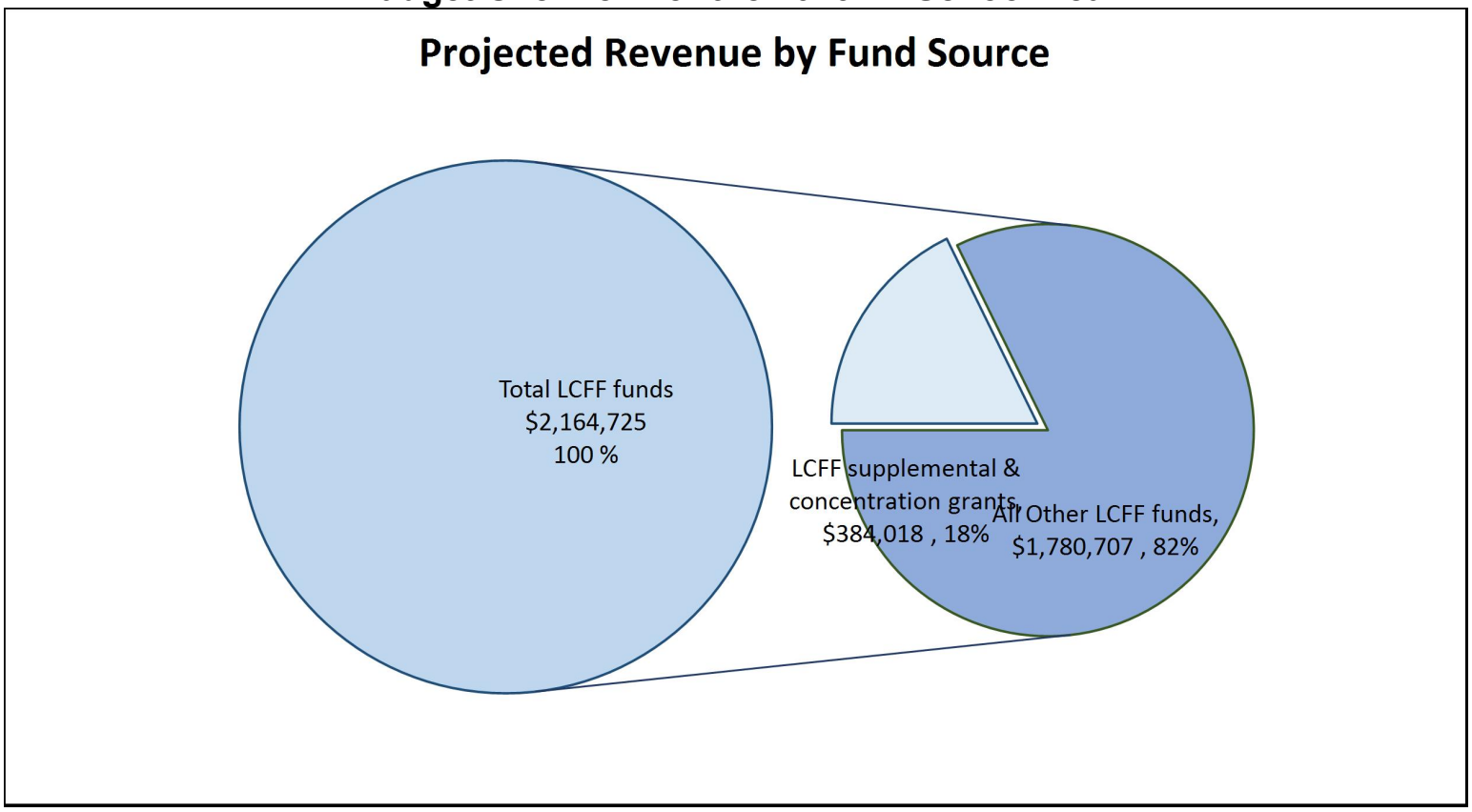
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oasis Charter Public School
CDS Code: 27659616025977
School Year: 2026-27
LEA contact information:
Lauren Ricker, Executive Director
Executive Director
laurenricker@oasischarterschool.org, 831-424-9003
(831) 424-9003

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

Budget Overview for the 2026-27 School Year

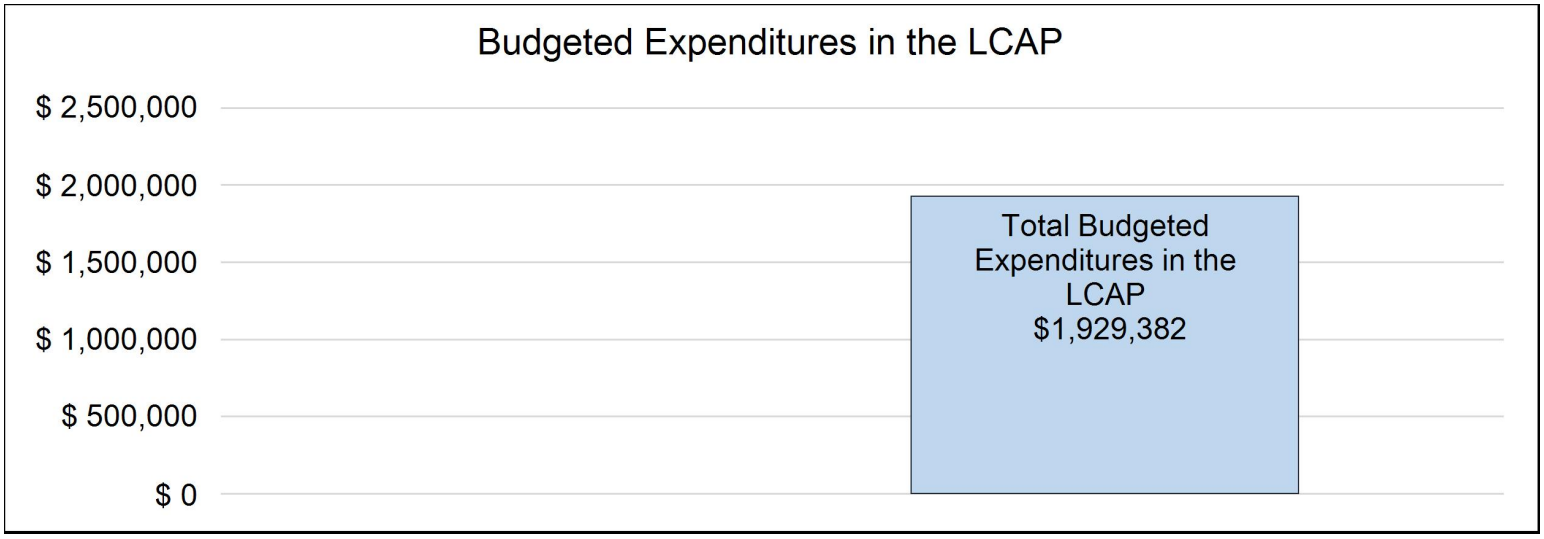


This chart shows the total general purpose revenue Oasis Charter Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oasis Charter Public School is $2,164,725, of which $2,164,725 is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $2,164,725 in LCFF Funds, $384,018 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oasis Charter Public School plans to spend for 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: Oasis Charter Public School plans to spend $ for the 2026-27 school year. Of that amount, $1,929,382 is tied to actions/services in the LCAP and $-1,929,382 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

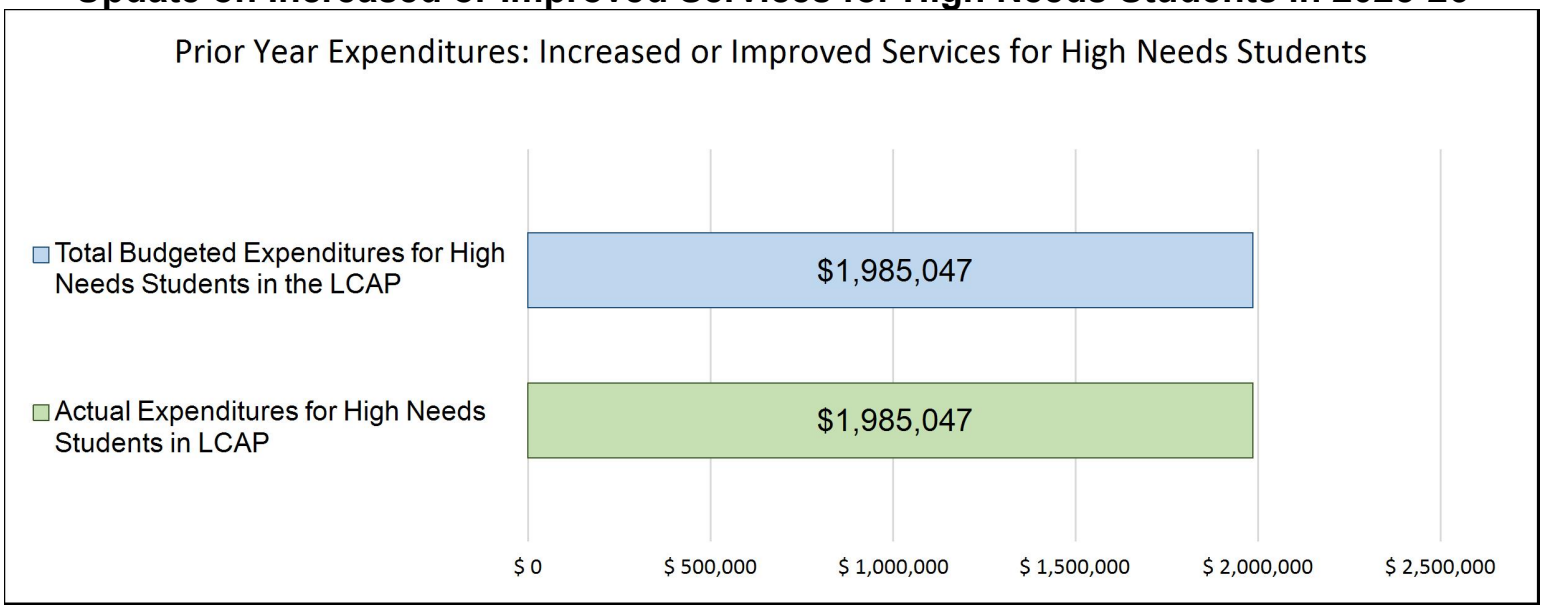
General Fund Budget expenditures not included in the LCAP are primarily for routine operational costs necessary to maintain the school's basic program and daily operations. These expenditures include facilities rent, building maintenance and operations, legal and administrative services, special education services and related supports, and technology infrastructure. These costs support the overall operation of Oasis Charter Public School but are not identified as specific actions or services in the LCAP.

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

In 2026-27, Oasis Charter Public School is projecting it will receive $384,018 based on the enrollment of Foster Youth, English learner, and low-income students. Oasis Charter Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Oasis Charter Public School plans to spend $1,873,308 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Oasis Charter Public School's LCAP budgeted $1,985,047 for planned actions to increase or improve services for high needs students. Oasis Charter Public School actually spent $1,985,047 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
Oasis Charter Public School	Lauren Ricker, Executive Director Executive Director	laurenricker@oasischarterschool.org, 831-424-9003 (831) 424-9003

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.

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

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

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

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

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

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

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

The school's student body is as follows:
Latino 76.7%

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

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

Reflections: Annual Performance

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

Oasis Charter Public School reviewed the 2025 California School Dashboard and local data to evaluate annual performance and identify areas of progress and continued need. The 2025 Dashboard results reflect improvement in attendance and English Learner Progress, while also showing significant academic declines in English language arts and mathematics and continued concerns related to suspension rates.

Chronic absenteeism improved for All Students, decreasing from 31.0% to 23.6%, a reduction of 7.4 percentage points. This improvement suggests that attendance outreach, family engagement, and student support systems are having a positive effect. However, chronic absenteeism remains elevated and continues to require targeted attention, particularly for students who experience barriers related to transportation, housing instability, health, family circumstances, or disengagement from school. Oasis will continue to address attendance through family outreach, student support systems, school climate actions, and MTSS monitoring.

Academic performance remains the most significant area of need. In English language arts, All Students declined from 82.7 points below standard to 100.6 points below standard, a decrease of 17.9 points. In mathematics, All Students declined from 78.7 points below standard to 109.9 points below standard, a decrease of 31.2 points. These results indicate that current academic outcomes are not yet meeting expectations and that the school must intensify implementation of standards-aligned instruction, intervention, assessment-based grouping, and professional development. The decline in mathematics was especially pronounced and reinforces the need for stronger Tier I instruction, consistent use of diagnostic data, targeted intervention, and additional instructional support for students performing below grade level.

English Learner Progress improved from 34.9% to 42.1%, an increase of 7.2 percentage points. This represents meaningful progress from the prior year and suggests that English learner supports are beginning to have a positive impact. However, because fewer than half of English learners made progress toward English language proficiency, English Learner Progress remains an area of continued need. Oasis will continue to strengthen designated and integrated English Language Development, provide language supports within core instruction, monitor English learner progress more frequently, and align interventions to both academic and language-development needs.

Suspension data show a need for renewed attention to school climate and behavior supports. The suspension rate for All Students increased from 4.3% to 5.1%, an increase of 0.8 percentage points. The 2023 red-continuity data also show that All Students suspension increased from 4.4% in 2023 to 5.1% in 2025, and Hispanic student suspension increased from 4.5% in 2023 to 4.9% in 2025. Additionally, the 2025

Dashboard shows a suspension rate of 11.8% for Students with Disabilities, compared with 0.0% in the prior year, if reportable based on student count. These results indicate that Oasis must continue to strengthen implementation of schoolwide behavior expectations, restorative practices, social-emotional learning, counseling supports, and consistent adult responses to student behavior. The school will also monitor discipline data by student group to determine whether specific students or groups are experiencing disproportionate outcomes and to adjust supports accordingly.

The 2023 lowest-performance continuity data remain important for the current LCAP cycle. English Learner mathematics performance declined from 103.0 points below standard in 2023 to 109.7 points below standard in 2025, indicating that English learners continue to require targeted academic and language support in mathematics. Suspension outcomes for All Students and Hispanic students also remain areas of concern based on the 2023-to-2025 comparison. These results reinforce the need for the LCAP to continue addressing academic achievement, English learner progress, school climate, behavior supports, and family engagement.

Overall, the 2025 Dashboard shows that Oasis has made progress in reducing chronic absenteeism and improving English Learner Progress, but academic achievement and suspension outcomes require focused improvement. The 2026–27 LCAP responds to these findings by continuing and refining actions related to academic intervention, English Language Development, curriculum implementation, assessment use, professional learning, counseling and mental health supports, behavior systems, family outreach, and MTSS/PBIS implementation. These actions are intended to accelerate academic growth, improve student engagement, reduce suspension rates, and provide more consistent support for student groups with the greatest identified needs.

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

Learning Recovery Emergency Block Grant (LREBG)
Currently, Oasis Charter does not have unspent LREBG funds. If more LREBG funds proposed come into fruition, we have conducted a needs assessment by looking at 2023-24 California School Dashboard data and student data to best support targeted actions in the 2026-27 LCAP.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Oasis is not designated as a CSI school.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	To ensure that parent and family input meaningfully informed the development of the 2026–27 Local Control and Accountability Plan (LCAP), Oasis Charter Public School used multiple engagement opportunities to gather feedback from families, including families of English learners and other student groups represented in the school community. Parent engagement activities included broad outreach through the spring LCAP parent input process, in-person feedback opportunities during the April 2026 Open House, and targeted consultation with parents of English learners. During the April 2026 Open House, Oasis provided parents and guardians with an overview of the school's current LCAP goals, available state and local data, including California School Dashboard results, and proposed actions for the 2026–27 school year. More than one hundred parents and guardians had the opportunity to provide input through written comments, oral feedback shared with staff, and facilitated discussion at an LCAP feedback station. Staff recorded parent input on large-format charts and collected written feedback related to academic achievement, counseling and mental health supports, communication with families, and opportunities for parents to participate in school programs. Oasis also held a targeted English learner parent consultation meeting in April 2026. Parents of current English learners reviewed the draft LCAP priorities and provided feedback related to Goal 1,

Educational Partner(s)	Process for Engagement
	academic achievement and English learner progress; Goal 2, counseling, mental health, and student support services; and Goal 3, family engagement and communication. Parent representatives provided written recommendations regarding the need for continued academic intervention, clearer communication about student progress, and additional opportunities for families to understand available school supports. Parent feedback influenced the 2026–27 LCAP by confirming the need to continue actions focused on academic intervention, English learner support, counseling and mental health resources, and family engagement. In response to parent input, Oasis prioritized continued implementation of academic supports aligned to Goal 1, maintained counseling and mental health-related services in Goal 2, and strengthened family communication and engagement strategies in Goal 3. The feedback collected through the Open House, English learner parent consultation, and public LCAP review process was reviewed by school leadership and used to inform the final LCAP presented to the Oasis Board of Trustees for adoption in June 2026.
Students	Student input was incorporated through the Oasis Leaders lunch group and other student discussion opportunities facilitated by school staff. Students were asked to provide feedback on school culture, academic achievement, student engagement, the Oasis behavior plan and Code of Conduct, campus expectations, and ways the school could better support student success. Student feedback emphasized the importance of maintaining a positive and respectful school culture, providing clear and consistent behavior expectations, increasing opportunities for students to feel connected to school, and continuing academic supports that help students make progress toward grade-level standards. Student input was reviewed by school leadership and considered alongside parent input, staff feedback, California School Dashboard data, and local data during the development of the 2026–27 LCAP. As

Educational Partner(s)	Process for Engagement
	a result, Oasis continued to prioritize actions related to academic achievement, counseling and mental health resources, school climate, student support, and family/student engagement. Student feedback also reinforced the need to continue refining the school's behavior plan and Code of Conduct so expectations are clearly communicated, consistently implemented, and supportive of a safe and positive learning environment.
Teachers/Other School Personnel/Classified and Support Staff	Oasis Charter Public School consulted with teachers during the development of the 2026–27 LCAP through staff engagement activities held in connection with the April 2026 Open House and related staff discussion opportunities. Certificated teachers were invited to review the current LCAP goals, available state and local data, and proposed actions for the 2026–27 school year. Teachers provided input on academic achievement, instructional supports, student engagement, school culture, implementation of the Oasis behavior plan and Code of Conduct, counseling and mental health supports, and family engagement. Feedback was collected through written comments and in-person discussion at an LCAP feedback station, where staff ideas were recorded on large-format charts. Teacher input was reviewed by the leadership team and considered alongside parent input, student input, California School Dashboard data, and local performance data. The feedback helped confirm the need to continue academic intervention, instructional support, counseling and mental health resources, and school climate actions in the 2026–27 LCAP. Teacher feedback also informed refinements to proposed actions, metrics, and resource allocations prior to presentation of the final LCAP to the Oasis Board of Trustees for adoption in June 2026.
Oasis Charter School Administrators	Oasis Charter Public School consulted with administrators during the development of the 2026–27 LCAP through ongoing leadership meetings, data review, and review of feedback collected from educational partners. The Executive Director and Instructional Coordinator supported the LCAP development process by facilitating and reviewing input from families, students, teachers, and other

Educational Partner(s)	Process for Engagement
	school personnel, and by analyzing that feedback alongside available state and local data. Administrators reviewed California School Dashboard results, NWEA growth data, credentialing information, student support needs, and fiscal projections to identify areas of strength and continued need. This review included consideration of outcomes for English learners, students with disabilities, socioeconomically disadvantaged students, and other student groups represented in the school community. Administrative input focused on academic achievement, instructional support, English learner progress, counseling and mental health resources, school climate, implementation of the Oasis behavior plan and Code of Conduct, family engagement, staffing, and alignment of proposed actions to available resources. Administrators reviewed the draft LCAP for alignment with educational partner feedback, available data, state priorities, and projected resources. As a result of this process, the 2026–27 LCAP continued to prioritize actions related to academic intervention, instructional improvement, counseling and mental health supports, student engagement, school climate, and family communication. Draft revisions were reviewed by school leadership and presented through the public LCAP review and adoption process before final adoption by the Oasis Board of Trustees in June 2026.

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

Oasis Charter Public School used educational partner feedback to refine the goals, actions, metrics, and resource allocations included in the 2026–27 LCAP. Input from parents, students, teachers, other school personnel, and administrators was reviewed alongside California School Dashboard data, NWEA growth data, credentialing information, student support needs, and projected resources. This process helped the school identify common themes across educational partner groups and ensure that the LCAP remained focused on academic growth, student well-being, school climate, and family engagement.

Parent and family feedback emphasized the importance of accelerating student growth in English language arts and mathematics, continuing access to enrichment opportunities, and strengthening communication between home and school. In response, Oasis continued to prioritize academic supports, including intervention and instructional resources aligned to Goal 1. Parent feedback also supported the continuation of

enrichment opportunities and family engagement actions, including bilingual family support, parent communication, and parent workshops aligned to Goal 3.

Student feedback reinforced the need for a positive and respectful school culture, clear and consistent behavior expectations, academic support, and opportunities for students to feel connected to school. This input influenced the continued focus on counseling and mental health resources, school climate supports, student engagement, and implementation of the Oasis behavior plan and Code of Conduct. Student feedback also supported the inclusion of actions designed to strengthen schoolwide expectations and provide additional support for student success.

Teacher feedback influenced the LCAP by confirming the need for continued academic intervention, instructional support, collaboration time, and professional learning. Teachers identified the importance of targeted support in language arts and mathematics, including strategies for hands-on and differentiated instruction. As a result, the LCAP continued to prioritize intervention supports, instructional improvement, professional development, and the use of assessment data to monitor student progress.

Feedback from other school personnel highlighted the importance of consistent schoolwide systems, student supervision, campus culture, family communication, and behavior support. This input reinforced the need to maintain actions related to student support systems, school climate, counseling and mental health resources, and implementation of clear schoolwide expectations.

Administrators reviewed the draft LCAP for alignment with educational partner feedback, available data, state priorities, and projected resources. Administrative review helped confirm that the plan should continue to focus resources on the needs of English learners, students with disabilities, socioeconomically disadvantaged students, and other student groups demonstrating need based on state and local data. This review also supported the alignment of proposed actions and expenditures to LCFF resources so that the plan remained focused, data-informed, and fiscally sustainable.

Through this process, educational partner feedback influenced the 2026–27 LCAP by confirming the need to continue and refine actions related to academic achievement, intervention, instructional improvement, counseling and mental health supports, school climate, enrichment opportunities, and family engagement. The final LCAP reflects the themes identified through educational partner input and connects those priorities to measurable goals, actions, and expenditures for the 2026–27 school year.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of fully credentialed teachers & appropriately assigned Source: Dataquest	2021-22: 70% of classroom teachers were fully credentialed and appropriately assigned.	2022-23: 67% of classroom teachers were fully credentialed and appropriately assigned. 2023-24: 80% of classroom teachers were fully credentialed and appropriately assigned.	2023-24: 80% of classroom teachers were fully credentialed and appropriately assigned.	2025-26: 100% of classroom teachers will be fully credentialed and appropriately assigned.	Difference from baseline of: -3%
1.2	Percentage of contributing population Oasis students who met or exceeded math grade level standards on CAASPP Source: California School Dashboard	2022-23 ELA CAASPP scores by demographic: Homeless: Data is suppressed because fewer than 11 students tested. English Language Learners: Data is suppressed because fewer than 11 students tested. Foster: NA Socio-economically Disadvantaged: 26.83%	2023-24 ELA CAASPP scores by demographic: Homeless: 0% English Language Learners: 3.57% Foster: NA Socio-economically Disadvantaged: 9.84% 2023-24 math CAASPP scores by demographic: Homeless: 0%	2024-25 ELA CAASPP scores by demographic: Homeless: 7.69% English Language Learners: 3.45% Foster: NA Socio-economically Disadvantaged: 18.87% 2024-25 math CAASPP scores by demographic:		Difference from baseline of: ELA CAASPP scores by demographic: Homeless: NA English Language Learners: Foster: NA Socio-economically Disadvantaged: -17.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 math CAASPP scores by demographic: Homeless: Data is suppressed because fewer than 11 students tested. English Language Learners: Data is suppressed because fewer than 11 students tested. Foster: NA Socio-economically Disadvantaged: 14.64%	English Language Learners: 10.71% Foster: NA Socio-economically Disadvantaged: 4.92%	Homeless: 0% English Language Learners: 6.9% Foster: NA Socio-economically Disadvantaged: 3.77%		Math CAASPP scores by demographic: Homeless: NA English Language Learners: NA Foster: NA Socio-economically Disadvantaged: -9.72%
1.3	Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment Source: California School Dashboard	2022-23 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment: 23.86%	2023-24 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment: 13.5.%	2024-25 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment: 18.89%	2025-26 Percentage of overall Oasis students who met or exceeded ELA grade level standards on CAASPP assessment will be: 32%	Difference from baseline of: -10.36%
1.4	Percent of Oasis ELL students who progressed in English language proficiency (ELPAC) Source: California School Dashboard	2022-23: Percent of Oasis ELL students who progressed in English proficiency (ELPAC): 55.8%	2023-24: Percent of Oasis ELL students who progressed in English proficiency (ELPAC): 34.9%	2024-25: Percent of Oasis ELL students who progressed in English proficiency (ELPAC):	2025-26: Percent of Oasis ELL students who progress in English proficiency (ELPAC) will be: 65%	Difference from baseline of: -20.9%
1.5	Reclassification rate of Oasis English language learner students Source: CALPADS	2022-23: Reclassification rate of Oasis English language learner students: 11%	2023-24: Reclassification rate of Oasis English language learner students: 19%	2025-26: Reclassification rate of Oasis English language learner students: 19%	2025-25: Reclassification rate of Oasis English language learner students will be: 15%	Difference from baseline of: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment Source: California School Dashboard	2022-23: Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment: 19.32%	2023-24: Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment: 10.11%	2024-25: Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment: 7.78%	2025-26 Percentage of overall Oasis students who met or exceeded math grade level standards on CAASPP assessment will be: 29.32%	Difference from baseline of: -9.21%
1.7	School facilities walkthrough rating Source: Williams Review	2022-23: School facilities walkthrough rating: good with 0 findings	2023-24: School facilities walkthrough rating: good with 0 findings	2025-26: School facilities walkthrough rating: good with 0 findings	2025-26: School facilities walkthrough rating will be: good with 0 findings	Difference from baseline of: 0% change
1.9	Overall Oasis student chronic absenteeism rate Source: Dataquest	2022-23: Overall Oasis student chronic absenteeism rate: 42.5%	2023-24: Overall Oasis student chronic absenteeism rate: 31%	2024-25: Overall Oasis student chronic absenteeism rate: 23.6%	2025-26 Overall Oasis student chronic absenteeism rate will be: 35%	Difference from baseline of: -11.5%
1.10	Overall Oasis student attendance ADA rate Source: PADC	2022-23: Overall Oasis student attendance ADA rate: K-3: 88.62% 4-6: 90.54%	2023-24: Overall Oasis student attendance ADA rate: K-3: 99.36% 4-6: 56.36%	2025-26: Overall Oasis student attendance ADA rate: K-3: 99.36% 4-6: 56.36%	Overall Oasis student attendance ADA rate will be: K-3: 95% 4-6: 95%	Difference from baseline of: K-3: +10.74% 4-6: -34.18%
1.11	Oasis student suspension rate Source: California School Dashboard	2022-23: Oasis student suspension rate: Homeless: 0 English Language Learners: 5.9% Foster: 0 Socio-economically Disadvantaged: 3.1% Overall: 4.4%	2023-24: Oasis student suspension rate: Homeless: 0 English Language Learners: 5.1% Foster: 0 Socio-economically	2024-25: Oasis student suspension rate: Homeless: 3.7% English Language Learners: 0 Foster: 0 Socio-economically	2025-26: Oasis student suspension rate will be: 2% or less for all demographics	Difference from baseline of: Homeless: 0 English Language Learners: -0.8% Foster: 0 Socio-economically Disadvantaged: 4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged: 4.7% Overall: 4.3%	Disadvantaged: 3.4% Overall: 5.1%		Overall: 1.6%
1.12	Overall Oasis student expulsion rates Source: California School Dashboard	2022-23: Overall Oasis student expulsion rates: 0%	2023-24:Overall Oasis student expulsion rates: 0%	2025-26:Overall Oasis student expulsion rates: 0%	2025-26: Overall Oasis student expulsion rates will be: 0%	Difference from baseline of: 0%
1.13	Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards Source: Instructional Minutes	2022-23: Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards: 100%	2023-24: No data was gathered by the executive director or instructional coach during the 2023-24 school year for validity	2025-26: 100%	2025-26: Percentage of state board adopted academic content and performance standards implemented, including English Language Development standards, that will be implemented: 100%	Difference from baseline of: N/A, as no data was kept by the 2023-24 administrator or instructional coach for reference.
1.14	Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment Source: caaspp-elpac.org	2022-23: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 22.73%	2023-24: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 0%	2024-25: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 11.76%	2025-26: Percentage of Oasis fifth grade students who met or exceeded science grade level standards on CAASPP assessment: 30%	Difference from baseline of: -22.73%
1.15	Percentage of students with access to and enrollment in a broad course of study, including unduplicated	2022-23: Percentage of students with access to and enrollment in a broad course of study, including unduplicated	2023-24: Percentage of students with access to and enrollment in a	2025-26: 100%	2025-26: Percentage of students who will have access to and enrollment in a	Difference from baseline of: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students and students with disabilities Source: Internal Records	students and students with disabilities: 100%	broad course of study, including unduplicated students and students with disabilities: 100%		broad course of study, including unduplicated students and students with disabilities: 100%	

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.

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

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

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

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

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

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

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

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

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

Action 1.11 Specialized Support
Specialized curricular supports, originally a separate action, were folded into Action 1.9. Funds earmarked for this line item were redirected toward purchasing multi-sensory phonics kits for students with dyslexia risk factors and math-manipulative bundles aligned to the new curriculum.

Action 1.12 After-School Intervention

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

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

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

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.
However, there were no material cost differences between Budgeted Expenditures and Estimated Actual Expenditures at this time.

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

The actions in Goal 1 were partially effective overall. Oasis maintained several important systems that support academic growth, including intervention, instructional coaching, assessment administration, English Language Development, paraprofessional support, and access to a broad course of study. However, the updated 2025 Dashboard data show that the combined actions have not yet produced the desired academic outcomes in English language arts and mathematics. All Students declined in ELA from 82.7 points below standard to 100.6 points below standard, a decline of 17.9 points, and declined in mathematics from 78.7 points below standard to 109.9 points below standard, a decline of 31.2 points. At the same time, chronic absenteeism improved from 31.0% to 23.6%, and English Learner Progress improved from 34.9% to 42.1%, showing progress in engagement and English language development but continued need for academic acceleration.

Action 1.1 — Highly Qualified Teachers

Required metrics used to evaluate effectiveness: Metric 1.1, percentage of fully credentialed and appropriately assigned teachers; Metric 1.13, implementation of state academic content and performance standards, including ELD standards; Metric 1.3, overall ELA CAASPP; and Metric 1.6, overall mathematics CAASPP.

This action was partially effective. Oasis improved the percentage of fully credentialed and appropriately assigned classroom teachers from the 2021–22 baseline of 70% to 80% in 2023–24, and the school continued to report 100% implementation of state academic content and performance standards, including English Language Development standards. These results indicate progress in maintaining basic conditions for learning and standards implementation. However, the academic outcome metrics show that improved staffing conditions have not yet translated into sufficient gains in ELA and mathematics. Overall ELA met/exceeded increased from 13.5% in 2023–24 to 18.89% in 2024–25, but remains below the 2022–23 baseline of 23.86%. Overall mathematics met/exceeded declined from 10.11% in 2023–24 to 7.78% in

2024–25, and the Dashboard distance from standard worsened substantially in both ELA and mathematics. Therefore, this action should continue, but with continued focus on recruitment, retention, credential completion, instructional coaching, and consistent implementation of evidence-based instruction.

Action 1.2 — Intervention

Required metrics used to evaluate effectiveness: Metric 1.2, CAASPP ELA and mathematics outcomes for contributing student groups; Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.9, chronic absenteeism; and beginning- and end-of-year i-Ready ELA and mathematics diagnostics as the local diagnostic measure.

This action was partially effective. Intervention structures provided targeted academic support and helped establish a more systematic approach to grouping students based on need. However, current academic metrics indicate that intervention has not yet been strong enough to reverse overall performance declines. Overall ELA proficiency improved from 13.5% to 18.89%, but Dashboard ELA distance from standard worsened to 100.6 points below standard. Overall mathematics proficiency declined from 10.11% to 7.78%, and Dashboard mathematics distance from standard worsened to 109.9 points below standard. Outcomes for contributing student groups also show continued need. Socioeconomically disadvantaged students improved in ELA from 9.84% to 18.87%, but mathematics declined from 4.92% to 3.77%. English learner mathematics declined from 10.71% to 6.9%, and the continuity data show English learner mathematics moving from 103.0 points below standard in 2023 to 109.7 points below standard in 2025. The improvement in chronic absenteeism from 31.0% to 23.6% may support better access to intervention, but the academic results show the need to strengthen intervention dosage, scheduling, progress monitoring, and alignment to i-Ready diagnostic data.

Action 1.3 — Paraprofessionals

Required metrics used to evaluate effectiveness: Metric 1.2, CAASPP ELA and mathematics outcomes for contributing student groups; Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.9, chronic absenteeism; Metric 1.11, suspension rate; and beginning- and end-of-year i-Ready ELA and mathematics diagnostics.

This action was partially effective. Paraprofessionals supported small-group instruction, academic scaffolding, classroom engagement, and behavior support, which are important for English learners, low-income students, foster youth, and students with disabilities. The improvement in chronic absenteeism from 31.0% to 23.6% suggests students had greater access to classroom supports. However, the academic metrics do not yet show sufficient improvement. ELA outcomes improved modestly overall and for socioeconomically disadvantaged students, but mathematics declined overall and for key student groups. Suspension also increased from 4.3% to 5.1% for All Students, and the 2025 Dashboard shows suspension concerns for Students with Disabilities at 11.8%, if reportable. These data indicate that paraprofessional support remains necessary but should be more intentionally connected to i-Ready groupings, intervention plans, behavior support routines, and progress monitoring.

Action 1.4 — Academic Coach, incorporated into the Instructional Coordinator position

Required metrics used to evaluate effectiveness: Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.13, implementation of state standards; and local i-Ready/NWEA diagnostic and growth data.

This action was partially effective as implemented. The separate Academic Coach role was not continued as a stand-alone position and was incorporated into the Instructional Coordinator role. This adjustment improved alignment by providing teachers with one point of contact for curriculum, assessment, data analysis, and instructional support. However, because this action was consolidated, its effectiveness cannot be evaluated as a separate stand-alone action. Academic results show that the combined coaching and coordination structure did not yet produce the desired schoolwide outcomes, especially in mathematics. This action should continue to be evaluated through Action 1.7 and should be connected to implementation evidence such as coaching cycles, lesson study, i-Ready data meetings, and changes in ELA and mathematics outcomes.

Action 1.5 — Professional Development

Required metrics used to evaluate effectiveness: Metric 1.1, fully credentialed and appropriately assigned teachers; Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.13, standards implementation, including ELD standards; and local i-Ready ELA and mathematics diagnostic data.

This action was partially effective. Professional development supported implementation of standards-aligned instruction, Science of Reading practices, formative assessment, and mathematics strategies. The school maintained 100% implementation of state academic content and performance standards, including ELD standards, and staff development helped build a foundation for more consistent instruction. However, student outcome data show that professional development has not yet produced the intended level of academic improvement. ELA proficiency increased modestly, but Dashboard ELA distance from standard worsened. Mathematics proficiency declined and Dashboard mathematics distance from standard worsened substantially. Therefore, this action should continue but shift from general training to more classroom-embedded coaching, i-Ready implementation support, lesson study, and follow-up monitoring of instructional practice.

Action 1.7 — Instructional Coordinator

Required metrics used to evaluate effectiveness: Metric 1.2, contributing student group outcomes in ELA and mathematics; Metric 1.3, overall ELA CAASPP; Metric 1.4, English Learner Progress; Metric 1.6, overall mathematics CAASPP; Metric 1.9, chronic absenteeism; Metric 1.13, standards implementation; and local i-Ready/NWEA diagnostic data.

This action was partially effective. The Instructional Coordinator supported assessment calendars, data meetings, professional development, intervention planning, and alignment of instructional systems. The action appears to have supported stronger schoolwide systems and contributed to improvements in chronic absenteeism and English Learner Progress. Chronic absenteeism improved from 31.0% to 23.6%, and English Learner Progress improved from 34.9% to 42.1%. However, the academic outcome metrics indicate that the coordination system has not yet resulted in sufficient ELA and mathematics improvement. All Students declined on Dashboard ELA and mathematics current-status measures, and overall mathematics proficiency declined to 7.78%. This action should continue, but the coordinator’s work should be more directly tied to measurable implementation cycles, including i-Ready diagnostic reviews, classroom walkthroughs, intervention adjustment logs, and follow-up monitoring for student groups with the greatest gaps.

Action 1.8 — English Language Development

Required metrics used to evaluate effectiveness: Metric 1.4, percent of English learners making progress toward English language proficiency; Metric 1.5, English learner reclassification rate; Metric 1.2, English learner CAASPP ELA and mathematics outcomes; and English learner mathematics Dashboard continuity data.

This action was partially effective. English Learner Progress improved from 34.9% to 42.1%, which shows that ELD supports are beginning to have a positive impact. The reclassification rate was reported at 19%, exceeding the 2022–23 baseline of 11%. These are important areas of progress. However, English learners continue to show significant academic need. English learner ELA proficiency remained very low at 3.45%, and English learner mathematics proficiency declined from 10.71% to 6.9%. The local continuity data also show English learner mathematics declining from 103.0 points below standard in 2023 to 109.7 points below standard in 2025. Therefore, this action is partially effective for language progress but not yet effective enough in supporting access to grade-level ELA and mathematics. The action should continue with stronger integration of designated ELD, integrated ELD, math language supports, newcomer support, and i-Ready language scaffolds.

Action 1.9 — Curriculum and Instructional Materials

Required metrics used to evaluate effectiveness: Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.13, implementation of academic content and performance standards; Metric 1.14, science CAASPP; Metric 1.15, broad course of study; and i-Ready diagnostic and curriculum implementation data.

This action was partially effective. Oasis maintained 100% implementation of state academic standards and 100% access to a broad course of study, and science proficiency improved from 0% in 2023–24 to 11.76% in 2024–25. These results show some progress in access to standards-aligned materials and broader instructional programming. However, the ELA and mathematics results indicate that curriculum and materials have not yet produced the intended academic acceleration. The delayed full implementation of i-Ready limited the school's ability to use the new diagnostic and instructional system throughout the year. Because the strongest curriculum component is being implemented more fully going forward, this action should continue, but effectiveness should be monitored through i-Ready diagnostic growth, lesson completion, standards mastery, CAASPP ELA, CAASPP mathematics, and science outcomes.

Action 1.10 — NWEA MAP Growth Assessment / transition to i-Ready assessment

Required metrics used to evaluate effectiveness: Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.2, contributing student group CAASPP outcomes; and local NWEA/i-Ready diagnostic growth measures.

This action was partially effective. The assessment system provided data that staff used to regroup students, inform intervention, and monitor progress. The action was effective in strengthening the school's data culture and increasing access to student performance information. However, the academic results show that assessment data have not yet been used with enough consistency or intensity to improve schoolwide ELA and mathematics outcomes. All Students declined in Dashboard ELA and mathematics distance from standard, and overall mathematics proficiency declined. As Oasis transitions from NWEA to i-Ready, this action should be strengthened by requiring consistent data protocols, documenting regrouping decisions, monitoring diagnostic growth by student group, and connecting assessment results directly to intervention and classroom instruction.

Action 1.11 — Specialized Support

Required metrics used to evaluate effectiveness: Metric 1.2, contributing student group ELA and mathematics outcomes; Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; and i-Ready diagnostic results for students receiving specialized supports.

This action was partially effective as a support strategy but not fully measurable as a stand-alone action. Specialized supports were consolidated into Action 1.9 and used to provide multisensory phonics materials, mathematics manipulatives, and adaptive instructional resources. These supports were appropriate for students with unfinished learning, dyslexia risk factors, and foundational skills gaps. However, because the action was folded into another action and does not have a separate implementation or outcome data set, its independent effectiveness cannot be fully determined. The overall academic data show that students continue to need more intensive specialized support, particularly in mathematics. If this action remains in the LCAP, it should either stay consolidated under Action 1.9 with a $0 cost and clear explanation, or include a specific metric such as i-Ready growth for students receiving specialized materials.

Action 1.12 — Afterschool Intervention

Required metrics used to evaluate effectiveness: Metric 1.2, contributing student group CAASPP ELA and mathematics outcomes; Metric 1.3, overall ELA CAASPP; Metric 1.6, overall mathematics CAASPP; Metric 1.9, chronic absenteeism; and i-Ready diagnostic growth for students enrolled in after-school intervention.

This action was partially effective. After-school intervention expanded learning time for students needing additional academic support, including English learners and socioeconomically disadvantaged students. This action likely supported student engagement and access to additional instruction, and chronic absenteeism improved from 31.0% to 23.6%. However, the schoolwide academic results show that after-school intervention has not yet been sufficient to reverse ELA and mathematics declines. The action should continue but be strengthened by documenting attendance, identifying participating students by subgroup, monitoring i-Ready diagnostic growth for participating students, and comparing outcomes for students who attend consistently with those who do not.

Overall Effectiveness Reflection

Overall, Goal 1 actions were partially effective in building the systems needed for academic improvement, including staffing, intervention, assessment, ELD, professional learning, instructional coordination, and curriculum implementation. The strongest signs of progress were improved chronic absenteeism, improved English Learner Progress, improved ELA proficiency percentage from 13.5% to 18.89%, and continued 100% access to standards implementation and a broad course of study. However, the 2025 Dashboard data show that the actions have not yet produced the targeted academic acceleration. ELA and mathematics distance from standard worsened for All Students, mathematics proficiency declined to 7.78%, English learner mathematics outcomes declined, and suspension increased to 5.1%, which may affect student access to instruction. For 2026–27, Oasis should continue the Goal 1 actions while strengthening implementation through i-Ready diagnostics, more protected intervention time, targeted ELD and mathematics language supports, classroom-embedded coaching, improved data protocols, and more precise monitoring of outcomes for English learners, low-income students, foster youth, homeless students, and students with disabilities.

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

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

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

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

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

Finally, the adoption of i-Ready across kindergarten through 6th grade has shifted resources within Action 1.9 from curriculum review to full implementation. The budget line now covers professional development for teachers and ongoing software licenses. Oasis will develop an associated metric for curriculum use and fidelity while working on Cycle 2 that will track the percentage of lessons passed, the number of assessments that meet or exceed grade level expectations, as well as overall student growth. Together these refinements will align the plan more closely with stakeholder priorities, build on practices that proved effective, and directly target the shortcomings highlighted by last year's California School Dashboard and internal assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Oasis Charter Public School will recruit, hire, and retain fully credentialed teachers who employ data-driven, standards-aligned instruction that is consistently engaging and academically rigorous.	$751,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention	The school will deliver a comprehensive Response to Intervention framework that provides targeted, evidence-based support in reading and mathematics for students who are not yet demonstrating expected growth.	$35,631.00	Yes
1.3	Paraprofessionals	Oasis will staff each grade span with trained instructional aides who facilitate small-group rotations, offer individualized academic scaffolds, and assist with classroom management.	$416,921.00	Yes
1.4	Academic Coach (This position has been incorporated into the instruction coordinator position	The duties originally assigned to a separate Academic Coach have been integrated into the Instructional Coordinator position, eliminating duplication and ensuring cohesive instructional leadership.		
1.5	Professional Development	A strategic professional-learning plan will supply teachers and paraprofessionals with ongoing training in best practices for standards-based instruction, formative assessment, and positive behavior supports.	$54,681.00	Yes
1.7	Instructional Coordinator	A full-time Instructional Coordinator will design a coherent curriculum map, analyze assessment data, coach teachers in differentiated instruction, foster professional learning communities, and coordinate MTSS and special-education teams.	$112,989.00	Yes
1.8	English Language Development	Two dedicated English Language Development staff members, a credentialed teacher and a paraprofessional, will implement a robust ELD curriculum that aligns seamlessly with the core reading program.	$43,252.00	Yes
1.9	Curriculum and Instructional Materials	The school will adopt and implement research-validated curriculum in English language arts, mathematics, science, and social studies that align with Common Core State Standards and prepare students for success on the CAASPP.	$56,132.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Counseling Sessions	2022-23: 85% of students referred to counselor receive counseling sessions.	2023-24: No data available.	2025-26: No data available.	100% of students referred receive counseling services.	Difference from baseline of: N/A, no data available from the 2023-24 school year.
2.2	SEL Instruction	2022-23: 100% of Oasis classrooms received push-in SEL instruction by the counselor, equaling approx.120 minutes per month.	2023-24: 100% of Oasis classrooms received push-in SEL instruction by the counselor, equaling approx.120 minutes per month.	2025-26: 100%	100% of Oasis classrooms will receive push-in SEL instruction by the counselor, equaling approx.120 minutes per month.	Difference from baseline of: 0%, no change.
2.3	Parent Workshop and Trainings	2022-23: 5 parent workshops and/or trainings were offered by the counselor throughout the academic school year.	2023-24: 0 parent workshops and/or trainings were offered by the counselor throughout the academic school year.	2025-26: 0 parent workshops and/or trainings were offered by the counselor throughout the academic school year.	10 parent workshops and/or trainings will offered by the counselor throughout the academic school year.	Difference from baseline of: -100%
2.4	Mental Health Referral Service for Families	2022-23: 100% of families needing	2023-24: No data available.	2025-26: 0 parent workshops and/or	100% of families needing referrals	Difference from baseline of: N/A,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		referrals to Monterey County Mental Health receives referrals from the Oasis counselor.		trainings were offered by the counselor throughout the academic school year.	to Monterey County Mental Health will receive referrals from the Oasis counselor.	no data available from the 2023-24 school year.
2.5	Climate and Culture Survey: Safety	2022-23: According to a Climate and Culture Survey, 80% of Oasis students feel they are safe on campus physically and emotionally.	2023-24: No data was gathered by the administrator, instructional coach, or counselor during the 2023-24 school year for validity.	2025-26: No data was gathered by the administrator, instructional coach, or counselor during the 2023-24 school year for validity.	According to the Healthy Kids Climate and Culture Survey, 90% of Oasis students will feel they are safe on campus physically and emotionally.	Difference from baseline of: N/A, no data available from the 2023-24 school year.

Goal Analysis [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.

Oasis Charter Public School substantially implemented the actions in Goal 2 to provide students with social-emotional, behavioral, and mental-health supports. Implementation focused on maintaining counseling services, providing classroom-based SEL instruction, integrating SEL materials, strengthening staff practices, supporting families, coordinating MTSS/PBIS systems, and continuing implementation of the Love and Logic behavior management framework. The 2025 California School Dashboard continued to show a need for school climate and engagement supports, with Chronic Absenteeism reported at Yellow and Suspension Rate reported at Orange.

Action 2.1 — Counselor: Oasis retained a school counselor to provide social-emotional and mental-health supports for students. The counselor provided classroom-based SEL instruction and supported students through individual check-ins, small-group support, and referrals as needed. A key success was that SEL instruction continued to reach all classrooms, as reflected in Metric 2.2, which shows 100% of classrooms receiving push-in SEL instruction. A challenge was that complete data were not available for all counseling-session and mental-health referral metrics, which limited the school's ability to fully evaluate service dosage and outcomes for students referred for counseling or outside mental-health supports.

Action 2.2 — Social Emotional Coordinator: The duties originally planned for a separate Social Emotional Coordinator were consolidated into the counselor's role. This represented a substantive implementation adjustment from the original structure. The consolidation reduced duplication and allowed the school to streamline student support; however, it also created capacity challenges because the counselor was

responsible for direct student services, classroom SEL lessons, and coordination-related duties. The Instructional Coordinator supported the broader MTSS/PBIS work to help ensure that behavior, attendance, and student-support data were reviewed as part of schoolwide planning.

Action 2.3 — Social Emotional Learning Materials: Oasis implemented this action by purchasing and using age-appropriate SEL materials, including books and resources aligned to CASEL competencies. These materials supported classroom lessons on self-awareness, empathy, responsible decision-making, self-regulation, and peer relationships. Bilingual and Spanish-language materials also supported English learner students and families by providing access to common SEL language at school and at home.

Action 2.4 — Staff Training: Oasis provided staff training related to trauma-informed practices, de-escalation, restorative strategies, and behavior support. Training was provided through professional development and staff meeting structures. A success was the continued development of common language and strategies for responding to student behavior and emotional regulation needs. A continued challenge was inconsistent implementation across classrooms, which indicated a need for additional coaching and clearer expectations for schoolwide behavior practices.

Action 2.5 — Parent Training: This action was not implemented as fully intended based on the available metric data. The Goal 2 metrics indicate that zero counselor-led parent workshops or trainings were documented for the year, compared with the target of 10 workshops or trainings. While families may have received support through other school communication and engagement efforts, the specific parent-training action was not sufficiently documented or implemented at the intended level. This will require stronger scheduling, documentation, and follow-up in 2026–27.

Action 2.6 — Instructional Coordinator: The Instructional Coordinator supported implementation of Goal 2 by helping align SEL, behavior supports, and academic interventions through the MTSS process. The coordinator supported staff in reviewing student needs, connecting academic and behavioral data, and embedding SEL strategies into instructional planning. A success was that social-emotional support was connected to academic planning rather than treated as a separate system. A challenge was that the coordinator’s responsibilities across multiple areas limited the amount of time available for frequent SEL walkthroughs and individualized coaching.

Action 2.7 — Love and Logic Behavior Management System: Oasis continued implementation of the Love and Logic framework to strengthen consistent, empathetic behavior management practices across the school. Staff received training and continued to use the framework to support classroom routines and student behavior. Implementation established common language for student expectations; however, fidelity varied across classrooms. The 2025 Dashboard Suspension Rate result indicates that additional coaching, monitoring, and consistent implementation are needed for this action to produce stronger school climate outcomes.

Overall, Goal 2 implementation resulted in continued access to classroom SEL instruction, school counseling, SEL materials, staff training, MTSS coordination, and behavior-support practices. The most significant implementation challenges were incomplete documentation for counseling and referral services, no documented counselor-led parent trainings, capacity limitations created by consolidating the Social Emotional Coordinator role into the counselor role, and inconsistent fidelity with the Love and Logic framework.

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

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.
No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions in Goal 2 were partially effective overall in supporting student well-being, school climate, and access to social-emotional supports. The strongest evidence of progress was continued classroom access to SEL instruction, with 100% of classrooms receiving SEL instruction. However, the 2025 Dashboard shows that school climate and engagement remain areas of need, as Suspension Rate was Orange and Chronic Absenteeism was Yellow. Therefore, the actions should continue but require stronger implementation, monitoring, and documentation in 2026–27.

Action 2.1 — Counselor: This action was partially effective. The counselor provided SEL instruction and student support, and the school maintained access to counseling services for students. The action contributed to the continuation of classroom-based SEL instruction, with 100% of classrooms receiving SEL instruction. However, because counseling-session data and mental-health referral data were incomplete or unavailable for some metrics, the school cannot fully determine whether all referred students received services or whether services resulted in measurable improvements. The continued Orange Suspension Rate and Yellow Chronic Absenteeism results also indicate that counseling services remain necessary and should be strengthened through improved documentation, referral tracking, and service monitoring. Suspension rates are at 5.1%, and shares the need for continues implementation and monitoring.

Action 2.2 — Social Emotional Coordinator: This action was partially effective as implemented. Consolidating the Social Emotional Coordinator duties into the counselor's role helped streamline supports and avoid duplication, but it also reduced dedicated capacity for coordination, monitoring, and follow-up. Because the standalone role was not implemented separately, the action did not fully operate as originally designed. The school will need to continue clarifying which staff member is responsible for SEL coordination, MTSS follow-up, referral tracking, and progress monitoring.

Action 2.3 — Social Emotional Learning Materials: This action was effective in supporting classroom SEL implementation. The materials provided teachers with concrete tools to reinforce self-awareness, empathy, self-regulation, and responsible decision-making. The inclusion of Spanish-language and bilingual materials supported English learners and helped extend SEL language to families. This action supported the goal by giving staff consistent resources to use during weekly SEL instruction.

Action 2.4 — Staff Training: This action was partially effective. Staff training helped build shared understanding of trauma-informed practices, restorative strategies, and consistent behavior supports. However, the 2025 Dashboard Suspension Rate result indicates that training alone has not yet produced the desired reduction in suspensions. The action should continue with increased emphasis on coaching, classroom implementation checks, and consistent use of schoolwide expectations.

Action 2.5 — Parent Training: This action was not effective as implemented because the school did not document any counselor-led parent workshops or trainings for the year, while the target was 10. Since the intended parent-training outcome was not met, the school cannot

determine that this action produced the desired impact on family capacity to support emotional regulation, resilience, and positive behavior at home. For 2026–27, this action should be strengthened by establishing a calendar of parent trainings, offering virtual or recorded options, documenting attendance, and aligning topics to student behavior, mental health, and family needs.

Action 2.6 — Instructional Coordinator: This action was partially effective. The Instructional Coordinator helped connect social-emotional supports to academic planning and MTSS processes, which supported a more coordinated approach to student needs. This was important because students often require academic, behavioral, and social-emotional supports at the same time. However, competing responsibilities limited the coordinator's ability to provide frequent SEL walkthroughs, coaching, and implementation monitoring. Continued implementation should include more defined MTSS meeting structures, documentation of student-support decisions, and follow-up on assigned interventions.

Action 2.7 — Love and Logic Behavior Management System: This action was partially effective but did not yet produce the desired schoolwide outcome. Love and Logic helped establish common behavior language and supported more consistent classroom routines; however, implementation fidelity varied. The 2025 Dashboard Suspension Rate result shows that behavior outcomes continue to require attention. For this action to become more effective, Oasis should provide refresher training, classroom coaching, and consistent monitoring of implementation across classrooms.

Overall, Goal 2 actions helped maintain important social-emotional and mental-health supports, but the results show that the school must strengthen implementation systems. For 2026–27, Oasis should continue Actions 2.1 through 2.7 while improving counseling and referral documentation, clarifying SEL coordination responsibilities, documenting parent trainings, strengthening MTSS/PBIS monitoring, and providing additional coaching for consistent Love and Logic implementation. These refinements will support stronger alignment between student well-being, school climate, attendance, behavior, and academic growth.

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

No changes at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counselor	Oasis Charter Public School will employ and retain a full-time, credentialed school counselor who delivers tiered social-emotional and mental-health support, giving priority to English learners, homeless and foster youth, and socio-economically disadvantaged students.	$75,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Social Emotional Coordinator (consolidated into the counselor's role)	The duties originally assigned to a separate Social-Emotional Coordinator have been consolidated into the counselor's role, streamlining service delivery and maximizing direct student support.		
2.3	Social Emotional Learning Materials	The school will procure and integrate age-appropriate resources-literature, games, art supplies, and reflective journals-that reinforce CASEL-aligned social-emotional competencies and anchor weekly classroom SEL lessons.	$9,000.00	Yes
2.4	Staff Training	Faculty and classified staff will participate in a structured professional-development sequence focused on mental-health awareness, trauma-informed practices, restorative strategies, and the seamless integration of social-emotional learning throughout the instructional day.	$2,000.00	Yes
2.5	Parent Training	Oasis will host a series of parent workshops and virtual seminars that equip parents-including caregivers of English language learners, homeless and foster youth, and socio-economically disadvantaged students-with practical strategies for fostering emotional regulation, resilience, and positive behavior at home.	$1,500.00	Yes
2.6	Instructional Coordinator	A full-time Instructional Coordinator, funded under Action 1.7, will oversee the alignment of SEL and mental-health services with the academic program, facilitate the Multi-Tiered System of Supports, and monitor fidelity of implementation across classrooms.	$112,989.00	Yes
2.7	Love and Logic Behavior Management System	The school will implement the Love and Logic framework by providing comprehensive training materials and ongoing coaching that establish consistent, empathetic behavior management practices campus-wide.	$1,250.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

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

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

Goal Analysis [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.

Oasis Charter Public School substantially implemented the planned actions for Goal 3 by continuing to strengthen family engagement, communication, translation, and community outreach systems. The goal focused on deepening and expanding meaningful family engagement so that families are better positioned to support and accelerate student academic achievement.

Action 3.1 — School and Community Events: Oasis implemented a calendar of school and community events, including Back to School Night, Open House, enrichment showcases, the Boxland project-based learning exhibition, and other family engagement opportunities. These events provided families with opportunities to view student work, connect with staff, and participate in the school community. A success was strong family participation at major schoolwide events.

Action 3.2 — Family Liaison: Oasis continued implementation of the bilingual Family Liaison role to support two-way communication with families, with particular attention to English learners, low-income students, foster youth, homeless students, and other high-priority families. The Family Liaison provided personalized outreach, reminders for school events and services, family check-ins, and connections between caregivers and school staff. A success was increased direct outreach to families who may experience barriers related to language, transportation, work schedules, or access to school information.

Action 3.3 — Parent Workshops: Oasis offered parent workshop opportunities intended to help families support academic achievement and social-emotional growth at home. However, implementation was only partially documented. Attendance records and workshop topics were incomplete for some sessions, which limited the school's ability to fully evaluate participation trends and determine the impact of the workshops.

Action 3.4 — Communication Platforms: Oasis used multiple communication tools, including ParentSquare, text alerts, newsletters, social media, printed notices, phone calls, and direct outreach. ParentSquare continued to serve as the primary school-to-home communication platform. A success was the continued use of bilingual and multi-modal communication to reach families in different formats.

Action 3.5 — Communication Tracking: Oasis maintained sign-in sheets and volunteer tracking systems for school events and family participation. However, implementation revealed a need to improve tracking at large-scale events because some families entered events without signing in. This made it difficult to fully capture participation data by event and student group.

Action 3.6 — Translation Services: Oasis provided translation and interpretation services for major events, meetings, and written communications. Spanish interpretation and translated communications helped families more fully participate in school activities, meetings, and decision-making processes. Translation services were especially important for supporting families of English learners.

Action 3.7 — Community Events: Oasis participated in and hosted community-building events that helped strengthen relationships among students, families, staff, and community partners. These events provided additional opportunities for families to engage with the school outside of traditional meetings and supported a more welcoming school culture.

Overall, implementation successes included strong participation at major school events, continued bilingual outreach, increased use of direct family communication, and expanded access to translation and interpretation. Challenges included incomplete documentation for parent workshops, inconsistent capture of attendance at large events, limited virtual or recorded workshop options, and the need for more consistent tracking of communication and social media engagement. These implementation reflections will be used to improve parent workshop documentation, strengthen participation tracking, expand flexible access to workshops, and refine communication systems during the 2026–27 school year.

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

Oasis Charter experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The Goal 3 actions were partially effective in making progress toward deepening family engagement and supporting student achievement. Action 3.1, School and Community Events, was effective in increasing family participation in major school events. Family event attendance increased from the 2022–23 baseline of 585 family members to 681 family members, exceeding the target of 650 family members. This indicates that school events remain an effective strategy for bringing families onto campus and strengthening family-school relationships.

Action 3.2, Family Liaison, was effective in improving direct outreach and access for families, especially English learner and socioeconomically disadvantaged families. The Family Liaison supported personalized communication, reminders, translation access, and family connections to school resources. This action should continue because it directly addresses barriers identified by families, including language access, work schedules, transportation, and difficulty navigating school systems.

Action 3.3, Parent Workshops, was partially effective. Workshops were offered and addressed relevant family needs; however, incomplete documentation of attendance and topics limited the school's ability to determine the full impact of the action. For 2026–27, Oasis will strengthen this action by improving documentation, offering sessions at varied times, and expanding virtual or recorded access so families who cannot attend in person still have access to the information.

Action 3.4, Communication Platforms, was partially effective. ParentSquare and other communication tools improved the school's ability to send timely information to families; however, communication tracking data show that social media and communication views remained below the original baseline and target. The baseline was 854 views, while the reported outcome was 631 views, compared with a target of 950 views. This indicates that the communication system is functioning but needs stronger consistency, monitoring, and follow-up.

Action 3.5, Communication Tracking, was partially effective. The school maintained event sign-in sheets and volunteer tracking, but the system did not consistently capture all family participation, especially during large events. Volunteer data also remained below the baseline, with 160 volunteers recorded compared with the 2022–23 baseline of 177 and the target of 235. This indicates a need to improve tracking systems and create more accessible volunteer opportunities for families.

Action 3.6, Translation Services, was effective in improving access for Spanish-speaking families. Real-time interpretation and translated written communication helped reduce language barriers and supported more meaningful participation in meetings, events, and school communications. This action should continue because English Learner Progress remains an area of need on the 2025 California School Dashboard, with Oasis performing at Yellow and 42.1% of English learners making progress.

Action 3.7, Community Events, was effective in strengthening school culture and family connection. Community events provided additional opportunities for families to engage with the school outside of traditional meetings and helped build relationships among students, families, and staff.

Overall, the Goal 3 actions supported progress in family engagement and communication, but the 2025 California School Dashboard indicates that continued implementation and refinement are needed. Oasis showed positive academic growth results, including Moderate performance in English Language Arts Growth and Average performance in Mathematics Growth, with 64.5% of students improving in both areas. However, English Learner Progress remained Yellow, Chronic Absenteeism remained Yellow, and Suspension Rate was Orange at

5.1%, increasing by 0.8 percentage points. These results indicate that family engagement, communication, translation, and school climate supports remain important strategies for improving student outcomes. For 2026–27, Oasis will continue these actions while strengthening documentation, participation tracking, virtual access, and targeted outreach to families of English learners, low-income students, students with disabilities, foster youth, and homeless youth.

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

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

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
3.5	Communication Tracking	A designated staff member will systematically collect and maintain participation data to evaluate outreach effectiveness and inform continuous improvement.	$0.00	Yes
3.6	Translating Services	The school will provide real-time interpretation and written translation in Spanish so that all families can fully participate in meetings, events, and communications.	$1,000.00	Yes
3.7	Community Events	Oasis will engage in targeted community-outreach events, showcasing student performances and programs to promote enrollment growth and to create service-learning and engagement opportunities that connect students with local organizations.	$1,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$384,018	$21,581

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
21.565%	0.000%	$0.00	21.565%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

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

Additional Concentration Grant Funding

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

N/A

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

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	1,780,707	384,018	21.565%	0.000%	21.565%

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$751,476.00	$0.00	$751,476.00				$751,476.00	
1	1.2	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$35,631.00	$0.00	$35,631.00				$35,631.00	
1	1.3	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$416,921.00	$0.00	$416,921.00				$416,921.00	
1	1.4	Academic Coach (This position has been incorporated into the instruction coordinator position														
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$54,681.00	$0.00	$54,681.00				$54,681.00	
1	1.7	Instructional Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$112,989.00	$0.00	$112,989.00				$112,989.00	
1	1.8	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Academic School Year	$43,252.00	$0.00	$43,252.00				$43,252.00	
1	1.9	Curriculum and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$56,132.00	$56,132.00				$56,132.00	

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	1.10	NWEA Map Growth Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.11	Specialized Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$0.00	$0.00				$0.00	
1	1.12	Afterschool Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$198,014.00	$27,834.00	$225,848.00				$225,848.00	
2	2.1	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$75,772.00	$0.00	$19,698.00	$14,297.00	$33,867.00	$7,910.00	$75,772.00	
2	2.2	Social Emotional Coordinator (consolidated into the counselor's role)														
2	2.3	Social Emotional Learning Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$0.00	$9,000.00	$9,000.00				$9,000.00	
2	2.4	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.5	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic School Year	$1,500.00	$0.00	$1,500.00				$1,500.00	
2	2.6	Instructional Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$112,989.00	$0.00	$112,989.00				$112,989.00	
2	2.7	Love and Logic Behavior Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	$0.00	$1,250.00	$1,250.00				$1,250.00	
3	3.1	School and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$15,941.00	$15,941.00				$15,941.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.5	Communication Tracking	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$0.00	$0.00				$0.00	
3	3.6	Translating Services	English Learners	Yes	Schoolwide	English Learners	All Schools	Academic year	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.7	Community Events	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Academic year	$0.00	$1,500.00	$1,500.00				$1,500.00	

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
1,780,707	384,018	21.565%	0.000%	21.565%	$1,873,308.00	0.000%	105.200 %	**Total:**	$1,873,308.00
								LEA-wide Total:	$1,827,556.00
								Limited Total:	$43,252.00
								Schoolwide Total:	$2,500.00

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	NWEA Map Growth Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.11	Specialized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.12	Afterschool Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,848.00	
2	2.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,698.00	
2	2.3	Social Emotional Learning Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.6	Instructional Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,989.00	
2	2.7	Love and Logic Behavior Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	3.1	School and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.2	Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,941.00	
3	3.3	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.4	Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.5**	Communication Tracking	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.6**	Translating Services	Yes	Schoolwide	English Learners	All Schools	$1,000.00	
3	**3.7**	Community Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,929,382.00	$1,929,382.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Teachers	Yes	$751,476.00	$751,476.00
1	**1.2**	Intervention	Yes	$35,631.00	$35,631.00
1	**1.3**	Paraprofessionals	Yes	$416,921.00	$416,921.00
1	**1.4**	Academic Coach (This position has been incorporated into the instruction coordinator position			
1	**1.5**	Professional Development	Yes	$54,681.00	$54,681.00
1	**1.7**	Instructional Coordinator	Yes	$112,989.00	$112,989.00
1	**1.8**	English Language Development	Yes	$43,252.00	$43,252.00
1	**1.9**	Curriculum and Instructional Materials	Yes	$56,132.00	$56,132.00
1	**1.10**	NWEA Map Growth Assessment	Yes	$2,500.00	$2,500.00
1	**1.11**	Specialized Support	Yes	$0.00	$0.00
1	**1.12**	Afterschool Intervention	Yes	$225,848.00	$225,848.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Counselor	Yes	$75,772.00	$75,772.00
2	2.2	Social Emotional Coordinator (consolidated into the counselor's role)			
2	2.3	Social Emotional Learning Materials	Yes	$9,000.00	$9,000.00
2	2.4	Staff Training	Yes	$2,000.00	$2,000.00
2	2.5	Parent Training	Yes	$1,500.00	$1,500.00
2	2.6	Instructional Coordinator	Yes	$112,989.00	$112,989.00
2	2.7	Love and Logic Behavior Management System	Yes	$1,250.00	$1,250.00
3	3.1	School and Community Events	Yes	$5,000.00	$5,000.00
3	3.2	Family Liaison	Yes	$15,941.00	$15,941.00
3	3.3	Parent Workshops	Yes	$1,500.00	$1,500.00
3	3.4	Communication	Yes	$2,500.00	$2,500.00
3	3.5	Communication Tracking	Yes	$0.00	$0.00
3	3.6	Translating Services	Yes	$1,000.00	$1,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Community Events	Yes	$1,500.00	$1,500.00

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)
368,151	$1,873,308.00	$1,873,308.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly Qualified Teachers	Yes	$751,476.00	$751,476.00		
1	1.2	Intervention	Yes	$35,631.00	$35,631.00		
1	1.3	Paraprofessionals	Yes	$416,921.00	$416,921.00		
1	1.5	Professional Development	Yes	$54,681.00	$54,681.00		
1	1.7	Instructional Coordinator	Yes	$112,989.00	$112,989.00		
1	1.8	English Language Development	Yes	$43,252.00	$43,252.00		
1	1.9	Curriculum and Instructional Materials	Yes	$56,132.00	$56,132.00		
1	1.10	NWEA Map Growth Assessment	Yes	$2,500.00	$2,500.00		
1	1.11	Specialized Support	Yes	$0.00	$0.00		
1	1.12	Afterschool Intervention	Yes	$225,848.00	$225,848.00		
2	2.1	Counselor	Yes	$19,698.00	$19,698.00		
2	2.3	Social Emotional Learning Materials	Yes	$9,000.00	$9,000.00		
2	2.4	Staff Training	Yes	$2,000.00	$2,000.00		

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	**2.5**	Parent Training	Yes	$1,500.00	$1,500.00		
2	**2.6**	Instructional Coordinator	Yes	$112,989.00	$112,989.00		
2	**2.7**	Love and Logic Behavior Management System	Yes	$1,250.00	$1,250.00		
3	**3.1**	School and Community Events	Yes	$5,000.00	$5,000.00		
3	**3.2**	Family Liaison	Yes	$15,941.00	$15,941.00		
3	**3.3**	Parent Workshops	Yes	$1,500.00	$1,500.00		
3	**3.4**	Communication	Yes	$2,500.00	$2,500.00		
3	**3.5**	Communication Tracking	Yes	$0.00	$0.00		
3	**3.6**	Translating Services	Yes	$1000.00	$1000.00		
3	**3.7**	Community Events	Yes	$1,500.00	$1,500.00		

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)
2,274,428.00	368,151	13.936%	30.123%	$1,873,308.00	0.000%	82.364%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 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 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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