

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning - Capistrano

CDS Code: 30 66464 6120356

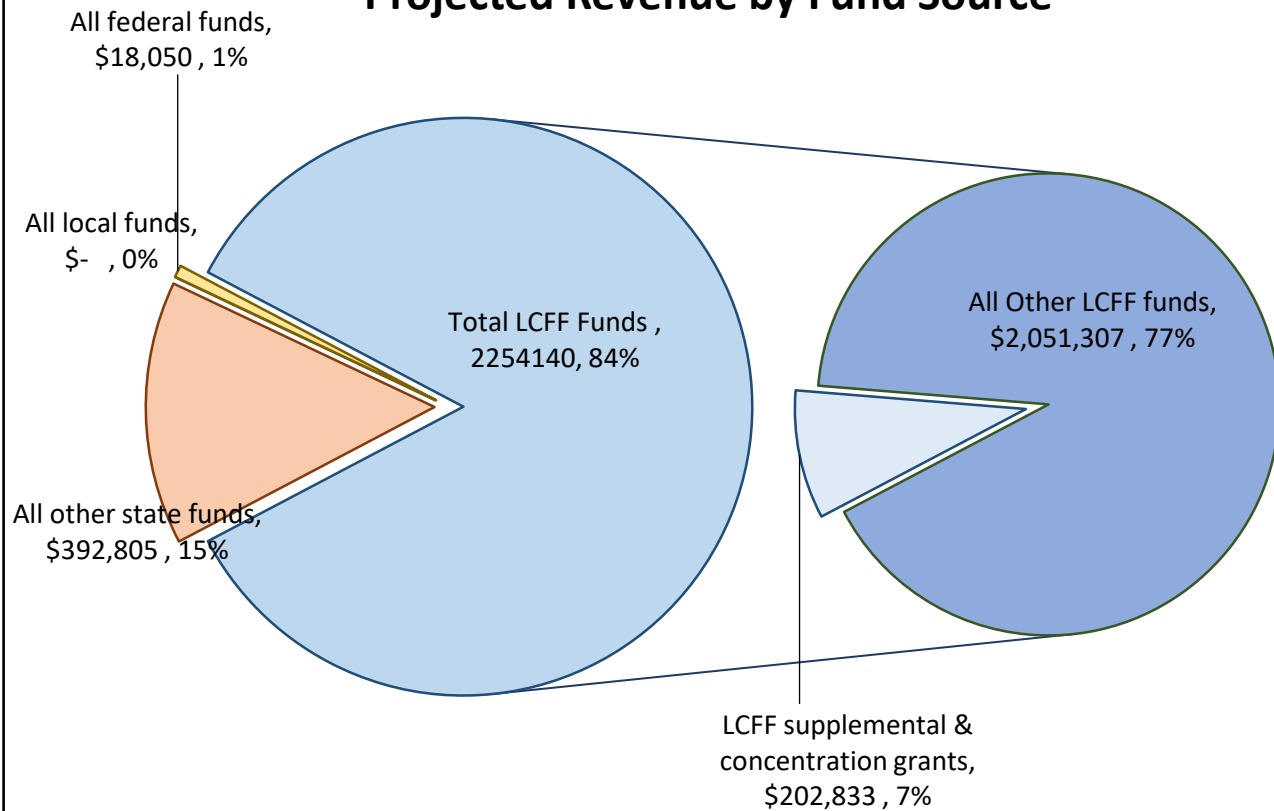
School Year: 2022 – 23

LEA contact information: Jessica Boucher, Principal, E: jboucher@oflschools.org P: 949-248-1282

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 2022 – 23 School Year

Projected Revenue by Fund Source

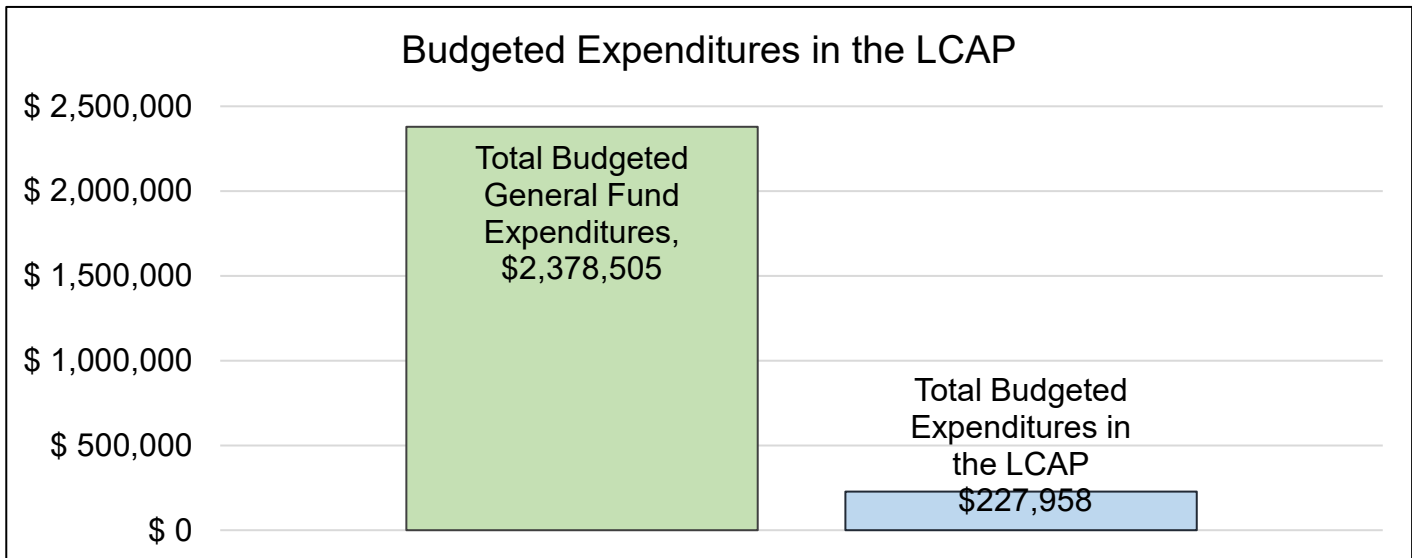


This chart shows the total general purpose revenue Opportunities For Learning - Capistrano expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning - Capistrano is \$2,664,995.00, of which \$2,254,140.00 is Local Control Funding Formula (LCFF), \$392,805.00 is other state funds, \$0.00 is local funds, and \$18,050.00 is federal funds. Of the \$2,254,140.00 in LCFF Funds, \$202,833.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Opportunities For Learning - Capistrano plans to spend for 2022 – 23. 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: Opportunities For Learning - Capistrano plans to spend \$2,378,505.00 for the 2022 – 23 school year. Of that amount, \$227,958.00 is tied to actions/services in the LCAP and \$2,150,547.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

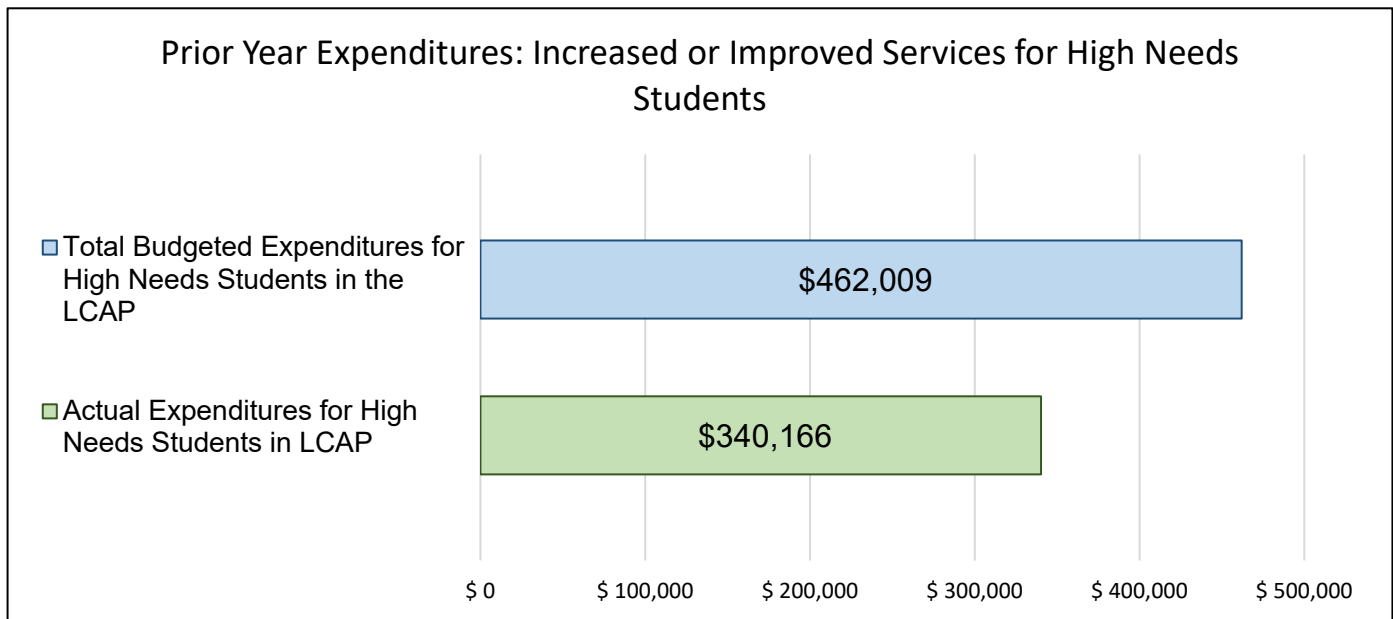
General Fund Budget Expenditures, for the 2022-23 school year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies and technology), other student information system upgrades and data tracking improvements, facilities maintenance and associated fees, rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Opportunities For Learning - Capistrano is projecting it will receive \$202,833.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning - Capistrano must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning - Capistrano plans to spend \$202,833.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Opportunities For Learning - Capistrano budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities For Learning - Capistrano 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 2021 – 22, Opportunities For Learning - Capistrano's LCAP budgeted \$462,009.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning - Capistrano actually spent \$340,166.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$121,843.00 had the following impact on Opportunities For Learning - Capistrano's ability to increase or improve services for high needs students:

The LEA received \$143,354 in LCFF supplemental funding and as of April 2022 has spent all its Supplemental funding on actions and services to increase offerings to our high needs students. The \$121K difference was from estimated funding being used outside our LCFF Supplemental funds. Therefore there were no impacts to the actions and services or the overall increased/improvement of services to our high needs students. As indicated in the goal analysis sections of the LCAP, the school was not able to spend all budgeted allocations due to over estimations when the LCAP was developed and due to unforeseen circumstances such as but not limited to loss of instructional staff, availability of PD opportunities due to COVID 19 safety measures in place and slow transition back to in-person instruction.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
OFL- Capistrano Inc.	Jessica Boucher, Principal	jboucher@oflschools.org (949) 248-1282

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA did not receive any funds from the 21-22 Budget Act or American Federal Rescue Plan Act of 2021. The LEA did receive funds from the Expanded Learning Opportunities grant to provide supplemental instruction and support to its students. Input was provided by educational partners through various platforms such as parent conferences, staff meetings, surveys and needs assessment with the leadership team. School leadership team developed the plan using input provided by all educational partners.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA did not receive concentration grant add-on as it did not meet the 55% threshold to qualify.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA did not receive one-time federal funds, therefore, the LEA did not engage, or plan to engage, its educational partners on the use of one-time federal funds to support recovery from the COVID-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The LEA did not receive funds from the American Rescue Plan Act or Elementary or Secondary School Emergency Relief.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LEA did not receive any additional fiscal resources therefore any applicable plans do not need to be aligned with the LEA's 2021-22 LCAP and Annual Update.

The LEA developed the Safe Return to In-Person Instruction and Continuity of Services Plan which was included in the funds for LCAP. Some of the actions that reflect these plans are access to educational technology resources to support distance learning, professional development for staff for interventions and strategies for high need students, social emotional support from counselors and school psychologists and increased safety plan for all stakeholders which include covid testing protocols, PPE and cleaning services.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Opportunities For Learning- Capistrano	Jessica Boucher, Principal	E: jboucher@oflschools.org P: 949-248-1282

Plan Summary 2022-2023

General Information

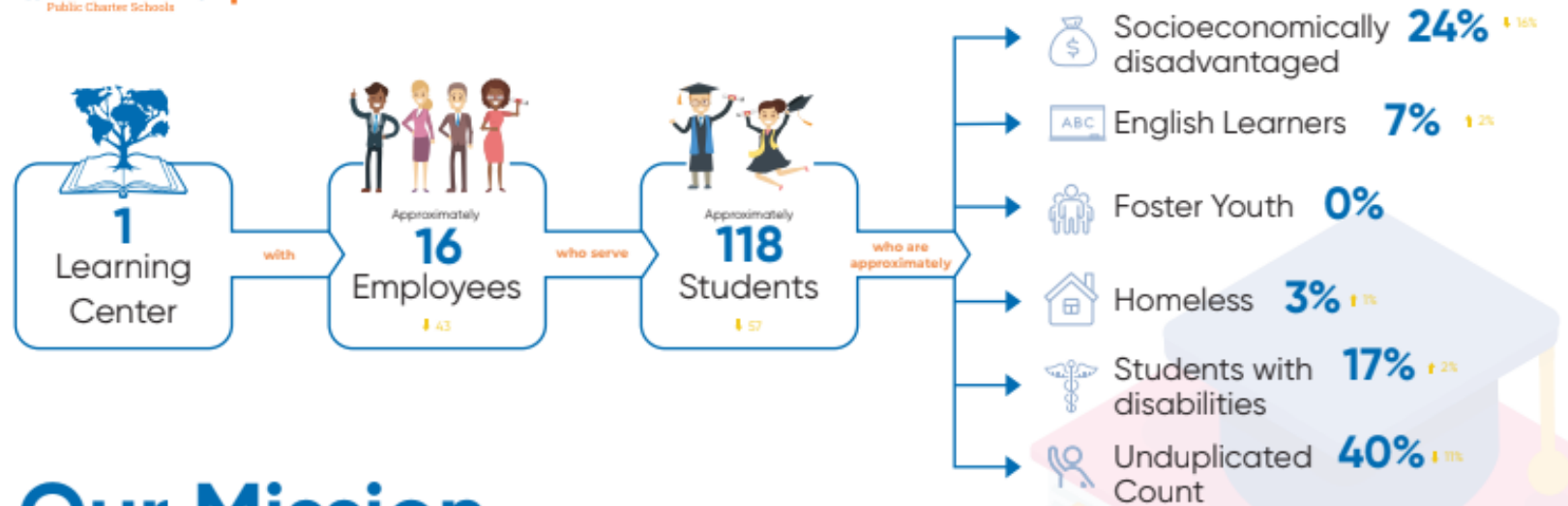
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.





Local Control & Accountability Plan (LCAP) Charter Demographics

CAPO
2022-23



Our Mission

The mission of Opportunities For Learning is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Opportunities For Learning will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and the confidence to become lifelong learners who contribute to their community.

Educational Philosophy:

Opportunities For Learning Capistrano provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. Opportunities For Learning Capistrano offers students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, our learning center provides an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

**Educational Program:**

The paramount goals for Opportunities For Learning Capistrano are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services: and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public school system. Opportunities For Learning Capistrano believes that students should be involved in the planning and implementation of their own educational plan in order for them to be invested in their own education. The educational program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence in their ability to succeed and reach their academic goals. In addition, the academic and behavioral standards to which students are held instill self-discipline and productive work habits that will prepare them for life after high school.

Title I - Schoolwide Program (SWP)

Opportunities For Learning Capistrano applied for Title I funds and will be implementing a School wide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards. Our SPSA and LCAP will serve in alignment to one another further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment and meet the needs of our students below grade level.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

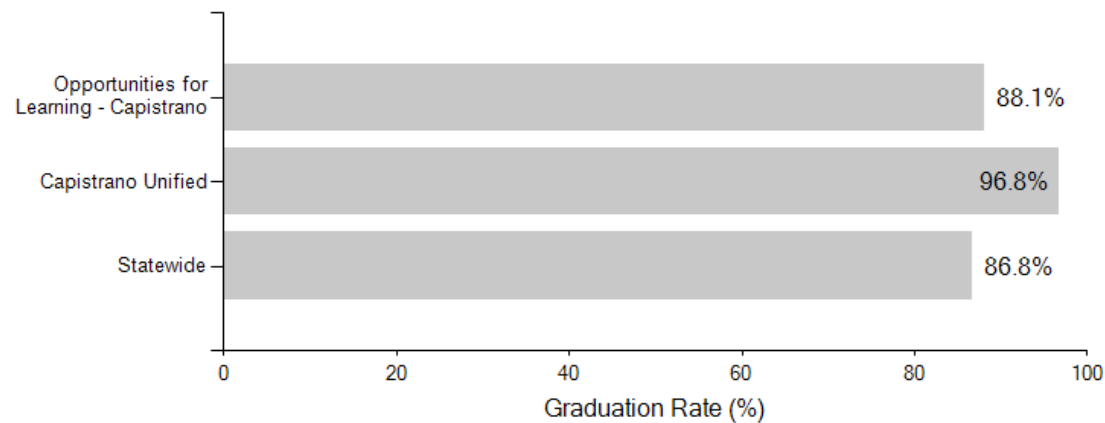
Graduation Rate

Opportunities For Learning Capistrano has had great success when it comes to efforts put forth by the entire school community to reach the ESSA requirement of 68% for Graduation Rate. For the 2020-2021 school year, the school received an 88.10% DASS Graduation Rate for all students. This was a huge accomplishment for the school as it was amidst the COVID-19 pandemic, distance learning and transition back to in-person instruction for the 21-22 school year. OFL- Capistrano continues to strive to close achievement gaps in graduation rates observed among the local district but it was good to see that it is performing better than the state average.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	59	52	88.1%
English Learners	2	*	*
Foster Youth	1	*	*
Homeless	3	*	*
Socioeconomically Disadvantaged	26	21	80.8%
Students with Disabilities	10	*	*
Asian	3	*	*
Hispanic	23	21	91.3%
White	29	25	86.2%
Two or More Races	3	*	*

School Graduation Rate Compared to District and State



Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	26	--	--	*	--	11	--	11	*	*	9	*	*	*
Cohort Percent	44.1%	--	--	*	--	47.8%	--	37.9%	*	*	34.6%	*	*	*

Completed College Credit Courses – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	10	--	--	*	--	3	--	6	*	*	3	*	*	*
Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	16.9%	--	--	*	--	13.0%	--	20.7%	*	*	11.5%	*	*	*
Number of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	6	--	--	*	--	3	--	2	*	*	2	*	*	*
Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	10.2%	--	--	*	--	13.0%	--	6.9%	*	*	7.7%	*	*	*

College and Career

Another success that Opportunities For Learning Capistrano had was in the College and Career readiness area as indicated by the A-G and Completed College Credit Course completion rates. Of the 20-21 graduating senior cohort 44.1% of All Students completed all A-G requirements, 16.9% completed 1 college, and 10.2% completed 2 college courses.

Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	26	--	--	*	--	11	--	11	*	*	9	*	*	*
Cohort Percent	44.1%	--	--	*	--	47.8%	--	37.9%	*	*	34.6%	*	*	*

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ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	10	--	--	*	--	3	--	6	*	*	3	*	*	*
Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	16.9%	--	--	*	--	13.0%	--	20.7%	*	*	11.5%	*	*	*
Number of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	6	--	--	*	--	3	--	2	*	*	2	*	*	*
Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	10.2%	--	--	*	--	13.0%	--	6.9%	*	*	7.7%	*	*	*

Suspension



Another important success for the school was its continued ability to maintain a 0% suspension rate. Students at Opportunities For Learning Capistrano have consistency by having one main teacher that follows alongside each student during the entire duration of their enrollment. This unique design in our program enables students to build routines and habits that will support their academic goals and fosters positive student conduct. Teachers are able to take a more holistic approach with each student and are therefore able to tailor academic plans. In addition, teachers create authentic partnership with students and their families by keeping the lines of communication open by utilizing various modes of communication such as Remind Application, text, email, planners and weekly phone calls. These various modes and frequency of communication proved essential during distance learning. Frequent and consistent communication allowed parents to stay abreast of student progress and any possible behavior concerns. Opportunities For Learning Capistrano will continue to take a tiered approach to interventions and reengagement that aligns with the pace of its learning periods and to ensure suspension rates remain low (see chart below for Tiers of Re-engagement). Additionally, through the use of Title I funds, Opportunities For Learning, Capistrano will begin working with an expert in Response To Intervention (RTI) to enhance protocols that will support engagement efforts by the school.

OFL- Capistrano Tiers of Re-engagement

WEEK 1	<ul style="list-style-type: none"> -Phone calls, text, reminders, and emails home -Goal setting and academic planning
WEEK 2	<ul style="list-style-type: none"> -Phone calls, text, reminders, and emails home - Offer additional appointments - Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track
WEEK 3	<ul style="list-style-type: none"> -Phone calls, text, reminders, and emails home - Offer additional appointments - Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track - Home Visit -Post- Secondary Counselor Check-In - Parent Meeting for needs assessment -Added to intervention tracker to document strategies provided
WEEK 4	<ul style="list-style-type: none"> -Phone calls, text, reminders, and emails home - Offer additional appointments - Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track -Parent Meeting follow-up (as needed) - Check- In Meeting Conducted one/all of the following: <ul style="list-style-type: none"> • Post-Secondary Counselor • School Psychologist • Lead Special Education Teacher • School Administrator
*	Tiers of re-engagement have been aligned to the academic learning period time frame. Students not re-engaging with the program will follow Tiers of Intervention Protocols /Child Find Process.

EL Learner Progress

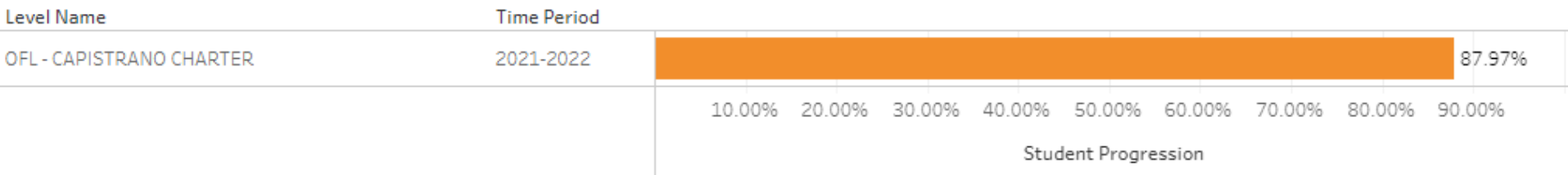
For the 20-21 school year, Opportunities for Learning Capistrano did not have a statistically significant number to pull reclassification rates and ELPAC scores for the 21-22 school year will not be released until later in the calendar year to determine the current rate. However, local indicators demonstrated that out of the students eligible to reclassify in the 20-21 school year, 100% of students were reclassified. This

success was due to Opportunities For Learning Capistrano’s continued efforts to provide designated ELD instruction and support services to its EL students through the EL Specialist and targeted professional development opportunities.

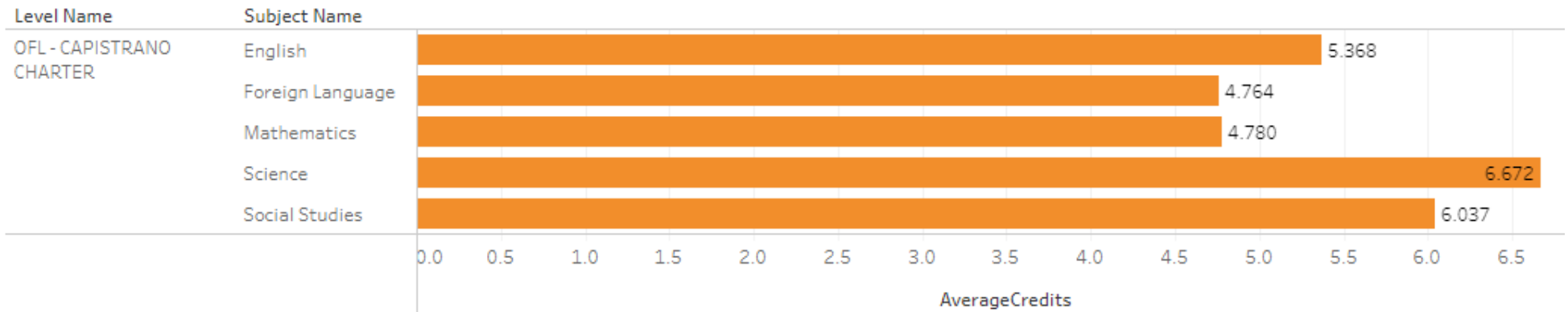
English Language Arts and Mathematics

Opportunities For Learning Capistrano was able to sustain an average of 87.97% on student academic progression. This rate indicated that on average 87% of all students were earning at least 4 units/ high school credits each learning period which considering this was a transition year after distance learning in 20-21 which is why the school is classifying this as a success. ALL Students were continuing to make progress toward graduation in all subjects including English and Math, however, the school continues to strive for each student to move at a more traditional pace in these areas which will be addressed in the identified need section. Benchmark Assessments in Reading and Math have also shown growth in our students identified as needing “urgent intervention”. From this group 75% of ALL identified students have moved out of this “urgent intervention” classification in Reading and 80% in Math during the 21-22 school year.

Student Progression



Core Course Completion



Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Graduation Rates

Although Opportunities For Learning Capistrano's graduation rate increased to 68.10% for the 19-20 school year and 88.10% for the 20-21 school year among ALL Students, the school continues to strive to keep the growth trajectory to increase or sustain overall graduation rates for the 21-24 school years. Opportunities For Learning Capistrano will continue its efforts to provide students with more targeted interventions tools, resources, academic planning and instructional support to continue increasing graduation rates.

Graduation Rate by Student Group

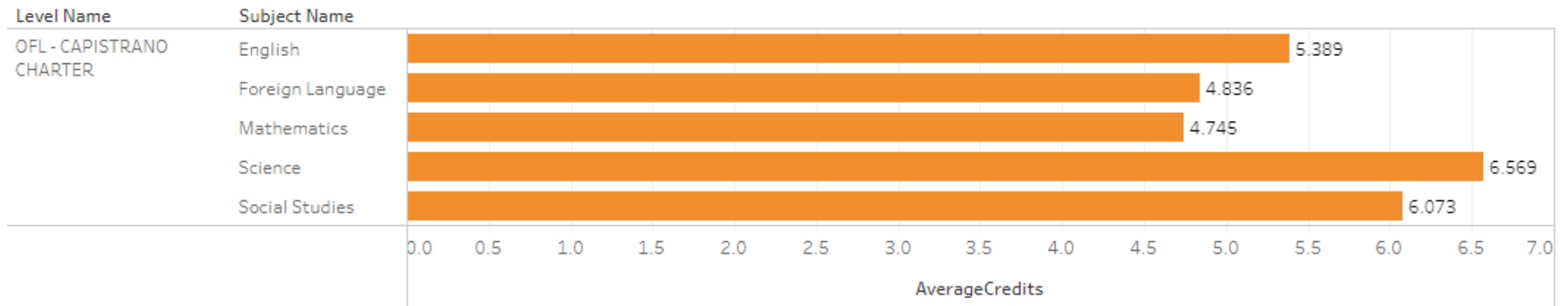
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Hispanic	23	21	91.3%
White	29	25	86.2%
Two or More Races	3	*	*

English Language Arts and Mathematics

Another need that was identified through data analysis and our 21/22 comprehensive needs assessment was our need to improve English and Math course work completion rate/mastery of standards curriculum. Our data shows that all subgroups including, EL, FRMP, SWD, Foster and Homeless Youth continue to need additional support in English and Mathematics to move at a pace comparable to a traditional high school. Opportunities For Learning Capistrano understands that most students enrolled with gaps in their foundational English and Math skills, the school will continue to strive to close these achievement gaps and ensure students are making academic progress in English and Mathematics for the 21-24 school years. The chart below indicated the average number of units completed by subject for the 21-22 school year, thus far by subgroup.

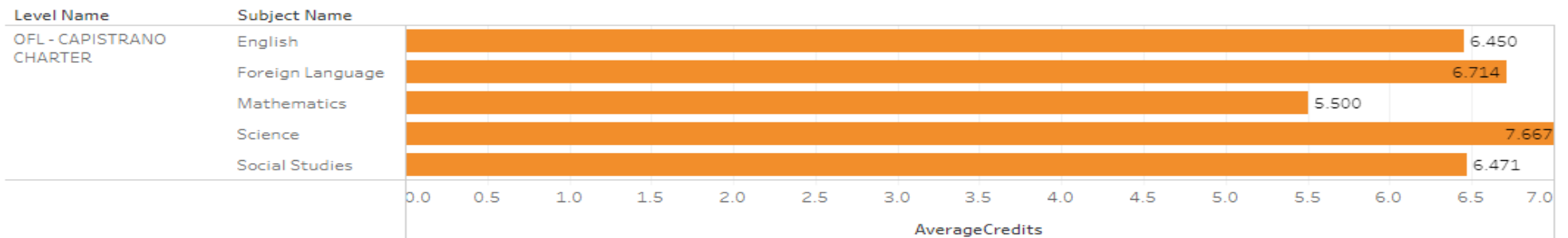
ALL STUDENTS

Core Course Completion



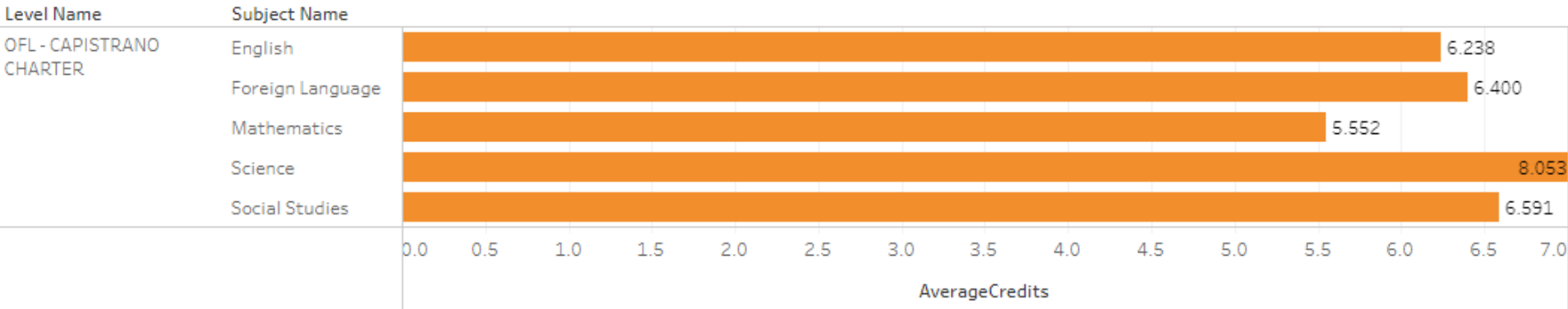
English Learners

Core Course Completion



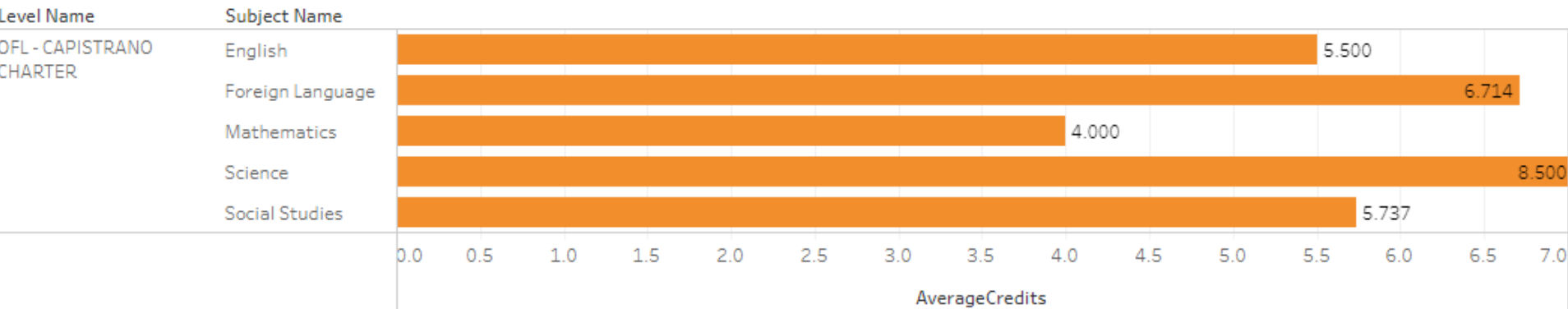
FRMP

Core Course Completion



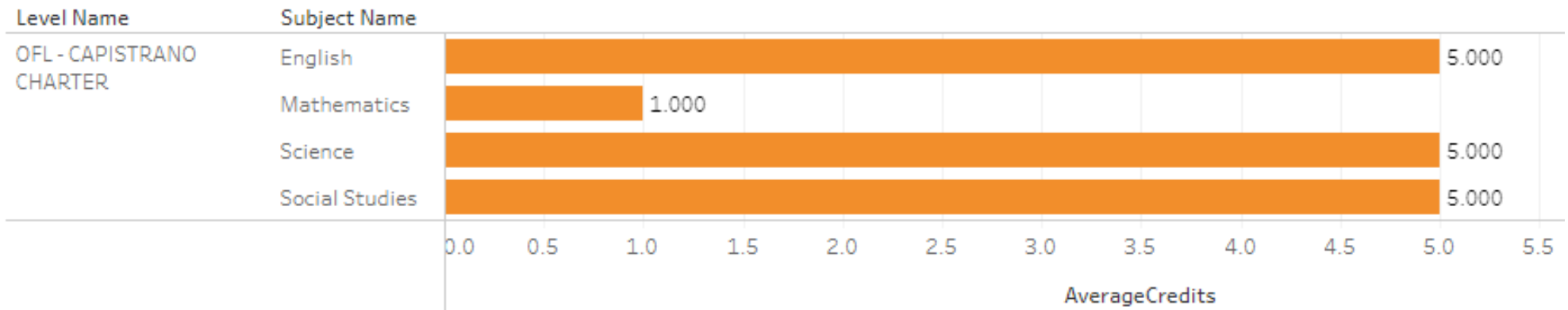
Students with Disabilities

Core Course Completion



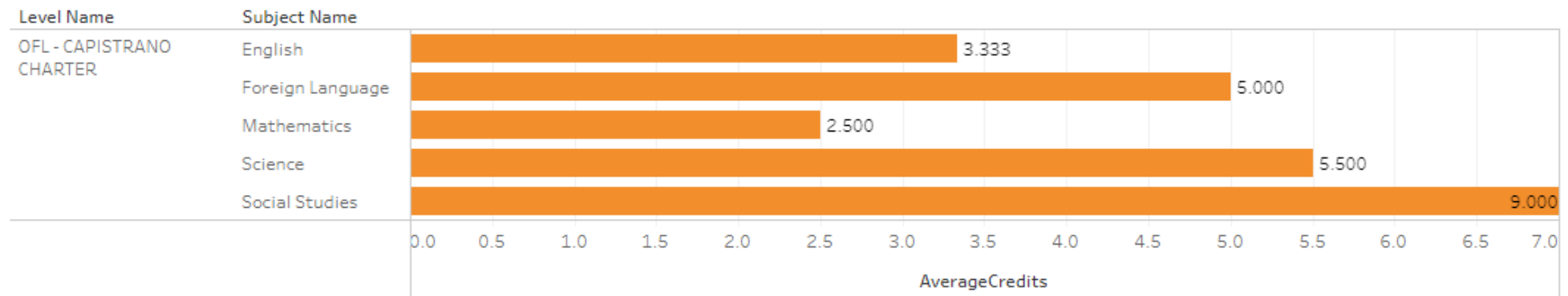
Foster Youth

Core Course Completion



Homeless Youth

Core Course Completion



Opportunities For Learning Capistrano continued to offer specific instruction in Math and English with fully credentialed staff as well as targeted intervention through support staff such as tutoring in these core subjects. Students take Math and English benchmark Renaissance Star testing at least 3 times per year so data can be analyzed for each student and focused intervention plans can be implemented based on each individual student's assessment. Evidence based programs such as Achieve 3000 and Exact Path Math were utilized during the 21-22 school year for students that score "urgent intervention" or "intervention" on Renaissance Star. English and Math credentialed teacher's implemented smaller cohorts of students to encourage collaboration and engagement in these core subjects. Additionally, teachers and



support staff continue to offer flexible tutoring schedules for students including early morning and evening appointments for students to get help with Math and English.

Chronic Absenteeism

During the 20-21 school year, our middle school cohort struggled with Distance Learning as the virtual platform did not allow for the same connectedness and collaboration that we saw from the cohort pre-covid. Local measures for Chronic Absenteeism demonstrated a drop in students' engagement/progression among this group. However, now that we are back in person, we have seen growth in student progression and attendance for this subgroup of students and Opportunities For Learning Capistrano will continue to provide the resources and interventions to continue engagement and success for the 2022-2023 school year among this group of students. As this is always a small student group (less than 10), one student can sway the data so close monitoring will continue for the upcoming school year.

Overall, Opportunities For Learning Capistrano did see a drop in the chronic absenteeism rate for all students (grades 7-12) from 20-21 school year to 21-22 school year as measured by local indicators. In 20-21 the ALL Students absenteeism rate was at 31.50% and 21-22 rate was at 28.34%. The school would like to continue seeing a drop in absenteeism to ensure that more students are engaging with the instructional program. Opportunities For Learning Capistrano will continue to provide professional development to its instructional staff and enhance its Response to Intervention protocols to ensure that all students are engaging and finding success in the academic program

Science-We recognize the need to develop a metric for CAST testing and will wait for newly released data to develop a metric around science student outcomes.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Opportunities For Learning Capistrano set 2021-2024 LCAP goals and actions to ensure the allocation of funds will support the overall success of all students with a targeted emphasis on its Foster, Homeless, EL, FRMP and SWD populations. The goals and actions that have been developed are geared at increasing: EL Reclassification Rates, ELA & Math Performance, College & Career Readiness, and Graduation Rates. Goals and action have also been included to reduce Chronic Absenteeism and Suspension Rates.

Opportunities for Learning Capistrano plans on achieving its goals through the identified metrics which include core course completion rate, academic progression each learning period, increasing Reading Lexile performance, and Math student growth percentile (SGP) in Ren Star. In addition, growth in the EL reclassification rate with the support of iLit software and a designated EL Specialist, continued efforts to reduce dropout rates, and ensuring students are prepared for post-secondary options while staying connected and engaged in our school culture have also been included in the 21-24 LCAP and will continue for the 22-23 school year.

Goal #1 Specialized Instruction for FY, Homeless EL, SWD, and FRMP students

Highlighted Actions:

- 1.1 Designated ELD Instruction, Curriculum, Resources, and Professional Development
- 1.2 Targeted SWD Professional Development and Resource

Goal #2 Broad Course of Study for all student including SWD and emphasis on EL and FRMP

Highlighted Actions:

- 2.1 Professional Learning
- 2.2 Intervention Tools and Resources aimed at increasing Lexile and Math SGP growth

Goal #3 Pupil Achievement and Engagement in College & Career Pathways for all students including FY, Homeless EL, SWD, and FRMP

Highlighted Actions:

- 3.1 Strategic post-secondary planning, goal setting support, and college/career counseling
- 3.2 Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options
- 3.3 Educational Technology

Goal #4 Safe and Healthy Learning Environment

- 4.1 Educational Partner engagement opportunities and platforms
- 4.2 School Climate Survey

Opportunities For Learning Capistrano will continue utilizing specialized instruction to support its most vulnerable student populations to engage with the instructional program and close any gaps that exist within these groups of students. The school staff continues to work and focus on English and Math mastery of standards for all students, specifically its unduplicated student groups. For the 22-23 school year,

Opportunities For Learning Capistrano will make Science an area of focus to support CAST performance efforts in order to incorporate CAST into our LCAP outcomes in the coming years.

Opportunities For Learning Capistrano will be allocating resources to support instruction through professional development, intervention tools and resources, and education technology. We also want to ensure that students are connected to the school culture and are supported socially and emotionally, funds will be allocated to support both of these areas.

Opportunities For Learning Capistrano strives to increase Graduation and College/Career rates by continuing the implementation of strategic interventions and providing resources to students. Additional academic support and post-secondary career exploration opportunities are provided to help prepare them for life after high school. These strategies have proven to be effective and vital in Opportunities For Learning Capistrano's ability to maintain 0% Suspension Rate, Graduation Rate of 88.1% (20-21), and 77% of the graduating senior cohort transitioning to 2/4 year post-secondary option for 21-22 school year. The school will be focusing on closing the opportunity gaps on the CA state priorities for the 22-23 school year.

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.

Opportunities For Learning San Juan Capistrano has no schools that qualify for Comprehensive Support and Improvement (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.

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Opportunities For Learning Capistrano takes pride in its efforts to authentically engage all educational partners to ensure comprehensive and responsive plans are created that will address the needs of all its students. Educational partners had multiple opportunities and platforms to provide feedback and input in the development/retention of metrics and actions for the 22-23 school year as outlined in the Local Control and Accountability Plan.

Students

Students provided feedback and input through the Fall and Spring Surveys, Student Council Meetings, School Site Council (9/21/21, 11/9/21, 1/19/22, 3/8/22, 4/25/22) and during their interactions with school personnel including achievement chats. Additionally, student input and feedback were discussed and utilized as part of the CNA process and to help inform the LCAP plan.

Parents:

Parents provided feedback and input through parent-teacher meetings, Fall and Spring Surveys, and School Site Council meetings (9/21/21, 11/9/21, 1/19/22, 3/8/22, 4/25/22). Additionally, parent and family input and feedback were discussed and utilized as part of the CNA process and to help inform the LCAP plan.

Staff:

School staff provided feedback and input through meetings with the school leadership and coaching team, professional learning communities, Fall and Spring Surveys, and School Site Council (9/21/21, 11/9/21, 1/19/22, 3/8/22, 4/25/22). Additionally, staff participated in the CNA process during structured time throughout the school year (November 2021- April 2022) to help inform the LCAP plan.

Community members:

Community members provided feedback and input through SELPA and SSC meetings. The SELPA reviewed the drafted 22-23 LCAP plan and provided feedback on April 27, 2022. The School Site Council held a public meeting on April 25, 2022 to provide feedback and recommendation opportunities to the school community. Additionally, the OFL- Capistrano board agenized this item on the May 2, 2022 meeting for public comment.

The final 22-23 Local Control and Accountability Plan was approved by the OFL- Capistrano board on 06-X -2022.

A summary of the feedback provided by specific educational partners.



Opportunities For Learning Capistrano utilized multiple platforms and created opportunities to ensure educational partners were able to provide feedback that would inform the 22-23 LCAP. Below are summaries of the feedback collected from students, parents, staff, and community members.



Local Control & Accountability Plan (LCAP) Student, Parent, & Staff Survey Results

CAPO
Fall 2021



Student Survey Results

61 responses

34%

Students feel the Charter School's Improvement Goals, Metrics and Actions help to **close the achievement gap** among socioeconomically disadvantaged students, EL students and foster youth. **34%** don't have an opinion.

52%

Students feel the options provided for **student activities** (sports, clubs, social-emotional activities) are sufficient.

84%

Students feel that the school offers enough **intervention opportunities** (tutoring, intervention programs, one-on-one support) for students.

43%

Students are neutral about whether more **CTE** programs should be available.



Parent Survey Results

49 responses

41%

Parents feel the Charter School's Improvement Goals, Metrics and Actions help extremely well to **close the achievement gap** among socioeconomically disadvantaged students, EL students and foster youth.

55%

Parents feel that enough **dual-enrollment courses** are offered.

66%

Parents feel they completely **belong** or belong quite a bit in the school community.

86%

Parents feel that the school offers enough **intervention opportunities** (tutoring, intervention programs, one-on-one support) for students.

73%

Parents feel school staff go extremely out of their way to create a safe and comfortable **learning environment** for their students.



Staff Survey Results

20 responses

70%

Staff feel the Charter School's Improvement Goals, Metrics and Actions help extremely well to **close the achievement gap** among socioeconomically disadvantaged students, EL students and foster youth.

90%

Staff feel they completely **belong** or belong quite a bit in the school community.

70%

Staff say that their **professional development opportunities** have been valuable or extremely valuable.

60%

Staff feel adequately prepared to **teach the courses** they are currently assigned.

55%

Staff think there could be more new options for **CTE programs**.

21-22 CNA Feedback

Create focus groups to monitor students that are falling behind and need academic/social emotional support get back on track

Establish senior cohorts to promote school connectedness through various extracurricular activities with emphasis on our special populations

Offer extended tutoring hours/ study halls with specific emphasis on Math and English as these are areas students struggle with the most

Continue utilizing intervention tools and resources like Ren Star, Direct Instruction Classes, and Exact Path (Reading/Math) to support academic gaps with specific emphasis on our unduplicated student and students with disabilities

Efforts to engage students and parents should be capitalized on and expanded to assist with dual enrollment and graduation rates

Spring Survey

Students

59.52 % of students agreed that sufficient students' activities are offered, 16.67% were Neutral, 17.86% believe there could be more new options and 5.95% believed not enough options are available

36.90% of students reported feeling connected to adults in the school, 45.24% were felt Quite connected, 15.48% Slightly Connected, and 2.38% did not feel connected at all

Students identified biggest barriers to school engagement as being transportation related, busy schedules, and negative memories of school experiences.

Parents

67.50 % of parents agreed that sufficient students' activities are offered, 12.50% were Neutral, 15% believe there could be more new options, and 5% believed not enough options

46.34% of parents reported feeling connected to the school community, 12.20% as belonging quite a bit, 31.71% as belonging a little bit, and 9.76% as do not belonging at all

Parents identified the biggest barriers to school engagement as being transportation related, busy schedules, and a sense of belonging.

Staff

14.29 % of staff agreed that sufficient students' activities are offered, 7.14% were Neutral, 57.14% believe there could be more new options and 21.43% believed not enough options are available

21.43% of staff believe that students seem to really enjoy coming to school, 50% believe they enjoy it quite a bit and 28.57% believe students enjoy it a little bit

92% of staff have a sense of belonging to the school community and 7.14% feel as if they belong a little bit.

Staff identified professional development opportunities as helpful as it allows them to explore new ideas/strategies.

SSC Feedback

The SSC was in agreement with the updates made to the 22-23 LCAP. The inclusion of social emotional opportunities/ offerings appeared to be a highlight for the SSC within the plan.

SELPA Feedback

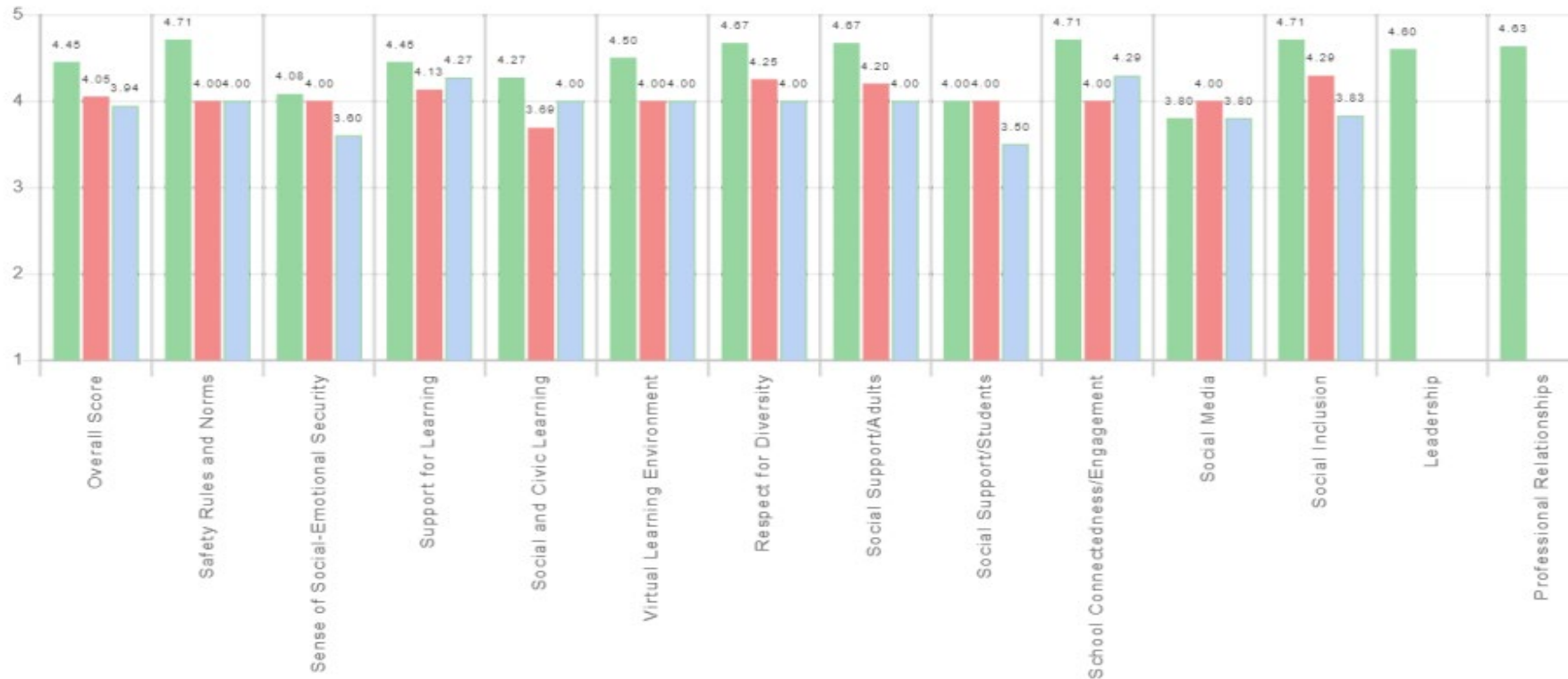
Southwest SELPA would like to continue seeing Students with Disabilities clearly mentioned throughout the LCAP to ensure they are included in the plan.

School Climate Feedback

Spring 2021 feedback was still utilized as additional feedback to inform the 22-23 LCAP as the next independent survey will not be available until Spring 2023. School Climate questions gathered input on all topics ranging from school safety, social emotional support and learning, connectedness to the school and support in learning to name a few. The survey responses were scored from a range from 1-5 with five being the highest, most positive. Below is a quick visual on all responses from staff (green color), middle/high school students (red color) and parents of those students (blue color). A trend that was noticed was that students responded mostly in the high "3" on all topics. Some lower responses overall were on the topic of social emotional security. Some higher responses from all three populations were on school connectedness. Trends that are noticed with the school climate results is that students, parents and staff did not score any topic below the mid-level of a three score. The color-coding represents the percentage of individuals in each group whose scale scores fall into three ranges: negative (<2.5), positive (>3.5) and neutral (2.5-3.5). Social emotional support and learning is also seen as a trend in the climate survey that needs more attention given to from the school.

II. School Climate Overview

All Respondent School Summary Median Report



A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the trends found in the input and feedback above, Opportunities for Learning Capistrano has determined the need to continue its previously identified efforts in academic interventions, social emotional resources and support, educational partner engagement and professional development through goals, metrics and actions in the 22-23 LCAP.

Opportunities For Learning Capistrano's 22-23 LCAP goals, metrics and actions were heavily influenced by the input and feedback provided by educational partners through authentic engagement efforts by school staff and utilization of multiple platforms. In partnership and from

input from all educational partners, Opportunities For Learning Capistrano was able to create a comprehensive and responsive school plan to address the identified needs and promote more positive student outcomes.

Opportunities for Learning Capistrano's 22-23 LCAP was developed in collaboration with all educational partners to address disproportionate academic achievement, school connectedness, and Math & English progress and graduation rates. The LEA also developed specific goals for SWD, EL and unduplicated students to address identified needs and promote student achievement.

Students

Based on the quantitative and qualitative data collected from students referenced in the Engaging Educational Partners Section the following goals and actions were included to directly address the need to continue efforts to promote academic engagement and school connectedness as identified by students:

Goal 4 - Cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful educational partner engagement opportunities and ensuring all educational partner feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP)

Goal 3 Action 2 Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary option

Parents

Parents indicated on the school climate survey areas of need were social support for students and a sense of social emotional security. Based on the CNA as well as qualitative and quantitative data collected from parents the following goals and actions were included to address school connectedness, engagement, and available options for students:

Goal 3: To promote pupil achievement and pupil engagement, Opportunities for Learning Capistrano, will ensure the achievement and attendance of all students, particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), through exposing all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness. Specifically, Goal 3 Action1 Post-secondary Planning and Goal 3 Action 2 Social Emotional Development, Learning and Resources.

Goal 4 Action 1 Parent Involvement and Educational Partner Engagement

Staff

Based on the quantitative data reviewed through the CNA as well as qualitative data collected from staff the following goals, actions and metrics were included to provide professional development opportunities, social emotional opportunities for students, and intervention for the instructional program

Goal 1 Action 1 Designated ELD Instruction, Curriculum, Resources and Professional Development

Goal 1 Action 2 Targeted SWD Professional Development and Resource

Goal 2 Action 1 and Action 2 geared at professional development, intervention tools and resources

Goal 3 Action 2: Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options

Community Members

Southwest SELPA recommended seeing Students with Disabilities clearly mentioned throughout the LCAP to ensure they are included in the plan. Evidence of the inclusion of this language can be found in Goal 1, Goal 2, Goal 3, and Goal 4 as well as throughout the sections in LCAP. Additionally, targeted professional development and resources geared towards Students with Disabilities (SWD) have been included in the actions section of our LCAP plan to address specific needs of our SWD population for the 22-23 school year.

Goals and Actions

Goal 1

Goal #	Description
Goal #1	Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction tailored toward mastery of standards aligned instruction to improve academic achievement, reclassification rate (EL) and progress toward post-secondary goals by the end of the 2023-24 academic school year. Priorities: 2, 4, 7

An explanation of why the LEA has developed this goal.

Based on Educational Partner qualitative and quantitative data provided through surveys, observations, and the 21-22 comprehensive needs assessment, Opportunities For Learning Capistrano has identified the following achievement gaps:

- Lexile- Compared to all students at 70.37% only 12.50% of EL students, 67.92% of Low-income students, and 50% of Student with Disabilities obtain a Lexile band percent At or Above grade level for the 21-22 SY. As Reading is a vital skill for students to continue to access the instructional program and to ensure they are able to move through the curriculum to meet high school requirements this will continue to be an area of focus.
- Math - On average, Homeless Youth at 2.5 credits and Students with Disabilities at 3.87 credits are progressing at a slower Completion Rate in Math than all other subgroups. All other subgroups are completing a full semester of Math (5 credits) based on year to date averages. In our instructional program, Math completion rates can impact graduation rates as it came directly influence the workload balance of a student during their junior and senior year. Historically the school has seen students lose motivation when the workload is heavy on math during their senior year and this is why this will remain an area of focus.
- Monthly Student Progression (MSP)- The MSP demonstrated the % of students making adequate progress and meeting the minimum program requirement/high school credits completed. Although Low-income students have shown an increase in their MSP rate as compared to the 20-21 SY (74%), this subgroup is still averaging lower than all other subgroups. Low- income students have an average MSP of 86.80% while all other subgroups are ranging from 87.76%- 96.34%.

Educational Partners have identified the continue need to offer designated and specialized instruction for our most vulnerable populations to ensure that they have the support needed to meet their academic goals and help close the identified achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) Reclassification Rates	N/A - The LEA has yet to have a numerically significant English Learner Population	Not Applicable - The LEA has yet to have a numerically significant English Learner Population	Not Applicable	Not Applicable	Reclassification Rates for eligible EL students will average 30% by the end of the 2023-2024 academic school year (upon the LEA having a statistically significant number of students).
Core Course Completion Rates for Students with Disabilities (SWD)	Baseline: <ul style="list-style-type: none"> English Language Arts (ELA) - 5 units Math - 4 units Science - 5 units 	Students with Disabilities complete an average of: <ul style="list-style-type: none"> ELA - 5.45 units Math - 3.87 units Science- 8.33 units 	Not Applicable	Not Applicable	All Students with Disabilities will complete an average of: <ul style="list-style-type: none"> ELA - 7 units Math - 6 units Science 7 units by the end of the 2023-2024 academic school year.
Socioeconomically Disadvantaged Pupils Student Progression	71.49%	Socioeconomically Disadvantaged pupils had an average student progression of 86.80%	Not Applicable	Not Applicable	Socioeconomically Disadvantaged pupils will have an average student progression of 80% by the end of the 2023-24 academic school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or increase the percentage of Socioeconomically Disadvantaged pupils reading at their grade level Lexile band	65.00%	67.92% of Socioeconomically Disadvantaged pupils were in their reading grade level Lexile band	Not Applicable	Not Applicable	70% of Socioeconomically Disadvantaged pupils will maintain or increase in reading grade level Lexile band through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Designated ELD Instruction, Curriculum, Resources and Professional Development	The LEA will utilize designated ELD instruction, curriculum and resources to support overall academic growth and success for its English Learner population.	\$60,00.00	Y
Action #2	Targeted SWD Professional Development and Resources	The LEA will offer professional development opportunities and resources targeted to the needs of Students with Disabilities including but not limited to Individual Transition Plans (ITPs), mental health awareness, academic support, engagement etc.	10,000.00	N

Goal Analysis for 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 1 were fully implemented with some modifications due to the loss of the instructional coaching staff.

Successes: OFL- Capistrano was able to provide an EL Specialist, EL coach, specialized services through its educational service provider, and utilize evidence-based ELD curriculum to support the academic needs of its EL student population. The Special Education Specialists received targeted professional development and resources through OFL- Capistrano's educational services provider and Special Education coaching staff with a specific emphasis on working with students with unique learning needs to promote academic success. These resources contributed to the overall success of EL and SWD students in the areas of reclassification, core course completion, student progression, and Lexile growth.

Challenges: Due to overall organizational changes, OFL- Capistrano lost its EL coach and Lead Special Education Specialist, which would have accounted for part of the professional development opportunities available to staff during the 21-22 school year. The school had to rely on other external opportunities for professional development, which due to the pandemic were limited in offerings/platforms due to safety measures in place.

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.

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. This included Action 1- Designated ELD Instruction, Curriculum, Resources and Professional Development and Action 2- Targeted SWD Professional Development and Resource in which a portion of the professional development opportunities were allocated to be utilized through the use of the EL Coach and Lead Special Education Specialist.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of the actions within Goal 1 proved to be overall effective in providing Specialized Instruction for FY, Homeless EL, SWD, and FRMP students. OFL- Capistrano was able to see an increase in Student Progression (86.80%) and reading Lexile grade level band (67.92%) among its socially disadvantaged students. Students with disabilities demonstrated growth in average English (5.45 units) and Science (8.33 units) completion rates which is in line with the goal. Math for this subgroup did show a slight drop (0.13%) from baseline data but due the implementation of Action 2 the school will be able to continue its efforts to increase Math completion rates. EL reclassification efforts will continue to move the Goal 1 forward but due to OFL- Capistrano not having a statistically significant number no data is available at this time, however, local indicators are demonstrating growth in this area.

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

Based on reflections from the 21-22 school year, OFL- Capistrano removed Goal 1 Action 3 Unduplicated students Intervention Support and Instruction from its 21-24 LCAP as it overlapped with other actions and this would allow for a more streamlined plan.

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.

Goal 2

Goal #	Description
Goal #2	All Students including Students with Disabilities (SWD) will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus, in turn the LEA strives to see positive pupil outcomes outline within Priority 8 in applicable adopted course of study for grades 7 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments. Priorities: 2, 7, 8

An explanation of why the LEA has developed this goal.

As part of the 21-22 comprehensive needs assessment an analysis of ELA and Math achievement was conducted to determine any gaps in these areas. Local indicators identified the following achievement gaps:

- **Completion Rates in Math-** Math Completion Rates seem to be the lowest across the board for all subgroup of students in comparison to all other subjects. Average Math credits completed are as follows by subgroups: All Students 4.6, Homeless Youth 2.5, Student with Disabilities 3.8, EL 5.3 and Low-Income 5.4. Additionally, staff, parents, and students continue to identified the need for a targeted focus in Math and interventions based on input and feedback provided.
- **Completions Rates in ELA-** English completion rates for Homeless Youth at 3.3 and Middle School students at 3.6 seem to be lowest in comparison to the rest of the subgroups which are as follows: All Students 5.3, Foster Youth 5.0, Students with Disabilities 5.4, Low-Income 6.1 and EL 6.5. Most subgroups are averaging a full semester English (5) or above at this point in the school year.
- **Lexile-** Compared to all students at 70.37% only 12.50% of EL students, 67.92% of Low-income students, and 50% of Student with Disabilities obtain a Lexile band percent At or Above grade level for the 21-22 SY. As Reading is a vital skill for students to continue to access the instructional program and to ensure they are able to move through the curriculum to meet high school requirements this will continue to be an area of focus.

- REN STAR Scores “Urgent Intervention”- Based on the number of students (per subgroup) identified as needing “urgent intervention” in MATH during the 21-22 SY, only 50% of Students with Disabilities and EL students were able to moved out of this classification. In Reading, 66.67% of Students with Disabilities and 75% of Low-Income students identified as needing “urgent intervention” were able to move out of that classification.

Educational partners have identified through continued implementation of the metrics and actions in Goal 2 to move the needle in these core subject areas and increase student skill levels ELA and Math. We continue to stand by the educational research that students that possess foundational Math and Reading Skills have a more positive academic experience and are more likely to graduate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or increase the percentage of students reading at their grade level Lexile band in order to increase/improve our ELA SBAC performance indicator.	70.19%	70.37% of pupils maintained or increased reading grade level Lexile band through the implementation of standards-aligned curriculum and appropriate interventions	Not Applicable	Not Applicable	74% of pupils will maintain or increase in reading grade level Lexile band through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The LEA aims to Increase SGP for all students to increase its overall math indicator as measured by state benchmark assessment in order to increase/improve our Math SBAC performance	29% of students had a SPG over 50.	50.94% of Students who took at least two RenSTAR Math assessments and have a Student Growth Percentile (SGP) reported demonstrated an average SGP of 50 or higher	Not Applicable	Not Applicable	35% of Students who take at least two RenSTAR Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 50 or higher
Increase Core Course Completion Rates	English Language Arts (ELA) – 5.7 units Math – 3.9 units Science – 5.2 units Social Science – 3 units	All Students complete an average of: ELA - 5.35 units Math - 4.63 units Science - 6.56 units Social Science - 5.95 units	Not Applicable	Not Applicable	All students will complete an average of: <ul style="list-style-type: none"> • ELA - 8 units • Math - 8 units • Science - 6 units • Social Science - 4 units by the end of the 2023-2024 academic school year.
The LEA aims to maintain or increase Student Progression	80%	All Students had an average student progression of 87.97%	Not Applicable	Not Applicable	All Students will have an average student progression of 85% by the end of the 2023-24 academic school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Professional Learning	School personnel will participate in professional development opportunities to better equip them in their specific field and support overall student academic progress, instruction and social emotional learning.	\$5,000.00	Y
Action # 2	Intervention Tools and Resources	Charter aims to increase overall Lexile and SGP growth, through specialized instruction and interventions, which include but are not limited to RenSTAR, Exact Path (Reading/Math), and Tutoring.	\$11,761.00	Y

Goal Analysis for 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 2 were fully implemented as intended and identified in the LCAP.

Successes: OFL- Capistrano was able to offer school staff professional development opportunities to support academic success and instruction through its service providers, instructional coach, and conferences. Additionally, intervention tools and resources such as Exact Path Math/Reading, Achieve 3000, and additional tutoring with designated staff were available for students that needed intervention.

Challenges: Participation in intervention programs was low as the school continued to focus efforts to re-engage students during the transition back to in-person learning during the school year. Due to overall organizational changes, OFL- Capistrano lost its instructional coach which accounted for part of the professional development opportunities available to staff during the school year. OFL- Capistrano relied on external opportunities for professional development which due to the pandemic were limited in offerings/platforms due to safety measures in place.

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.

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. This included Action 1- Professional Learning in which a portion of the professional development opportunities were allocated to be utilized through the use of the Instructional Coach. However, OFL- Capistrano did overspend in Action 2-

Intervention Tools and Resources as these resources were vital during our transition back to in-person learning and as it offered the flexibility of a virtual hybrid program to keep students engaged in the program and as the school navigated through Covid safety measures.

Although Broad Course of Study was removed as an action for the 22-23 school year, the school did over spend on this action for the 21-22 school year as it wanted to ensure that students had access to the broad course of study through virtual, digital and paper versions of the curriculum.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of the actions within Goal 2 proved to be overall effective as demonstrated by the year one outcomes in which 70.37% of pupils maintained or increased reading grade level Lexile band through the implementation of standards-aligned curriculum and appropriate interventions, 50.94% of students demonstrated an average SGP of 50 or higher, overall growth in all core course completion rates, and an 87.97% in student progress.

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

Upon closer review of the Basic Service and Broad Course of Study actions, educational partners decided these would be automatically provided to all students and decided not to include them for the 22-23 school year. Additionally, modification of the language to Goal 2 Action 2 to read Charter aims to increase overall Lexile and SGP growth, through specialized instruction and interventions, which include but are not limited to RenSTAR, Exact Path (Reading/Math), and Tutoring was included in the 22-23 LCAP.

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.

Goal 3

Goal #	Description
Goal #3	To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5 the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness. Priorities: 4, 5

An explanation of why the LEA has developed this goal.

Based on an analysis of graduation and college & career preparedness data conducted as part of the 21-22 comprehensive needs assessment, the following gaps were identified:

- **Graduation Rate-** Although the school was able to meet the graduation rate of 68% + for the 20-21 SY and was removed from CSI, we continued to keep this as an area of focus to ensure our average graduation rate for the 21-24 school years meet ESSA standards. As many aspects play into our graduation rate such as but not limited to the types of students we serve as a credit recovery program, fluctuations in enrollments and leaves, and senior cohort size, Opportunities For Learning Capistrano and its educational partners feel that this should remain an area of focus for all subgroups of students specifically it EL, SWD, LI, and Foster & Homeless Youth.
- **A- G Completions Rates-** Based on the graduate senior cohort for the 20-21 SY which was composed of 3.4% EL, 44.1% Low-Income, 16.9% Student with Disabilities, 1.7% Foster Youth and 5.1% Homeless Youth only 44.1% completed all A-G requirements. Low-Income students made 100% of student that graduated having completed all A-G requirements. This data identified gaps in A-G completion among all other subgroups and was identified as an area of focus.
- **College Course Completion Rates-** Based on the graduate senior cohort for the 20-21 SY, 16.9% of All student is the cohort completed 1 college course and of this same cohort 10.2% completed 2 college courses. Low-income students made 11.5% of the cohort that completed 1 college course, and 7.7% of the cohort that completed 2 college courses. This data identified gaps in dual enrollment among the subgroups.

Educational Partners have identified the continued need to offer targeted support and resources for our most vulnerable populations to ensure that they have what they need to meet their post-secondary goals and help close the identified college and career preparedness gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The LEA will increase the average total number of students graduating that will be transitioning to a 2-year and/or 4-year post-secondary option.	75%	77% of students selected they would be attending 2-year and 4-year post-secondary options	Not Applicable	Not Applicable	The LEA aims to increase the number of students attending 2-year and 4-year post-secondary options by 80% by the end of the 2023-24 academic school year.
The LEA will strive to increase its graduation rate	2018-29 & 2019-20 graduation rate average = 66.9%	2018-2021 3-year average = 73% graduation rate	Not Applicable	Not Applicable	The LEA aims to have an average graduation rate at or above 68% by the end of the 2023-24 academic school year to exit CSI identification.
College and Career Preparedness through College Course Credit Completion (Dual Enrollment)	4.6% of student's have completed a dual enrollment program. (6 out of 130 students)	16.9% of eligible students completed a dual enrollment program	Not Applicable	Not Applicable	7% of eligible students will complete a dual enrollment program by the end of the 2023-24 academic school year

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-secondary Planning	All upper classman will be provided strategic post-secondary planning, goal setting support, and college/career counseling to promote awareness of post-secondary options.	\$36,322.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options	All students will be offered a range of diverse opportunities that support social emotional development, experiential learning, and post-secondary options which include but not limited to field trips, student council, career-chats, and workshops	\$46,550.00	Y
Action #3	Educational Technology	The LEA will provide Educational Partners with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction for the 21st century thinker.	\$20,000.00	Y

Goal Analysis for 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 3 were fully implemented as intended and identified in the LCAP.

Successes: OFL- Capistrano was able to provide post-secondary planning, social emotional development learning/resources, and educational technology to promote student achievement and engagement. The post-secondary counselor was able to set designated time with upperclassmen to tailor planning and set them up for graduation. These efforts proved effective as graduation rates continue to increase during the 21-22 school year. To promote school connectedness, extracurricular activities were able to resume and students were able to join student groups, attend field trips and school events. Educational technology continued to be a vital component in OFL- Capistrano's instructional program as it continued its efforts to close the digital gap and provide access to a broad course of study to all students, with special emphasis on its EL, FRMP, SWD, Foster Youth.

Challenges: Participation rates for extracurricular activities, groups, and school hosted events continued to be an area of focus for the school to promote student achievement and engagement in the school community.

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.

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. This included Action 3- Educational Technology in which the school overestimated the technology needs



for the 21-22 school year. However, the school did over spend in Action 1- Post-secondary Planning and Action 2- Social Emotional Development, Learning and Resources to build school connectedness and awareness of post-secondary options. For the 22-23, technology budgeted allocations have been reduced and more funds have been allocated for social emotions development.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of the actions within Goal 3 proved to be overall effective as demonstrated by the year one outcomes in which 77% of students indicated they would be attending 2-year/ 4-year post-secondary options, the school obtained a 73% three year grade rate, and 16.9 % of students completed a dual enrollment program.

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

Based on reflections from the 21-22 school year, OFL- Capistrano has determined not to make any changes to Goal 3 as its metrics and actions have proven to be effective.

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.

Goal 4

Goal #	Description
Goal #4	Through the implementation of the metrics and actions listed within Goal 4 the charter will ensure progress within Priority 3 and 6 by cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful Educational Partner Engagement opportunities and ensuring all Educational Partners feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized. Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Through the identified metrics and actions that comprise this goal, educational partners felt it necessary to maintain resources and attention to the areas that have demonstrated gains throughout this past year. Due to the impact on instruction, learning and the social emotional

needs brought upon directly or indirectly by the COVID-19 pandemic, we wanted to continue efforts to promote a positive school learning community which all educational partner's value as identified by input from the 21-22 Fall and Spring Educational Partner Surveys along with the 20-21 School Climate Survey which identified Social Inclusion and School Connectedness/Engagement as strengths for the school. Due to the input provided, the actions and metrics to meet Goal 4 have been identified as something that educational partners see as both necessary and important to continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain low Suspension Rates	Below 1.5%	0% Suspension Rate	Not Applicable	Not Applicable	The LEA will maintain its Suspension Rate at or below 1.5% by the end of the 2023-24
Increase Middle School Academic Progression	66.67% of middle school students in 2020-21 were chronically absent	50% of middle school students in 2021-22 were chronically absent. Middle school progression averaged 89%.	Not Applicable	Not Applicable	Middle School academic progression will average 75% by the end of the 2023-24
Maintain or reduce its high school and middle school drop-out rates	Middle School below 2% High School below 9%	Middle School dropout rate: 0% High School dropout rate: 1.22%	Not Applicable	Not Applicable	The LEA will obtain an average dropout rate at or below 2% for all students by the end of the 2023-24 academic school year. <ul style="list-style-type: none"> MS - at or below 2% HS - at or below 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Fall 2021 Local indicator submission: Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0	Fall 2022 Local indicator submission: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022. Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0	Not Applicable	Not Applicable	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Involvement and Educational Partner Engagement	The LEA will provide a variety of Educational Partner engagement opportunities and platforms to obtain feedback and input from Educational Partners on items such as but not limited to instruction, support services, school climate, and operations.	\$22,200.00	Y
Action #2	School Climate Survey	The charter will provide the necessary staff and associated resources to monitor school connectedness as measured by the implementation and coordination of the School Climate survey.	\$1,000.00	Y

Goal Analysis for 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 3 were fully implemented as intended and identified in the LCAP.

Successes: OFL- Capistrano was able to provide various platforms and resources including designated staff to support overall re-engagement efforts of the school community. As a small campus it was important for the school to ensure the participation of educational partners in the decision making process to ensure academic success among students. Participation rates among school sponsored events did increase during the 21-22 school year and OFL- Capistrano will continue to make this an area of focus for the 22-23 school year.

Challenges: Although OFL- Capistrano did see an increase in participation rates in school sponsored events the school was limited to the types of events it could host and offered virtual options due to COVID safety measures in place during most of the 21-22 school year. The school continued with a more conservative approach as restrictions were lifted as it wanted to keep the school COVID-19 exposure risk low among the school community.

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

The LEA was able to fully meet all its estimated budgeted expenditure allocations for Goal 4. Although School Safety was not included for the 22-23 school year, the school did over spend on this action during the 21-22 school year as this was a top priority during the transition back to in-person and as school hosted events, groups, and field trips resumed later in the year.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of the actions within Goal 4 proved to be overall effective as demonstrated by the year one outcomes in which the school obtained a 0% suspension rate, low dropout rates (below 2%), and a reduction of chronic absenteeism among middle school students was seen for the 21-22 school year.

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

Based on reflections from the 21-22 school year, OFL- Capistrano included the addition of the School Climate Survey as this action will provide important data points that will drive school climate efforts for the upcoming school year. Additionally, upon closer review OFL- Capistrano removed School Safety as an action for the 22-23 school year as this will automatically be offered to all students as COVID safety measures need to continue to provide a safe learning environment for all educational partners. For the 22-23 school year, the school has budgeted additional funds for parent and educational partner engagement efforts as this was identified as an area of focus.



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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$755,190	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.56%	0%	\$0	24.56%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Actions: Professional Development and Intervention Tools & Resources (Goal 2 Action 1 and 2)

These actions are being offered on a school wide basis but principally directed to our Low-income students. As provided in the Goal 2 identified need and Engaging Educational Partners sections, only 67.92% of Low-income students obtained a Lexile band percent At or Above grade level for the 21-22 SY. This subgroup of students is also struggling with Math Completions rates with an average of 5.4 Math units completed thus far this school year. Additionally, 60% of staff identified feeling adequately prepared to teach the courses they are currently assigned and find professional development helpful as they explore new ideas/strategies to improve instruction. Staff also identified the need for continued use of intervention tools and resources like Ren Star, Direct Instruction Classes, and Exact Path (Reading/Math) to support academic gaps among its Low-income students.

To address these needs, Opportunities For Learning Capistrano will provide professional development opportunities to better equip staff in their specific field and support overall student academic progress, instruction and social emotional learning. As well as increase overall Lexile and SGP growth, through specialized instruction and interventions, which include but are not limited to RenSTAR, Exact Path (Reading/Math), and Tutoring.

Opportunities For Learning Capistrano expects to see an Increase in SGP for all students to increase its overall math indicator as measured by state benchmark assessments in order to increase/improve our Math SBAC performance, increase core course completion and maintain or increase student progression.

Post-secondary Planning (Goal 3 Action 1)

These actions are being offered on a school wide basis but principally directed to our EL Students. As provided in the Goal 3 identified needs and Engaging Educational Partners sections, this subgroup was not represented in A-G Completions rates or College Completion rates for the graduate senior cohort for the 20-21 SY. Educational Partners have identified the continued need to offer targeted support and resources for its vulnerable student populations to ensure that they have what they need to meet their post-secondary goals and help close the identified college and career preparedness gaps.

To address these needs, Opportunities For Learning Capistrano will provide all upperclassmen with strategic post-secondary planning, goal setting support, and college/career counseling to promote awareness of post-secondary options.

Opportunities For Learning Capistrano expects to see an increase in the average number of students graduating that transition to a 2-year and/or 4 year post-secondary option and College & Career Preparedness through College Course Credit Completion.

Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options (Goal 3 Action 2)

These actions are being offered on a school wide basis but principally directed to our Low-income students. As provided in the Goal 3 identified needs section, Low-Income income students made up 44.1% of the 20-21 graduating senior cohort of which 100% of them completed the A-G requirements. This subgroup of students made 11.5% of the cohort that completed 1 college course, and 7.7% of the cohort that completed 2 college courses for the same school year. In the Engaging Educational Partners section trends demonstrated that 23.81% of students, 20% of parents and 78.57% of staff believe there could be more options offered for student activities/extracurricular activities to support school connectedness. Additionally, CNA input identified the needs for efforts to engage students and parents should be capitalized on and expanded to assist with dual enrollment and graduation rates.

To continue leveraging on growth areas and address needs, Opportunities For Learning Capistrano will offer a range of diverse opportunities that support social emotional development, experiential learning, and post-secondary options which include but are not limited to field trips, student council, career-chats, and workshops.

Opportunities For Learning Capistrano expects to see an increase in graduation rates, the average number of students graduating that transition to a 2-year and/or 4 year post-secondary option, and College & Career Preparedness through College Course Credit Completion.

Educational Technology (Goal 3 Action 3)

These actions are being offered on a school wide basis but principally directed to our Low-income students. As provided in the Engaging Educational Partners section, educational partners identified the need to continue utilizing intervention tools and resources like Ren Star, Direct Instruction Classes, and Exact Path (Reading/Math) to support academic gaps with specific emphasis on our unduplicated students and students with disabilities. As unduplicated students make up 35.12% of the total student populations and 20.5% are identified as Low-income students this subgroup would benefit the most from continuing to use educational technology to access the curriculum and intervention tools and resources to support growth Lexile and Math SGP as reference in Goal 2 needs section.

To address these needs, Opportunities For Learning Capistrano will provide educational partners with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction for the 21st century thinker.

Opportunities For Learning Capistrano expects to see an increase in students engagement and achievements as measured by increase in graduation rates, the average number of students graduating that transition to a 2-year and/or 4 year post-secondary option, and College & Career Preparedness through College Course Credit Completion.

Parent Involvement and Educational Partner Engagement (Goal 4 Action 1) & School Climate Survey (Goal 4 Action 2)

These actions are being offered on a school wide basis but principally directed to our Low-income students. As provided in the Goal 4 needs section, educational partners felt it necessary to maintain resources and attention to the areas that have demonstrated gains throughout this past year. Due to the impact on instruction, learning and the social emotional needs brought upon directly or indirectly by the COVID-19 pandemic, the school wanted to continue efforts to promote a positive school learning community which all educational partner's value as identified by input from the 21-22 Fall and Spring Educational Partner Surveys. The 20-21 School Climate Survey also identified Social Inclusion and School Connectedness/Engagement as strengths for the school. The actions and metrics to meet Goal 4 have been identified as something that educational partners see as both necessary and important to continue, especially to increase engagement and achievement within our Low-income student population.

To continue leveraging on growth areas and address needs, Opportunities For Learning will provide a variety of educational partner engagement opportunities and platforms to obtain feedback and input from educational partners on items such as but not limited to instruction, support services, school climate, and operations. Additionally, the school will provide the necessary staff and associated resources to monitor school connectedness as measured by the implementation and coordination of the School Climate survey.

Opportunities For Learning Capistrano expects to see an increase in engagement and students achievements as measured by increase in graduation rates, the average number of students graduating that transition to a 2-year and/or 4 year post-secondary option, and College & Career Preparedness through College Course Credit Completion.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Designated ELD Instruction, Curriculum, Resources and Professional Development (Goal 1, Action 1)

As identified in the Goal 1 needs section compared to all students at 70.37% only 12.50% of EL students obtain a Lexile band percent At or Above grade level for the 21-22 SY. As Reading is a vital skill for students to continue to access the instructional program and to ensure they are able to move through the curriculum to meet high school requirements this will continue to be an area of focus.

To address these needs, Opportunities For Learning will utilize designated ELD instruction, curriculum and resources to support overall academic growth and success for its English Learner population. Additionally, Professional development geared towards this student population will also be used to improve student achievement and learning.

Opportunities For Learning Capistrano expects to maintain or increase its reclassification rates for the 22-23 school year.

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.

The LEA did not receive concentration grant add-on as it did not meet the 55% threshold to qualify.

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	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2022-2023 Total Planned Expenditures Table

Opportunities For Learning San Juan Capistrano

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 202,833	\$ 10,000	\$ -	\$ -	212,833	\$ 113,522	\$ 99,311	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Designated ELD Instruction, Curriculum, Resources and Professional Development	English Learners	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
1	2	Targeted SWD Professional Development and Resource	Students with Disabilities	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000
2	1	Professional Learning	All Student Groups	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	2	Intervention Tools and Resources	All Student Groups	\$ 11,761	\$ -	\$ -	\$ -	\$ 11,761
3	1	Post-secondary Planning	All Student Groups	\$ 36,322	\$ -	\$ -	\$ -	\$ 36,322
3	2	Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options	All Student Groups	\$ 46,550	\$ -	\$ -	\$ -	\$ 46,550
3	3	Educational Technology	All Student Groups	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
4	1	Parent Involvement and Educational Partner Engagement	All Student Groups	\$ 22,200	\$ -	\$ -	\$ -	\$ 22,200
4	2	School Climate Survey	All Student Groups	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000

2022-2023 Contributing Actions Table

Opportunities For Learning San Juan Capistrano

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,051,307	\$ 202,833	9.89%	0.00%	9.89%	\$ 202,833	0.00%	9.89%	Total:	\$ 202,833
								LEA-wide Total:	\$ 142,833
								Limited Total:	\$ 60,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Designated ELD Instruction, Curriculum, Resources and Professional Development	Yes	Limited	English Learners	All Schools	\$ 60,000	0.00%
2	1	Professional Learning	Yes	LEA-wide	All	All Schools	\$ 5,000	0.00%
2	2	Intervention Tools and Resources	Yes	LEA-wide	All	All Schools	\$ 11,761	0.00%
3	1	Post-secondary Planning	Yes	LEA-wide	All	All Schools	\$ 36,322	0.00%
3	2	Social Emotional Development, Learning and Resources to building school connectedness and awareness of post-secondary options	Yes	LEA-wide	All	All Schools	\$ 46,550	0.00%
3	3	Educational Technology	Yes	LEA-wide	All	All Schools	\$ 20,000	0.00%
4	1	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	\$ 22,200	0.00%
4	2	School Climate Survey	Yes	LEA-wide	All	All Schools	\$ 1,000	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 483,294.00	\$ 349,166.13

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	Designated ELD Instruction, Curriculum, Resources and Professional Development	Yes	\$ 87,345	\$ 79,724
1	2	Targeted SWD Professional Development and Resources	No	\$ 21,285	\$ 9,000
1	3	Unduplicated students Intervention Support and Instruction	Yes	\$ 31,691	\$ 20,349
2	1	Basic Services	Yes	\$ 98,826	\$ 99,669
2	2	Professional Learning	Yes	\$ 18,304	\$ 10,594
2	3	Intervention Tools and Resources	Yes	\$ 2,000	\$ 5,999
2	4	Broad Course of Study	Yes	\$ 18,000	\$ 8,583
3	1	Post-secondary Planning	Yes	\$ 32,000	\$ 30,496
3	2	Social Emotional Development, Learning and Resources to building school connectedness	Yes	\$ 21,750	\$ 17,818
3	3	Educational Technology	Yes	\$ 103,400	\$ 13,437
4	1	Parent Involvement and Stakeholder Engagement	Yes	\$ 12,549	\$ 11,368
4	2	Social Emotional Development, Learning and Resources to building school connectedness Duplicate (Goal 3 / Action 2)	Yes	\$ -	\$ 3,822
4	3	School Safety	Yes	\$ 36,144	\$ 38,309

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 143,354	\$ 462,009	\$ 349,166	\$ 112,843	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Designated ELD Instruction, Curriculum, Resources and Professional Development	Yes	\$ 87,345	\$ 79,723.95	0.00%	0.00%
1	3	Unduplicated students Intervention Support and Instruction	Yes	\$ 31,691	\$ 20,349.28	0.00%	0.00%
2	1	Basic Services	Yes	\$ 98,826	\$ 99,668.87	0.00%	0.00%
2	2	Professional Learning	Yes	\$ 18,304	\$ 10,593.63	0.00%	0.00%
2	3	Intervention Tools and Resources	Yes	\$ 2,000	\$ 5,998.95	0.00%	0.00%
2	4	Broad Course of Study	Yes	\$ 18,000	\$ 8,582.72	0.00%	0.00%
3	1	Post-secondary Planning	Yes	\$ 32,000	\$ 30,496.43	0.00%	0.00%
3	2	Social Emotional Development, Learning and Resources to building school connectedness	Yes	\$ 21,750	\$ 17,817.76	0.00%	0.00%
3	3	Educational Technology	Yes	\$ 103,400	\$ 13,436.68	0.00%	0.00%
4	1	Parent Involvement and Stakeholder Engagement	Yes	\$ 12,549	\$ 11,367.69	0.00%	0.00%
4	2	Social Emotional Development, Learning and Resources to building school connectedness Duplicate (Goal 3 / Action 2)	Yes		\$ 3,821.96	0.00%	0.00%
4	3	School Safety	Yes	\$ 36,144	\$ 38,308.65	0.00%	0.00%

2021-2022 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)
\$ 1,586,481	\$ 143,354	0.00%	9.04%	\$ 349,166	0.00%	22.01%	\$0.00 - No Carryover	0.00% - No Carryover

2021-22 Comprehensive Needs Assessment
Summary / Addendum Document
OFL Capistrano

PURPOSE

The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP and any other School Improvement Plan.

EDUCATIONAL PARTNERS

Which Educational Partners were involved in the Comprehensive Needs Assessment?

How were Educational Partners involved in the Comprehensive Needs Assessment?

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

Throughout the CNA process, OFL Capistrano wanted to ensure that all educational partners had an opportunity to provide input and feedback. The following Educational Partners participated in the CNA using the following platforms identified below:

- Students- Surveys, Student Council Meetings
- Parents - Surveys, Parent Meetings
- School Site Council - meetings
- School Leadership - meetings, surveys
- Community partners -collaborative meetings
- Department chairs - Professional Learning communities
- Support staff- Staff meetings via multiple platforms
- Teachers- Staff meetings via multiple platforms

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did Educational Partners review (qualitative and quantitative)?

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

OFL- Capistrano took a comprehensive approach to the CNA process by looking at various qualitative and quantitative data points for the school to determine the school needs, resource inequalities and actionable items which included the following:

- California Dashboard data
- CAASPP/SBAC data
- Renaissance Star benchmark testing data
- ELPAC Data
- RFEP monitoring
- Graduation rate
- Core course completion rates
- Dual enrollment data
- Monthly student progression data
- Student attendance data
- Educational Partner Survey responses for the school climate survey, Fall/Spring engagement surveys
- Staff meeting notes/agendas
- Conversations with students and parents
- Conversation with staff
- Direct Instruction class observations
- One on one's with school leadership and staff
- School leadership meeting with instructional coaches such as EL Specialist Coach, Lead Special Education Specialist, Independent Study Coach
- Subject- Specific PLC meetings/ notes
- Collaborative meetings with educational vendors

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

- Graduation rate increased to 68.10% for the 19-20 school year and 88.10% for the 20-21 school year among ALL Students
- A- G Completions Rates- Based on the graduate senior cohort for the 20-21 SY which was composed of 3.4% EL, 44.1% Low-Income, 16.9% Student with Disabilities, 1.7% Foster Youth and 5.1% Homeless Youth only 44.1% completed all A-G requirements. Low-Income students made 100% of students that graduated having completed all A-G requirements. This data identified gaps in A-G completion among all other subgroups and was identified as an area of focus.
- College Course Completion Rates- Based on the graduate senior cohort for the 20-21 SY, 16.9% of All students in the cohort completed 1 college course and of this same cohort 10.2% completed 2 college courses. Low-income students made 11.5% of the cohort that completed 1 college course, and 7.7% of the cohort that completed 2 college courses. This data identified gaps in dual enrollment among the subgroups.
- Core Course completion data shows that all subgroups including, EL, FRMP, SWD, Foster and Homeless Youth continue to need additional support in English and Mathematics to move at a pace comparable to a traditional high school.
- Completion Rates in Math- Math Completion Rates seem to be the lowest across the board for all subgroups of students in comparison to all other subjects. Average Math credits completed are as follows by subgroups: All Students 4.6, Homeless Youth 2.5, Student with Disabilities 3.8, EL 5.3 and Low-Income 5.4. Additionally, staff, parents, and students continue to identify the need for a targeted focus in Math and interventions based on input and feedback provided.
- Completions Rates in ELA- English completion rates for Homeless Youth at 3.3 and Middle School students at 3.6 seem to be lowest in comparison to the rest of the subgroups which are as follows: All Students 5.3, Foster Youth 5.0, Students with Disabilities 5.4, Low-Income 6.1 and EL 6.5. Most subgroups are averaging a full semester English (5) or above at this point in the school year.
- Lexile- Compared to all students at 70.37% only 12.50% of EL students, 67.92% of Low-income students, and 50% of Students with Disabilities obtain a Lexile band percent At or Above grade level for the 21-22 SY. As Reading is a vital skill for students to continue to access the instructional program and to ensure they are able to move through the curriculum to meet high school requirements this will continue to be an area of focus.
- REN STAR Scores “Urgent Intervention”- Based on the number of students (per subgroup) identified as needing “urgent intervention” in MATH during the 21-22 SY, only 50% of Students with Disabilities and EL students were able to move out of this classification. In Reading, 66.67% of Students with Disabilities and 75% of Low-Income students identified as needing “urgent intervention” were able to move out of that classification.
- Drop in chronic absenteeism rate for all students (grades 7-12) from 20-21 school year to 21-22 school year as measured by local indicators. In 20-21 the ALL Students absenteeism rate was at 31.50% and 21-22 rate was at 28.34%.
- Lexile- Compared to all students at 70.37% only 12.50% of EL students, 67.92% of Low-income students, and 50% of Students with Disabilities obtain a Lexile band percent At or Above grade level for the 21-22 SY. As Reading is a vital skill for students to

continue to access the instructional program and to ensure they are able to move through the curriculum to meet high school requirements this will continue to be an area of focus.

- Math - On average, Homeless Youth at 2.5 credits and Students with Disabilities at 3.87 credits are progressing at a slower Completion Rate in Math than all other subgroups. All other subgroups are completing a full semester of Math (5 credits) based on year to date averages. In our instructional program, Math completion rates can impact graduation rates as it directly influences the workload balance of a student during their junior and senior year. Historically the school has seen students lose motivation when the workload is heavy on math during their senior year and this is why this will remain an area of focus.
- Monthly Student Progression (MSP)- The MSP demonstrated the % of students making adequate progress and meeting the minimum program requirement/high school credits completed. Although Low-income students have shown an increase in their MSP rate as compared to the 20-21 SY (74%), this subgroup is still averaging lower than all other subgroups. Low-income students have an average MSP of 86.80% while all other subgroups are ranging from 87.76%- 96.34%.
- Survey Results:
 - Students Responses** 59.52 % of students agreed that sufficient student activities are offered, 16.67% were Neutral, 17.86% believe there could be more new options and 5.95% believed not enough options are available. 36.90% of students reported feeling connected to adults in the school, 45.24% felt Quite connected, 15.48% Slightly Connected, and 2.38% did not feel connected at all. Students identified biggest barriers to school engagement as being transportation related, busy schedules, and negative memories of school experiences.
 - Parents Responses** 67.50 % of parents agreed that sufficient student activities are offered, 12.50% were Neutral, 15% believe there could be more new options, and 5% believed not enough options. 46.34% of parents reported feeling connected to the school community, 12.20% as belonging quite a bit, 31.71% as belonging a little bit, and 9.76% as not belonging at all. Parents identified the biggest barriers to school engagement as being transportation related, busy schedules, and a sense of belonging.
 - Staff Responses** 14.29 % of staff agreed that sufficient students activities are offered, 7.14% were Neutral, 57.14% believe there could be more new options and 21.43% believed not enough options are available 21.43% of staff believe that students seem to really enjoy coming to school, 50% believe they enjoy it quite a bit and 28.57% believe students enjoy it a little bit 92% of staff have a sense of belonging to the school community and 7.14% feel as if they belong a little bit. Staff identified professional development opportunities as helpful as it allows them to explore new ideas/strategies.
- School climate results have indicated the following areas of focus-based responses by Educational Partners:
 - For parents an area of focus should be on social supports for students from peers/interpersonal relationships (median score 3.5 out of a possible 5)
 - For students an area of focus should be on social and civic learning (median score 3.69 out of a possible 5)

- For staff area an area of focus should be on social media with a focus on the degree students feel safe in social-emotional terms on social media (median score 3.80 out of a possible 5)

PRIORITIZED NEED

**Based on the data dive and Areas of Focus that were identified, which needs are most critical?
Which needs will have the greatest impact on student outcomes, if addressed?**

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the need's assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

- The priorities for the charter that is most critical is to increase the amount of Math and English courses through standard based curriculum. Students completing and having access to a broad range of courses in standard/mastery-based English and Math curriculum will have the greatest impact on student outcomes. If students have mastered and completed appropriate grade level courses, they will test better on end of year assessments such as SBAC in Math and English.
- Providing seniors with support and access to Post Secondary counselors. Providing interventions and resources to meet ESSA graduation requirements of 68% with a targeted focus on EL student population.
- Professional development opportunities geared at closing the instructional and social emotional gaps found during the CNA analysis among subgroups of students.
- Proving technology, interventions and resources to most vulnerable student groups to ensure they are reaching their academic goals with an emphasis on Math, English and Graduation support.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

**What are the potential root causes of the needs or concerns the team has prioritized?
Please list the Measurable Outcomes identified for each Root Cause.**

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

- Root cause for low English and Math scores- Students enrolled/are enrolling with the school credit deficient and/or lack of grade level skills.
- Root cause for not meeting Graduation Rate: Majority of seniors are 18+ years old and transitioning to adult responsibilities which require additional school support to balance school and home life. Additional support and planning time are needed to keep them engaged and motivated to continue with their education.
- Root cause for instructional and social-emotional gaps is in large part due to the transition to distant learning during Covid-19 pandemic. Students were isolated at home with family and away from the support and connectivity of their peers and supportive school staff. As the school resumed in-person learning in the 21-22 SY, the need for social, emotional and academic support are more important than ever during the transition back to re-engage students and educational partners.
- Root cause for low parent engagement: The school uses a variety of platforms to communicate school events and activities but might need to offer additional dates and time to provide additional opportunities for participation and diversity offerings. In addition, more frequent and a more streamlined approach to communicating school events and activities might be needed. Virtual options have demonstrated some growth in this area for the 20-21 school year and should continue, if possible.

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?

What trends were noticed over time in schoolwide, sub-group or grade level data?

Some concerns that came out of the CNA included:

- Due to OFL- Capistrano's small student population, data can be skewed dramatically by a few students when looking at results. This is especially true with the EL and Middle School student population. More targeted tracking will be needed for these populations.
- Historically low parent participation in surveys. The school will continue to diversify efforts to ensure that data collected is representative of all student populations including subgroups of students.
- Graduation rates have been steadily increasing but additional support will be needed to meet ESSA graduation rate requirements.
- Math and English Support continues to be areas of focus

2021-22 RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
OFL Capistrano	November 2021-April 2022
<p>Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive need's assessment. Note, responses to questions 1 through 3 need to be actionable. For purposes of a resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.</p>	
<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<p>Graduation Rates Although Opportunities For Learning Capistrano's graduation rate increased to 68.10% for the 19-20 school year and 88.10% for the 20-21 school year among ALL Students, the school continues to strive to keep the growth trajectory to increase or sustain overall graduation rates for the 21-24 school years. Opportunities For Learning Capistrano will continue its efforts to provide students with more targeted interventions tools, resources, academic planning and instructional support to continue increasing graduation rates.</p> <p>English Language Arts and Mathematics Another need that was identified through data analysis and our 21/22 comprehensive needs assessment was our need to improve English and Math course work completion rate/mastery of standards curriculum. Our data shows that all subgroups including, EL, FRMP, SWD, Foster and Homeless Youth continue to need additional support in English and Mathematics to move at a pace comparable to a traditional high school. Opportunities For Learning Capistrano understands that most students enrolled with gaps in their foundational English and Math skills, the school will continue to strive to close these achievement gaps and ensure students are making academic progress in English and Mathematics for the 21-24 school years</p> <p>Chronic Absenteeism During the 20-21 school year, our middle school cohort struggled with Distance Learning as the virtual platform did not allow for the same connectedness and collaboration that we saw from the cohort pre-covid. Local measures for Chronic Absenteeism demonstrated a drop-in students' engagement/progression among this group. However, now that we are back in person, we have seen growth in student progression and attendance for this subgroup of students and Opportunities For</p>

	<p>Learning Capistrano will continue to provide the resources and interventions to continue engagement and success for the 2022-2023 school year among this group of students. As this is always a small student group (less than 10), one student can sway the data so close monitoring will continue for the upcoming school year. Overall, Opportunities For Learning Capistrano did see a drop in the chronic absenteeism rate for all students (grades 7-12) from 20-21 school year to 21-22 school year as measured by local indicators. In 20-21 the ALL Students absenteeism rate was at 31.50% and 21-22 rate was at 28.34%. The school would like to continue seeing a drop-in absenteeism to ensure that more students are engaging with the instructional program. Opportunities For Learning Capistrano will continue to provide professional development to its instructional staff and enhance its Response to Intervention protocols to ensure that all students are engaging and finding success in the academic program.</p> <p>Science - We recognize the need to develop a metric for CAST testing and will wait for newly released data to develop a metric around science student outcomes.</p>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>Priorities for the charter is to increase the amount of Math and English courses completed. Providing access to credentialed staff and interventions in both Math and English especially for our FRMP students.</p> <p>Providing seniors with support to meet ESSA requirements of 68% for all students with a specific emphasis on unduplicated students.</p>
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> • Providing educational technology • Access to credentialed teachers, post-secondary counselor and EL specialist • Professional development • Intervention tools and resources to support learning/ instruction • Increased engagement opportunities for education partners • Social Emotional supports and resources
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p>	<p>N/A</p>

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s

eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For

any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])



COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 of 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 + 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).