Opportunity Academy will proactively engage and collaborate with community-based organizations like YEP, Civicorps, and Safe Passages to	\$89,996.00	No

Action #	Title	Description	Total Funds	Contributing
		deliver essential wrap-around services. These services—including life coaching, occupational supports, case management, job readiness, and job placement—will directly support improved graduation rates, with a specific focus on students in their 4th and 5th year cohorts.		
8.6	Digital and non-digital curriculum	AOA will provide all students will both digital and non-digital curriculum to a students to increase academic improvements, engagement, and motivation for 4th and 5th year graduating cohorts mainly focusing on Black/African Americans, Hispanic (non-white), and SED students as identified on the California School Dashboard.	\$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$310449	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.567%	0.000%	\$0.00	10.567%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: School Facilities Need: Scope:	Opportunity Academy guarantees that its school facilities comply with all state and federal regulations to ensure a safe, inclusive, and welcoming environment for all students and families. Opportunity Academy collaborates closely with community partners to uphold high standards of cleanliness, safety, and accessibility across all school sites.	Yearly school yearly inspections using the state's FIT document and reported on the school's SARC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	Action: Extended Year/Summer School Need: It has been identified that specific student groups may need extra time to earn credits toward earning Scope: LEA-wide	Many of the school's students may not have completed earning credits by the end of the school year. The school provides an extended year program allowing all students more time to receive direct instruction and tutoring supports to all students who remain enrolled during the extended year.	Number of students enrolled during extended year/summer school Number of students graduating during extended year/summer school.
4.1	Action: Community Engagement Need: It is important to include all educational partners in discussions regarding school program improvements. Scope: LEA-wide	A successful school program thrives on three key pillars: School, Family, and Student. At AOA, family engagement is essential for students under 18. The Independent Study instructional model relies on active family involvement to support student engagement, academic progress, and, in some cases, career readiness through partnerships with local organizations. Beyond academics, family participation plays a vital role in shaping the school's LCAP and WASC reports, ensuring that community voices are reflected in school planning and improvement. Parents and families are encouraged to take part in school events, meetings, and collaborative initiatives with community partners, strengthening the connection between home, school, and student success.	%/#parents, students and community partners to participate in monthly Coffee with the Principal, the LCAP Family Advisory Committee, ELAC Advisory Committee, and other community events to help advise the school concerning any programmatic improvements that need to be made.
5.7	Action: School Counselor Need:	There is a need for a school counselor to evaluate transcript, help 4th and 5th year graduates develop and implement a strategic transition plan to address next steps after graduation.	%o r # of completed ILTPs, #% of graduating seniors who have completed their FAFSA, as well as enrolled in

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
	There is a need for a school counselor after the Senior Program Director of College and Career left for another job, leaving a void. Scope: LEA-wide		community college or trade school after earning their high school diploma.
6.6	Action: Special Education Collaborative meetings Need: The school identified the need to provide more cohesive services for students receiving special education services. Scope: LEA-wide	The action addresses the need for more collaborative meetings between administrators, paraeducators, and case managers/resource teachers to monitor student progress and to make sure general education is aligned with the student's IEP outcomes through the use of modifications and/or accommodations.	Collaborative meetings between administrators, paraeducators, and case managers/resource teachers will be held monthly Successful full implementation of the CIM plan approved by the state and monitored by the Tri-Valley SELPA
7.3	Action: English Language Professional Development Need: AOA staff will need to refine the skills that are necessary to better support English learners with English development and reclassification efforts. Scope: LEA-wide	All of the AOA satellites serve student during the course of the school year who have been identified as English learners. Staff at all of the satellites will need professional development to better provide support for those identified.	7.6: #/ or % of EL students' improvement on NWEA MAP by 1 point or more in reading comprehension 7.7: Total number of staff participating in English Language development PD
7.4	Action: English language supplemental materials Need:	With this use of supplemental material along with professional development specializing on English development, the school believes that English	Metric 7.6 New metric: # or % of EL students' improvement on NWEA

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
	Based on close analysis of data, one of the root causes of the school's low reclassification rate, is the lack of supplemental materials accessible by teachers and paras to better support English learner. Scope: LEA-wide	learners will improve by 1 point or more on the NWEA MAP in reading comprehension,	MAP by 1 point or more in reading comprehension
8.1	Action: Student graduation plan Need: AOA has been identified by the state to improve its 4th and 5th year cohort graduation rate in order to improve our rating on the California Dashboard Scope: Schoolwide	The action addresses the need for the school to collaborate with the families and students of the 4th and 5th year cohort to improve our graduation rates.	# or % of students who graduated HS within 4 years (Priority 5) # or % of students who graduated HS within 5 years (Priority 5) Decrease in the % of students who dropped out based on the 4-year adjusted cohort graduation rate and outcome, 4-year adjusted cohort outcomes (Priority 5)
8.2	Action: Transcript analysis Need: Scope: Schoolwide		
8.6	Action: Digital and non-digital curriculum	This action addresses the need for the school to buy, lease, and maintain adequate curriculum to	8.# or % of students meeting a-g requirements

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
	Need: AOA has been identified by the state to improve its 4th and 5th year cohort graduation rate in order to improve our rating on the California School Dashboard Scope: Schoolwide	best meet the needs for those students in their 4th and 5th year cohort graduating class.	using the # of a-g credits transferred and the graduation plans created with families, students, and the teacher. 8.7 # of digital and non-digital curricula available to all 4th and 5th year graduating cohort students, especially Black/African American, Hispanic (non-white), and SED.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	Action: Specialized Tutoring and supports Need: Based on local LEA data, it has been determined that those students who come in for extra tutoring supports in math, literacy, and writing complete more assignments with higher assessment scores. Scope:	Opportunity Academy serves EL, FY, and SED students at all of its satellite campuses and so the need to have specialized tutoring available for all the campuses is essential.	2.1: %/# of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.2	Action: Extended Year/Summer School Need: Through the use of local data, the school has identified that specific student groups may need extra time to earn credits toward earning their high school diploma, partly due to their lived condition, low skills, and access to integrated supports. Scope: Limited to Unduplicated Student Group(s)	By providing programming past the end of the school year at all satellite campuses, English learners, foster youth, and SEB student groups are allowed to work on assignments leading to a high school diploma	2.2: # of students enrolled during extended year/summer school (Priority 6) 2.3: # of students graduating during extended year/summer school (Priority 6)
2.3	Action: Education support for unduplicated youth Need: Based on the California Dashboard data from the fall of 2023, 10.8% of the school's student are English learners 7.2 % of the population are Foster youth, and 75.9% of the school's population is considered low income or SED. Scope: Limited to Unduplicated Student Group(s)	All of the school's satellite campuses serve 1 or more foster youth who may also be English learners and SED. In order to best meet their educational goals, it is necessary to provide the identified group of students with extra supports.	2.1: %/# of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7) 2.10: # of students/families referred to organizations that may provide services like housing and other services to reduce barriers students experience outside of school (Priority 8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
7.1	Action: English Language Learners Achievement Need: Each of the school's satellite campuses serves 1 or more English learners who may be SED and/or foster youth who need intensive English language development and supports Scope: Limited to Unduplicated Student Group(s)	This actions will address the specific needs of English learners. The teachers at each of the school's campuses must provide integrated and designated English language supports to reclassify long-term English learners.	7.1 %/# of teachers providing integrated and designated English language development for all English learners especially adults learners (Priority 2) 7.2 # of English Learners participating in all required state testing including the ELPAC summative (Priority 8) 7.3 # of English Language learners, At-Risk long-term EL, and Long-term EL. (Priority 4: required measure) 7.4 % of English learners students completing the ELPAC Summative (Priority 4) 7.5 # of Reclassified EL students (Priority 4)
7.2	Action: State assessment growth for English language learners Need: AOA has a considerable number of long-term English learners who may have been out of school for a extended period of time which may not have allowed them to develop their English skills. Scope:	This actions will focus on reclassifying English learners so that they can no longer have to receive English language supports as a beginning or moderate English learner.	7.2 # of English Learners participating in all required state testing including the ELPAC summative (Priority 8) 7.4 % of English learners students completing the ELPAC Summative (Priority 4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

Opportunity Academy does not receive additional concentration grant funding.

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

2026-27 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	2937807	310449	10.567%	0.000%	10.567%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,569,432.68	\$185,780.43	\$222,972.48	\$635,817.62	\$4,614,003.21	\$3,965,261.21	\$648,742.00

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	Professional Development for all school staff	All	No			All Schools	Yearly 2026-2027	\$0.00	\$20,000.00				\$20,000.00	\$20,000.00	
1	1.3	School Facilities	All	No			All Schools	Yearly 2026-2027	\$0.00	\$223,963.00	\$26,202.00		\$197,761.00		\$223,963.00	
1	1.4	Digital and traditional a-g courses	All	No			All Schools	2026-2027	\$0.00	\$37,000.00				\$37,000.00	\$37,000.00	
1	1.5	Ethnic Study Team	All	No			All Schools	2026-2027	\$3,954.00	\$0.00		\$3,954.00			\$3,954.00	
2	2.1	Specialized Tutoring and supports	English Learners Foster Youth Low Income Foster youth, SED, EL	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2026-2027	\$239,864.55	\$115,368.33	\$239,864.55	\$2,868.33		\$112,500.00	\$355,232.88	
2	2.2	Extended Year/Summer School	English Learners Foster Youth Low Income EL, FY, SED, SPED	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2026-2027	\$300,000.00	\$0.00	\$100,000.00			\$200,000.00	\$300,000.00	
2	2.3	Education support for unduplicated youth	English Learners Foster Youth Low Income Unduplicated youth	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2026-2027	\$80,845.57	\$0.00	\$60,634.09		\$20,211.48		\$80,845.57	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Integrated supports	All	No			All Schools	Yearly 2026-2027	\$200,816.76	\$0.00	\$200,816.76				\$200,816.76	
2	2.5	Social Worker	All	No			All Schools	2026-2027	\$220,238.04	\$0.00	\$220,238.04				\$220,238.04	
2	2.6	Substitute Teachers	All	No			All Schools	FY 26-27	\$12,000.00	\$0.00				\$12,000.00	\$12,000.00	
3	3.1	State and Local assessment agreements	All	No			All Schools	Yearly 2026-2027	\$80,903.30	\$0.00	\$62,926.60	\$17,976.70			\$80,903.30	
3	3.2	Planning Administration of State and local assessments	All	No			All Schools	Yearly 2024-2027	\$695,045.20	\$2,868.33	\$695,045.20	\$2,868.33			\$697,913.53	
3	3.3	Local Assessment Growth for students enrolled for 90 days or more	All	No			All Schools	Yearly 2026-2027	\$209,049.45	\$0.00	\$209,049.45				\$209,049.45	
4	4.1	Community Engagement	All	No Yes	LEA-wide		All Schools	Yearly 2026-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
4	4.2	Family Engagement	All	No			All Schools	Yearly 2026-2027	\$136,156.76	\$23,603.00	\$157,759.76			\$2,000.00	\$159,759.76	
4	4.3	School and Community Events	All	No			All Schools	2025-2027								
5	5.1	College and Career Transition Planning	All	No			All Schools	Yearly 2026-2027	\$531,962.88	\$0.00	\$465,024.00	\$66,938.88			\$531,962.88	
5	5.2	Individualized Learning Transition Plans	All	No			All Schools	Yearly 2026-2027								
5	5.3	Community Partnerships	All	No			All Schools	Yearly 2024-2027								
5	5.4	Broad course of study/A-G and CTE	All	No			All Schools	FY 26-27	\$201,600.32	\$0.00	\$122,357.70			\$79,242.62	\$201,600.32	
5	5.5	Worked Based Learning					All Schools 4th and 5th year graduating cohorts									
5	5.6	Art Therapy Workshops	All	No			All Schools	FY 26-27	\$0.00	\$27,000.00		\$27,000.00			\$27,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.7	School Counselor	All	No Yes	LEA-wide		All Schools	2026-2027	\$140,753.05	\$0.00	\$140,753.05				\$140,753.05	
6	6.1	Special Education IEP rate of improvement	Students with Disabilities	No			All Schools	Yearly 2026-2027	\$180,239.32	\$0.00	\$180,239.32				\$180,239.32	
6	6.2	Special Education: Reevaluate placement	Students with Disabilities	No			All Schools	Yearly 2026-2027								
6	6.3	Special Education: Trainings and PD	Students with Disabilities	No			All Schools	Yearly 2024-2027								
6	6.5	Special Education (SEIS Records)	Students with Disabilities	No			All Schools	Yearly 2026-2027	\$133,609.80	\$0.00	\$133,609.80				\$133,609.80	
6	6.6	Special Education Collaborative meetings	Students with Disabilities	No Yes	LEA-wide		All Schools	Yearly 2024-2027								
6	6.7	Special Education Community partnership	Students with Disabilities	No			All Schools	Yearly 2024-2027								
7	7.1	English Language Learners Achievement	English Learners English language learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly 2026-2027	\$175,063.10	\$2,868.34	\$137,074.34	\$40,857.10			\$177,931.44	
7	7.2	State assessment growth for English language learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	FY 26-27	\$85,313.91	\$0.00	\$81,911.84	\$3,402.07			\$85,313.91	
7	7.3	English Language Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	FY 26-27	\$133,609.80	\$20,000.00	\$133,609.80			\$20,000.00	\$153,609.80	
7	7.4	English language supplemental materials	English Learners	Yes	LEA-wide	English Learners	All Schools	FY 26-27	\$0.00	\$7,000.00				\$7,000.00	\$7,000.00	
8	8.1	Student graduation plan	Low Income 4th and 5th year graduates	No Yes	School wide	Low Income	All Schools 4th and 5th year 12th graders	Yearly 2026-2027	\$204,235.40	\$35,000.00	\$194,320.38	\$19,915.02		\$25,000.00	\$239,235.40	

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
8	8.2	Transcript analysis	4th and 5th year graduates	No	School wide		All Schools 4th and 5th year graduates	Yearly 2026-2027								
				Yes												
8	8.3	Conferences	All	No			All Schools	2026-2027								
8	8.4	NWEA MAP	4th and 5th year graduates	No			All Schools 4th and 5th year graduates	2026-2027	\$0.00	\$6,075.00				\$6,075.00	\$6,075.00	
8	8.5	Community Partnerships	4th and 5th year graduates	No			Specific Schools: Civicorps , YEP, REACH, and Next Step Learning Center. 4th and 5th year graduates	FY 26-27	\$0.00	\$89,996.00	\$4,996.00		\$5,000.00	\$80,000.00	\$89,996.00	
8	8.6	Digital and non-digital curriculum		Yes	School wide			FY 26-27	\$0.00	\$35,000.00				\$35,000.00	\$35,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2937807	310449	10.567%	0.000%	10.567%	\$1,091,168.05	0.000%	37.142 %	Total:	\$1,091,168.05
								LEA-wide Total:	\$377,362.85
								Limited Total:	\$619,484.82
								Schoolwide Total:	\$194,320.38

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Specialized Tutoring and supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$239,864.55	
2	2.2	Extended Year/Summer School	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.3	Education support for unduplicated youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$60,634.09	
2	2.5	Social Worker				All Schools	\$220,238.04	
4	4.1	Community Engagement	Yes	LEA-wide			\$3,000.00	
5	5.7	School Counselor	Yes	LEA-wide		All Schools	\$140,753.05	
6	6.6	Special Education Collaborative meetings	Yes	LEA-wide				
7	7.1	English Language Learners Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$137,074.34	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	7.2	State assessment growth for English language learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$81,911.84	
7	7.3	English Language Professional Development	Yes	LEA-wide	English Learners	All Schools	\$133,609.80	
7	7.4	English language supplemental materials	Yes	LEA-wide	English Learners	All Schools		
8	8.1	Student graduation plan	Yes	Schoolwide	Low Income	All Schools	\$194,320.38	
8	8.2	Transcript analysis	Yes	Schoolwide				
8	8.6	Digital and non-digital curriculum	Yes	Schoolwide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,707,350.63	\$4,533,974.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for all school staff	No	3000.00	3170.96
1	1.3	School Facilities	No	\$76894.00	129378.25
1	1.4	Digital and traditional a-g courses	No	183686.71	164248.38
1	1.5	Ethnic Study Team	No	\$3,954.00	0
2	2.1	Specialized Tutoring and supports	No Yes	\$246,568.70	250080.88
2	2.2	Extended Year/Summer School	No Yes	\$250,000.00	250914.07
2	2.3	Education support for unduplicated youth	No Yes	\$72,562.95	14527.96
2	2.4	Integrated supports	No	\$180,850.22	188326.62
2	2.5	Social Worker	No	\$168,227.89	151519.15

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	2.6	Substitute Teachers	No	\$10,000.00	10270.05
3	3.1	State and Local assessment agreements	No	81118.53	74240.09
3	3.2	Planning Administration of State and local assessments	No	\$645,052.06	666945.70
3	3.3	Local Assessment Growth for students enrolled for 90 days or more	No	\$200,948.95	143561.12
4	4.1	Community Engagement	No Yes	1838.00	320.06
4	4.2	Family Engagement	No	\$162,124.40	147,814.07
4	4.3	School and Community Events	No		
5	5.1	College and Career Transition Planning	No	\$489,845.13	512269.95
5	5.2	Individualized Learning Transition Plans	No	\$203,218.91	80055.21
5	5.3	Community Partnerships	No		
5	5.4	Broad course of study/A-G and CTE	No	\$232,494.72	238217.82
5	5.5	Worked Based Learning			
5	5.6	Art Therapy Workshops	No	\$25,000.00	37373.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.1	Special Education IEP rate of improvement	No	\$170,031.12	170616.32
6	6.2	Special Education: Reevaluate placement	No	\$327,601.03	288783.92
6	6.3	Special Education: Trainings and PD	No		
6	6.5	Special Education (SEIS Records)	No	119856.32	124816.90
6	6.6	Special Education Collaborative meetings	No Yes		
6	6.7	Special Education Community partnership	No		
7	7.1	English Language Learners Achievement	No Yes	\$157,673.49	158332.50
7	7.2	State assessment growth for English language learners	Yes	\$85,313.91	87077.23
7	7.3	English Language Professional Development	Yes	\$137804.60	124816.90
7	7.4	English language supplemental materials	Yes	\$3,500.00	5022.41
8	8.1	Student graduation plan	No Yes	\$170232.99	172335.59
8	8.2	Transcript analysis	No Yes		

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)
8	8.3	Conferences	No	26856.00	34577.92
8	8.4	NWEA MAP	No	\$3,600.00	3987.50
8	8.5	Community Partnerships	No	\$257496.00	290451.88
8	8.6	Digital and non-digital curriculum	Yes	\$10,000.00	9921.81

2025-26 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)
278,359	\$1,065,907.54	\$1,073,246.81	(\$7,339.27)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Specialized Tutoring and supports	Yes	\$246,568.70	250080.88		
2	2.2	Extended Year/Summer School	Yes	\$250,000.00	250914.07		
2	2.3	Education support for unduplicated youth	Yes	\$54,351.01	14527.96		
4	4.1	Community Engagement	Yes	\$1,838.00	320.06		
6	6.6	Special Education Collaborative meetings	Yes				
7	7.1	English Language Learners Achievement	Yes	\$157,673.49	158332.50		
7	7.2	State assessment growth for English language learners	Yes	\$81,911.84	87077.23		
7	7.3	English Language Professional Development	Yes	\$119,856.32	124816.9		
7	7.4	English language supplemental materials	Yes	\$3,500.00	5,022.41		
8	8.1	Student graduation plan	Yes	\$150,198.18	172,232.99		
8	8.2	Transcript analysis	Yes				
8	8.6	Digital and non-digital curriculum	Yes	\$10,000.00	9,921.81		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1643723	278,359	0	16.935%	\$1,073,246.81	0.000%	65.294%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627\(d\)](#). 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 32627(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 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024