

LCFF Budget Overview for Parents

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

CDS Code: 30-66464-6120356

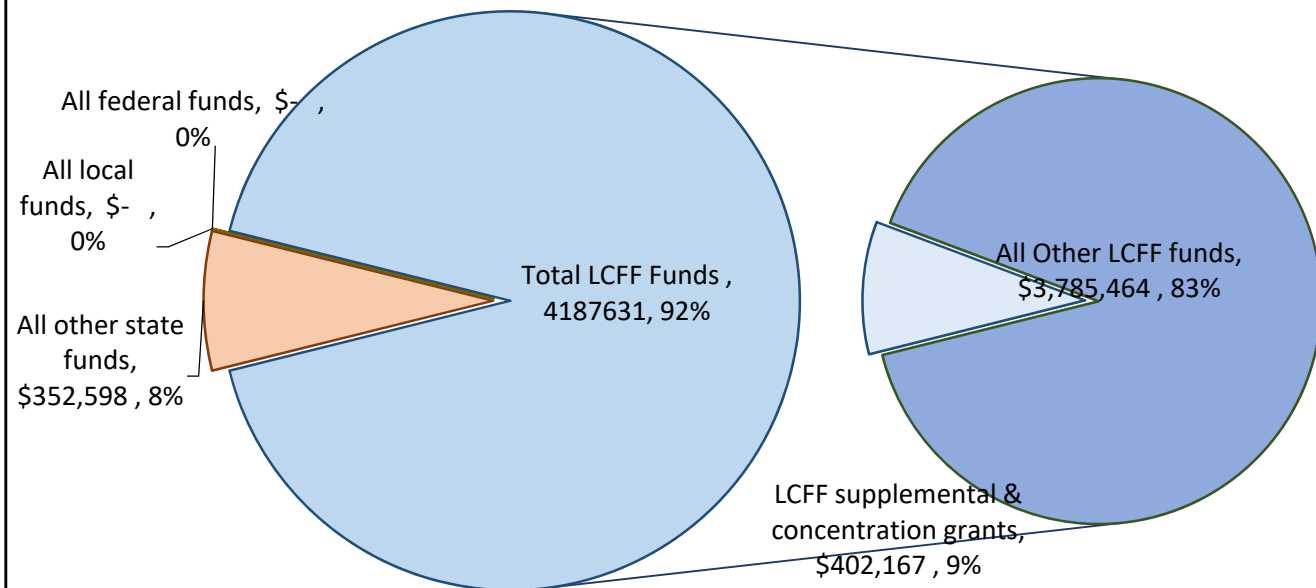
School Year: 2025-2026

LEA contact information: Jessica Boucher, Principal boucher@oflschools.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

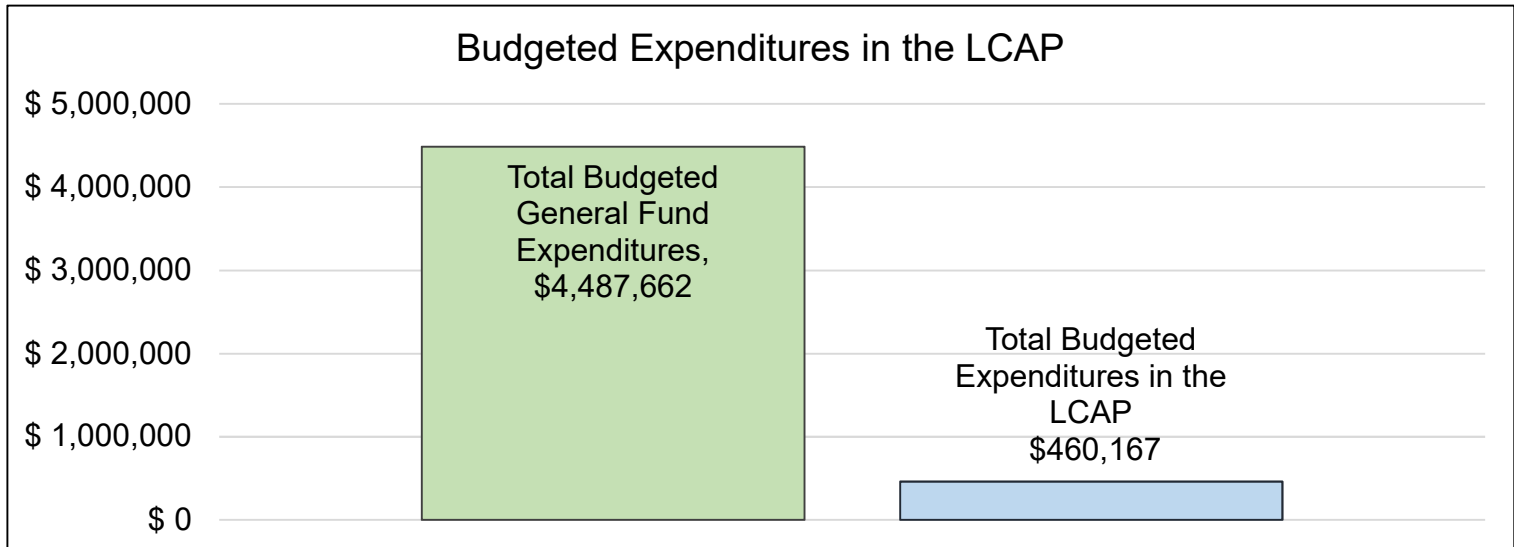


This chart shows the total general purpose revenue Opportunities For Learning Capistrano expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning Capistrano is \$4,540,229.00, of which \$4,187,631.00 is Local Control Funding Formula (LCFF), \$352,598.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$4,187,631.00 in LCFF Funds, \$402,167.00 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 2025-2026. 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 \$4,487,662.00 for the 2025-2026 school year. Of that amount, \$460,167.00 is tied to actions/services in the LCAP and \$4,027,495.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

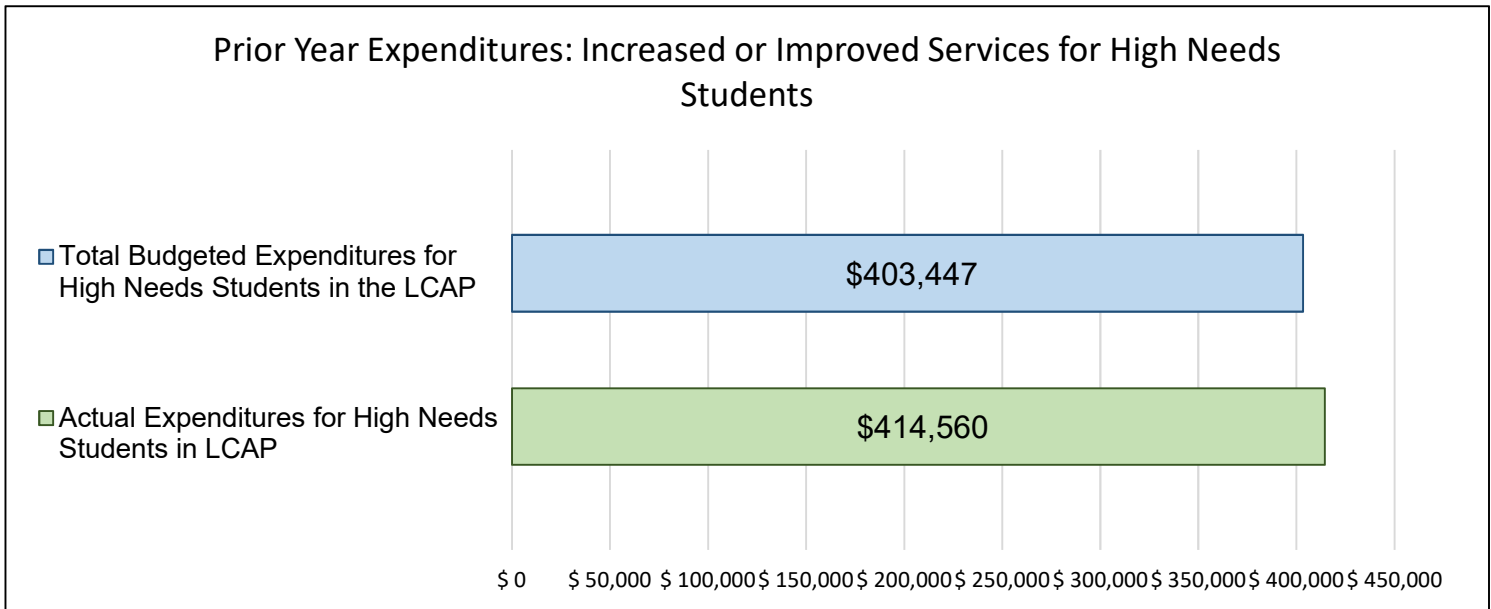
In 2025–26, some of the school’s General Fund spending falls outside the LCAP. These expenses help keep the school running and include things like salaries for office and support staff, supplies, rent for facilities, business-related fees (like licenses and taxes), management services, and costs charged by the district for administrative support.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Opportunities For Learning Capistrano is projecting it will receive \$402,167.00 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 \$402,167.00 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 2024-2025



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 2024-2025, Opportunities For Learning Capistrano's LCAP budgeted \$403,447.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Capistrano actually spent \$414,560.12 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan


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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Capistrano	Jessica Boucher, Principal	jboucher@oflschools.org

Plan Summary 2025-26

General Information

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




Local Control & Accountability Plan
Charter Demographic & Budgeting

OFL Capistrano 2025-26


Our Mission

Opportunities For Learning empowers all students through meaningful connections, flexible educational choices, and supportive relationships. Our mission is to inspire learners to reach their goals and equip them with the skills and confidence needed to thrive academically and pursue their dreams in high school and beyond.




1
Learning Center

with..



41
Staff

who serve..



185
Students

who are approximately..

- Socioeconomically Disadvantaged 55%
- English Learners 6.5%
- Foster Youth 0.6%
- Homeless 2.7%
- Students with disabilities 15.1%
- Credit Deficient 23.1%
- Unduplicated Count 53.6%

Opportunities For Learning Capistrano (OFL Capistrano) is a charter school serving students in grades 7 through 12 in Southern Orange County. Our school provides an alternative setting for students who require more personalized support, offering a tailored approach to

education. With approximately 185 students, we deliver instruction through both in-person and virtual modalities, accommodating diverse learning needs.

As an independent study program, we cater to a diverse range of students. Our current 2024-25 CBED student demographics include approximately 6.5% English Learners (EL) and 55% Socioeconomically Disadvantaged students. Additionally, we serve students with Special Education needs (15%) and Homeless Youth (2.7%). OFL Capistrano is committed to providing educational opportunities to students needing an alternative school setting by equipping them with the knowledge, skills, and attributes necessary for productive and fulfilling lives.

Our educational program centers around three key objectives: providing a comprehensive learning experience aligned with the Common Core State Standards, supporting students who may struggle in traditional school environments, and nurturing self-motivated, lifelong learners. We firmly believe in engaging students in the planning and execution of their educational plans to cultivate their commitment to learning.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG) Funds

At OFL Capistrano, we are using Learning Recovery Emergency Block Grant (LREBG) funds to support students who continue to face academic and emotional challenges due to the lasting impacts of the COVID-19 pandemic. These one-time state funds are available through the 2027–28 school year and are being used to strengthen—not replace—our core academic and wellness programs.

We are focusing our LREBG investments on two key areas:

- Targeted academic support through after-school tutoring (Goal 2, Metrics 1 & 4) – We are offering high-dosage tutoring after school to help students who are not meeting grade-level expectations, particularly in literacy and math. These tutoring sessions are held in small groups or one-on-one to provide personalized, focused instruction. This approach is especially effective for students who were most impacted by the pandemic, including English Learners, students with disabilities, and those from low-income households.
- Expanded counseling and wellness services (Goal 2, Metrics 1 & 4) – To help students manage stress, trauma, and emotional challenges, we are increasing access to school-based counseling. These services support students’ emotional regulation, sense of belonging, and engagement in school—laying the foundation for stronger academic performance. These supports are especially important for vulnerable student groups, such as Foster Youth and students experiencing chronic stress or trauma.

By aligning these targeted supports with our LCAP goals, we are making sure students receive the academic and emotional resources they need to succeed in school and beyond.

Reflections: Annual Performance

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

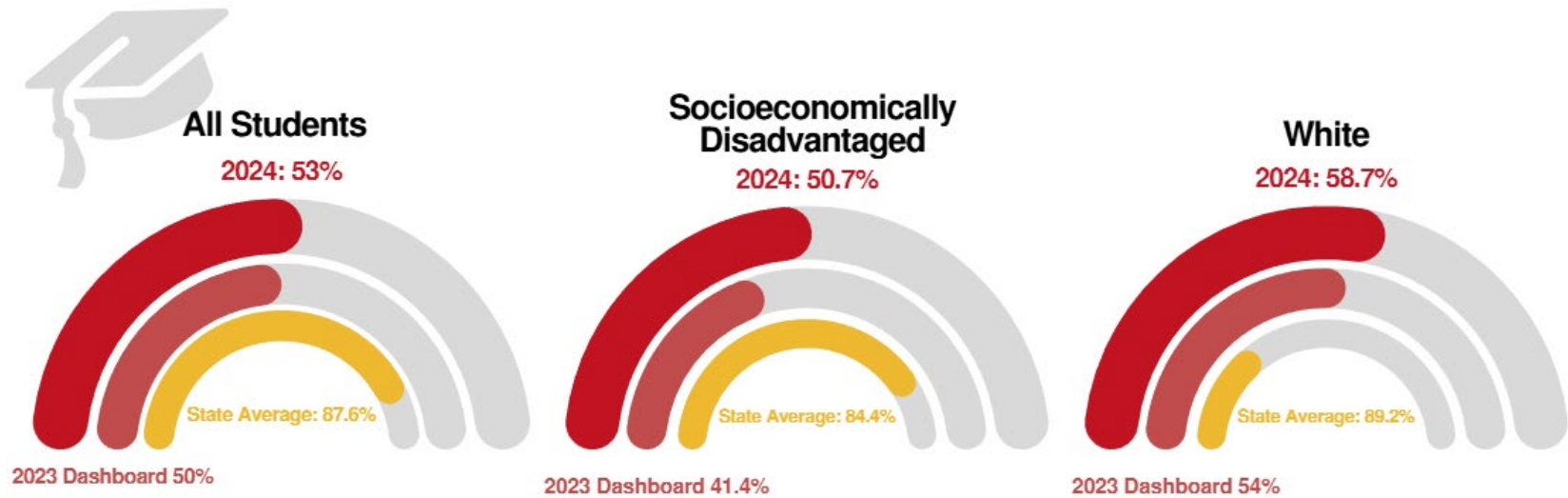
As part of the LCAP development process, OFL Capistrano conducted a comprehensive review of the 2023 and 2024 California School Dashboard and local performance data to evaluate successes and challenges. This reflection highlights key areas of progress, ongoing challenges, and targeted interventions designed to address student group and schoolwide needs.

Through this review, OFL Capistrano identified specific student groups and performance indicators requiring urgent attention, including those that received the lowest performance level on one or more state indicators on the 2023 and 2024 California School Dashboard. These findings

remain consistent across the three-year LCAP cycle and inform the charter’s ongoing efforts to close achievement gaps, improve graduation rates, and enhance academic outcomes for all students.

The following information remains unchanged for the 2024-27 LCAP cycle:

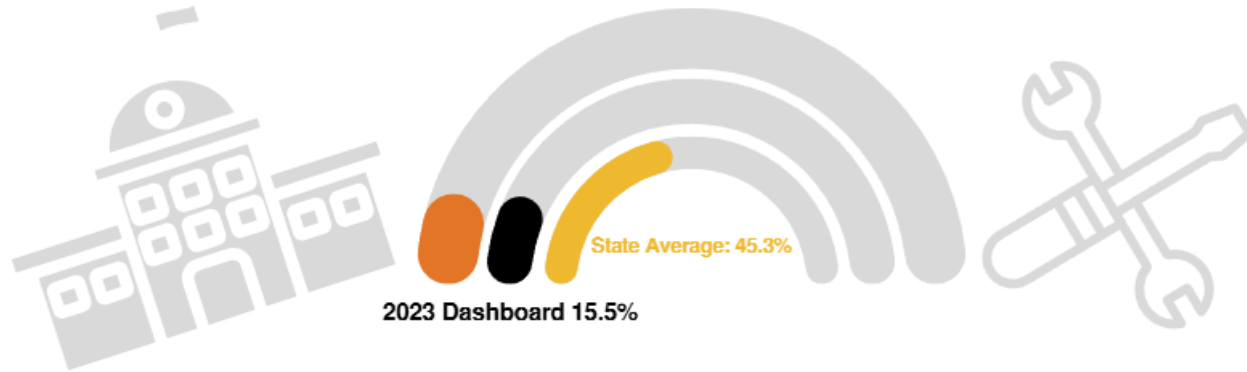
Graduation Rates: Based on the Fall 2023 California School Dashboard, an area of focus for OFL Capistrano is its Graduation Rates. In this performance indicator, the school received a red color, indicating a very low rating. Additionally, more support and resources are needed, particularly for socioeconomically disadvantaged and white students, as there were declines in graduation rates among these subgroups, as illustrated in the infographic below.



College and Career, Mathematics, English Language Arts: OFL Capistrano aims to ensure that it prepares its students with the necessary skills for life after high school. Although the school did not receive a performance rating on the College & Career, Mathematics, and English Language Arts indicators on the 2023 California Dashboard, OFL Capistrano has identified these as areas of focus based on data analysis conducted on the number of students placed as “Prepared”, A-G completion, Dual Enrollment, and overall performance in Math and English as highlighted in the infographics below.

College/Career

2024: 11.8%



Students in the Combined Cohort by Student Group

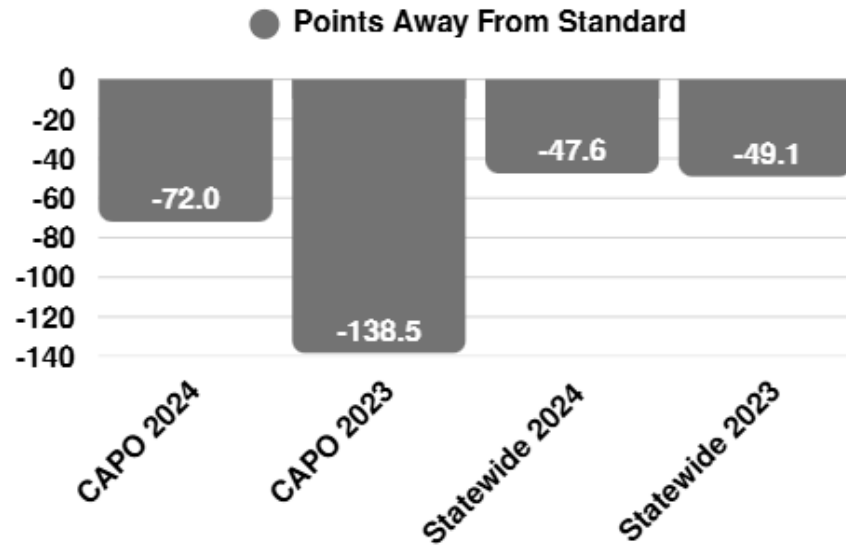
Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Long-Term English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	85	1	--	1	2	26	--	40	12	11	7	52	12	2	10

Percentage of Students by CCI Level for each Student Group

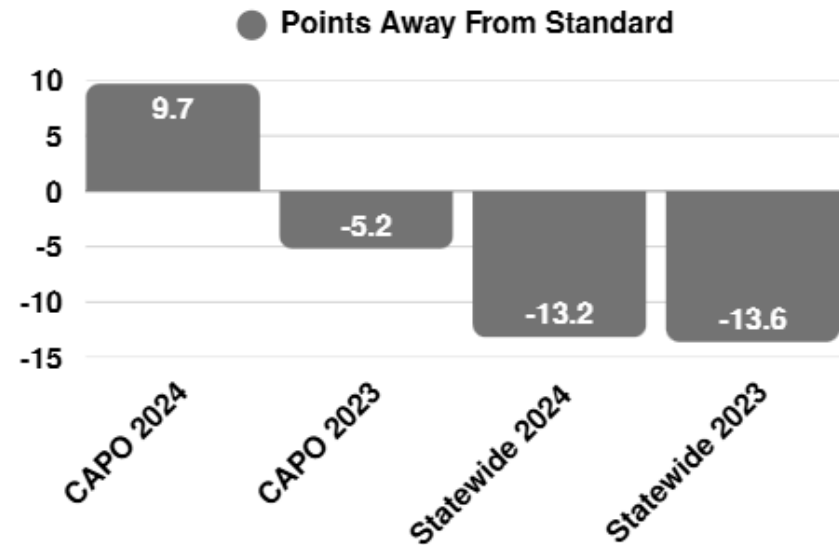
CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Long-Term English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	11.8%	*	--	*	*	7.7%	--	17.5%	8.3%	0.0%	*	11.5%	0.0%	*	*
Percentage Approaching Prepared	15.3%	*	--	*	*	19.2%	--	20.0%	0.0%	9.1%	*	9.6%	8.3%	*	*
Percentage Not Prepared	72.9%	*	--	*	*	73.1%	--	62.5%	91.7%	90.9%	*	78.8%	91.7%	*	*

The combined cohort is used as the denominator to calculate the percentages.

Smarter Balanced Summative Assessment Mathematics



Smarter Balanced Summative Assessment ELA



School Climate (Areas of Growth): After reviewing educational partner feedback and school climate survey results, areas requiring additional attention include improving peer-to-peer relationships and addressing online safety concerns (as it pertains to peer pressure/ social media influence), as indicated in both student and staff survey responses. When it comes to the areas of School Rules and Environment while students generally feel supported, the score suggests that rule enforcement and school organization may benefit from review and communication. Facilities and resources are perceived positively but with room to grow. Additionally, the staff survey indicated a need for additional focus on student enjoyment in school, fostering positive staff-staff relationships, improving student-staff relationships with an emphasis on respect, and promoting innovations in professional development.

Data Visualized

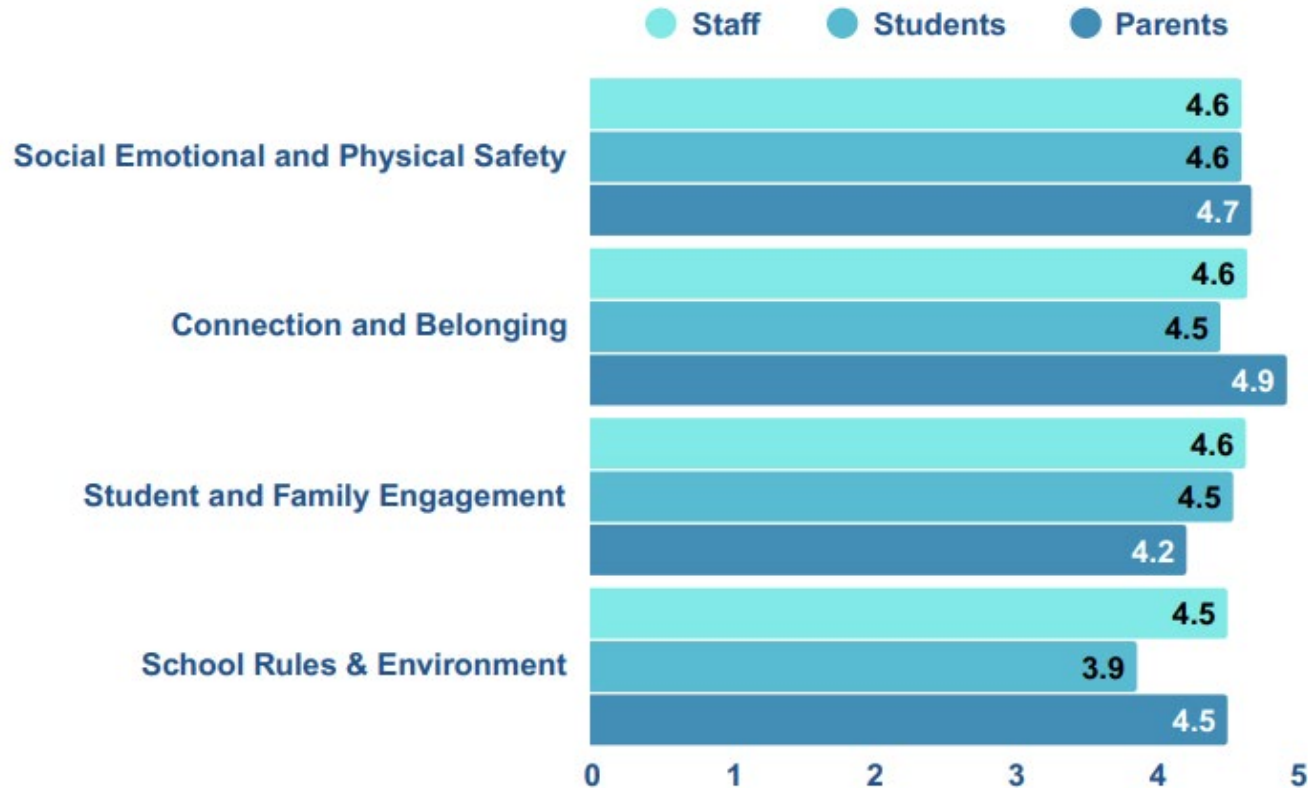
The following charts present a comparative analysis of the climate survey conducted for OFL Capistrano, capturing perceptions from staff, students, and parents across multiple critical dimensions of school climate.

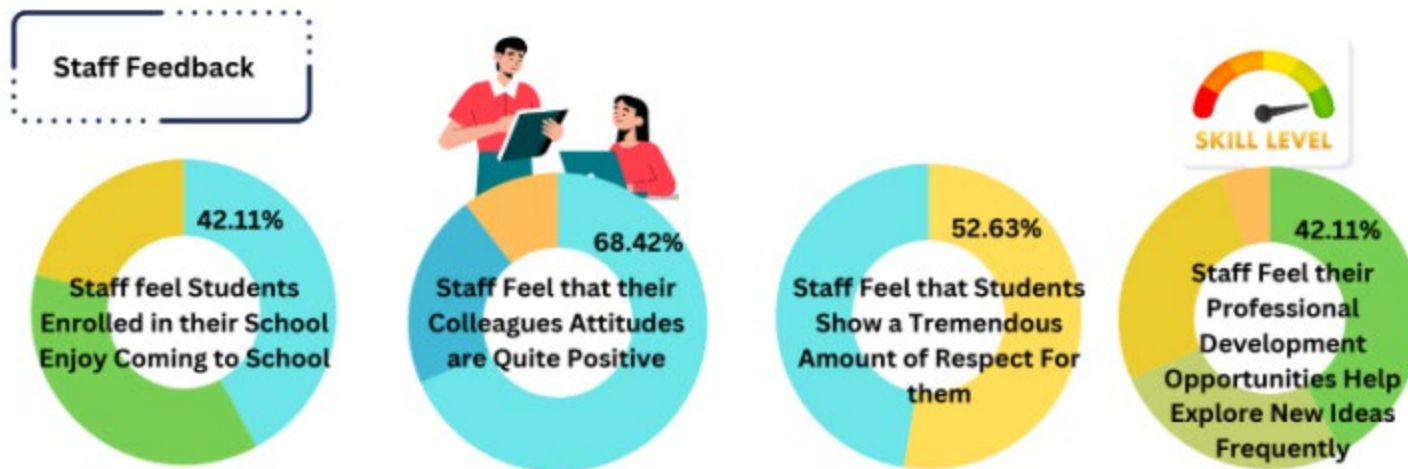
Key strengths include:

- High confidence in social-emotional and physical safety.
- Strong sense of connection and belonging within the school community.
- Professionalism among school staff rated very positively.

Areas of opportunity:

- Student-teacher relationships.
- Fairness and clarity of school rules and environment.
- Perceptions of peer pressure, especially related to social media.



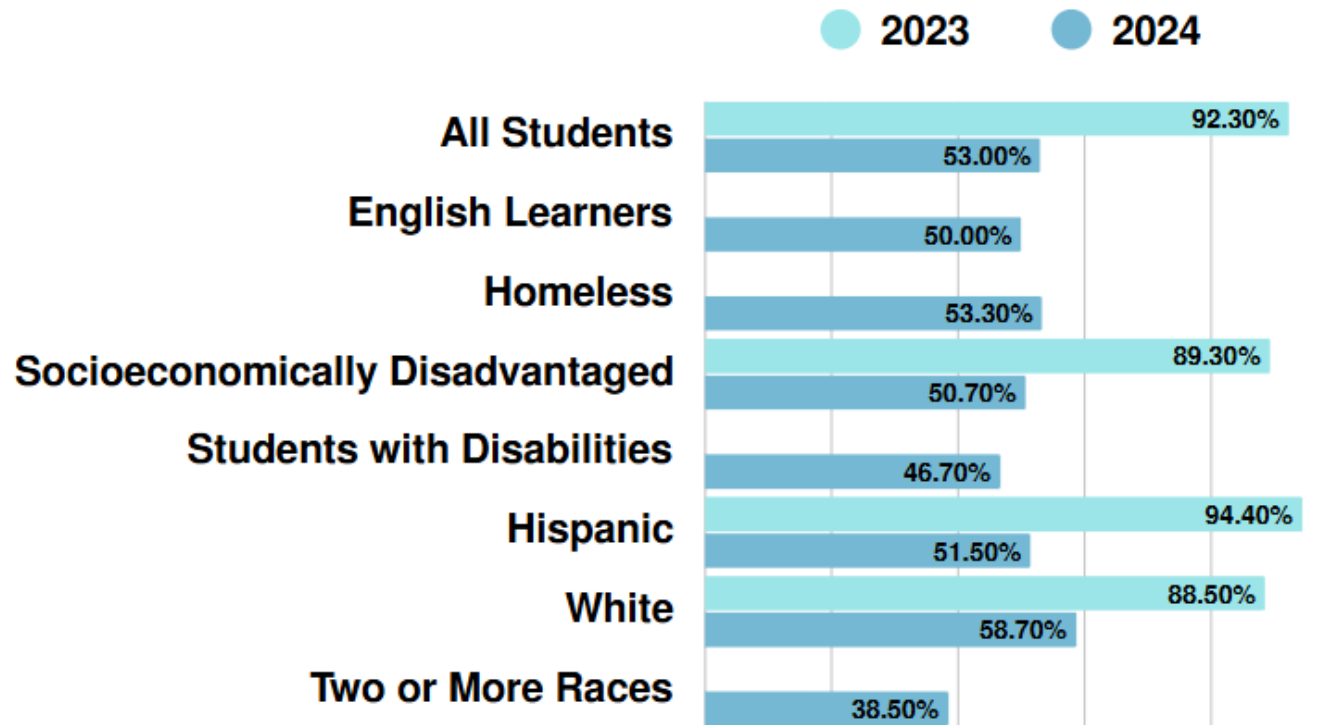


In response to the identified areas of focus, the charter has established specific goals and actions aimed at improving student outcomes in these critical areas. To address low-performing CA Dashboard indicators (in the red), educational partners have developed LCAP Goal 1, which focuses on improving the graduation rate. Additionally, Metric 1 and Actions 1 through 3 within this goal will support these efforts and will be implemented throughout the 2024–27 LCAP cycle. LCAP Goals 2 and 3, along with their associated metrics and actions, have also been incorporated to address the areas of need in Mathematics, English Language Arts and School Climate.

Upon review of the 2024 CA Dashboard and local data, OFL Capistrano has determined its areas of strength as the following:

Dashboard Alternative School Status (DASS) One-Year Graduation Rate: DASS One-Year Graduation Rates for the 23-24 SY was 92.3%. Overall, the school continues to achieve higher one-year graduation rates across all subgroups, reflecting the staff's dedication and commitment to supporting students.

Graduation Rate by Student Group



EL Learner Progress: OFL Capistrano does not have a statistically significant number of EL students to pull reclassification rates and ELPAC scores. However, school indicators demonstrated that this subgroup of students continue to make progress in ELA, Core Course Completion and Student Progression with the support of the EL Specialist.

Chronic Absenteeism: Due to the size of this subgroup, the LEA continues to keep this as an area to monitor as one student can change the trajectory of this subgroup in a positive or negative direction. Middle School students are making progress in core course completion but Student Progression and Attendance Rates have seen a dip in the 2024-25 school year compared to the 2023-24 school year.

Student Progression: Opportunities For Learning Capistrano's local indicator Student Progression measures the rate in which students are completing the minimum program requirements as it relates to high school credits completed every academic month. Year to date on average, 91% of "ALL Students" have completed at minimum 4 high school credits every academic month. Student Progression rates are above 86% for all the following subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Foster Youth.

Educational Partner Engagement: For the 24-25 school year, OFL Capistrano made positive gains in educational partner engagement. Overall the school had good response rates for school surveys that informed the 2025-2026 LCAP development.

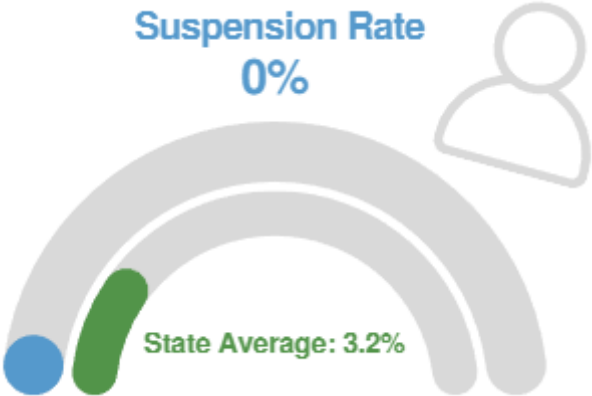
Fall Survey Participation Rates: Parents 42%, Students 72%, and Staff 100 %

Spring School Climate Survey Participation Rates: Parents 25.2%, Students 40.5%, and Staff 100%.

School Climate (Areas of Strength): Based on the review of state and local indicators and as indicated in the infographics below, overall OFL Capistrano is proving a positive school climate with strengths in various areas. Suspension rates and dropout rates are low, reflecting a supportive and conducive learning environment. According to family surveys, teacher-student relationships are highlighted as a particular strength of the school. Students feel a strong sense of physical security, and staff value and respect diversity within the school community.

Furthermore, parents appreciate the school's effective intervention options and recognize the efforts to create a safe learning environment. Students report positive experiences with school activities and interventions, emphasizing the school's commitment to their well-being and academic success. Students reported feeling safe, and 94.9% stated that they feel part of the school community. Additionally, 84% of staff reported feeling prepared for the courses they are assigned and expressed a strong sense of belonging to the school community, while 89% felt supported by the administration.

Overall, OFL Capistrano maintains a positive school climate characterized by strong relationships, safety, and effective intervention strategies, contributing to a supportive and enriching educational experience for students, families, and staff.



School Level Areas of Strength and Needs Focus - Family	
School Level Areas of Strength	<p>OFL-CAPO's area of strength across all respondent groups is Teacher-Students Relationships.</p> <ul style="list-style-type: none">• This dimension measures perceptions of supportive and caring relationships between students and teachers. <p>This scale is organized under the major areas that contribute to school climate: Interpersonal Relationships</p> <ul style="list-style-type: none">• This domain measures perceptions of mutual respect for differences across the school community, and whether relationships - between students and teachers and among students - are supportive and caring.

School Level Areas of Strength and Needs Focus - Students

School Level Areas of Strength

OFL-CAPO's area of strength across all respondent groups is **Sense of Physical Security**.

- This dimension measures perceptions that students and adults feel safe from physical harm at school.

This scale is organized under the major areas that contribute to school climate: **Safety**

- This domain measures perceptions about safety at school, such as clear rules that are broadly communicated and equitably enforced, and protection from harm and harassment both within the school community and online.

School Level Areas of Strength and Needs Focus - Staff

School Level Areas of Strength

OFL-CAPO's area of strength across all respondent groups is **Respect for Diversity**.

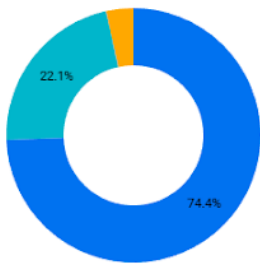
- This dimension measures perceptions about how individual differences, such as race or gender identity, are welcomed and appreciated across the school community..

This scale is organized under the major areas that contribute to school climate: **Interpersonal Relationships**

- This domain measures perceptions of mutual respect for differences across the school community, and whether relationships - between students and teachers and among students - are supportive and caring.

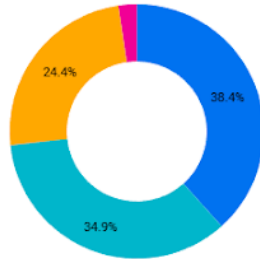
Fall Survey Highlights -Parent Results

How much do you agree with the following statements: The relationship between staff and students is respectful.



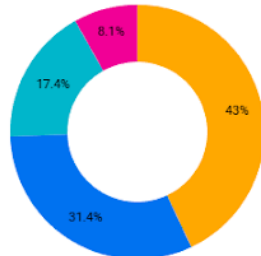
Strongly Agree
Agree
Neutral

How much do you agree with the following statements: I feel I am a part of the school community.



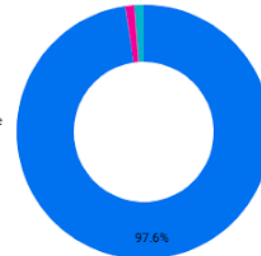
Strongly Agree
Agree
Neutral
Disagree

How much do you agree with the following statements: I feel connected to the adults in my school.



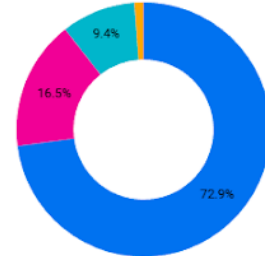
Neutral
Strongly Agree
Agree
Disagree

To what extent do the following factors pose a barrier to your engagement with your child's school? Childcare needs



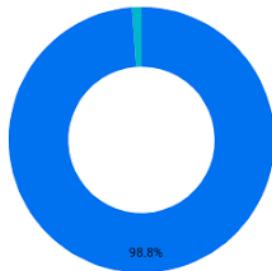
Not a problem at all
Sometimes a problem
Sort of a problem

To what extent do the following factors pose a barrier to your engagement with your child's school? Transportation-related challenges



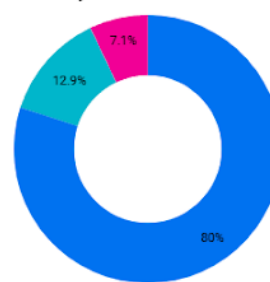
Not a problem at all
Sometimes a problem
Sort of a problem
A significant problem

To what extent do the following factors pose a barrier to your engagement with your child's school? Concerns about safety when traveling to the school



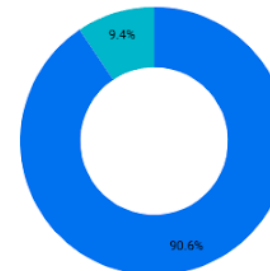
Not a problem at all
Sort of a problem

To what extent do the following factors pose a barrier to your engagement with your child's school? Lack of a sense of belonging in the school community



Not a problem at all
Sort of a problem
Sometimes a problem

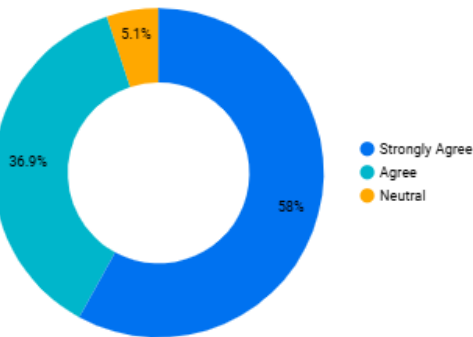
To what extent do the following factors pose a barrier to your engagement with your child's school? Uncertainty about how to communicate with the school



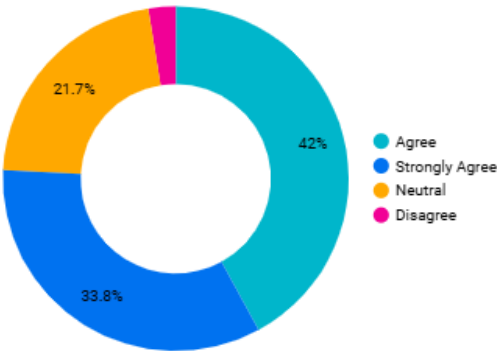
Not a problem at all
Sort of a problem

Fall Survey Highlights -Student Results

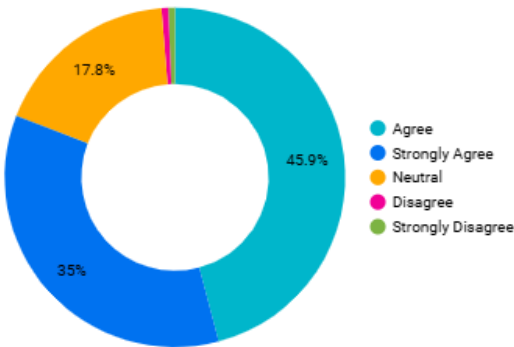
How much do you agree: The relationship between staff and students is respectful.



How much do you agree: I feel I am a part of the school community.

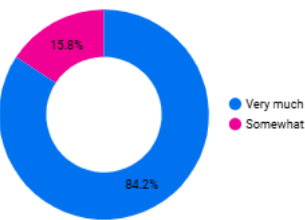


How much do you agree: I feel connected to the adults in my school.

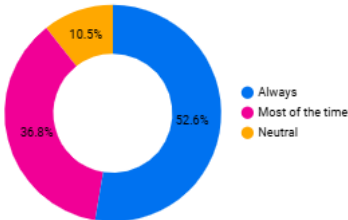


Fall Survey Highlights -Staff Results

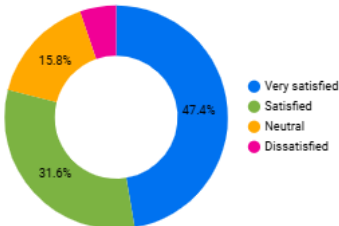
Do you feel a part of the school community?



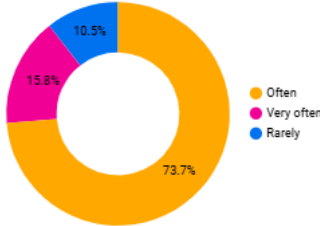
Do you feel supported by the school administration?



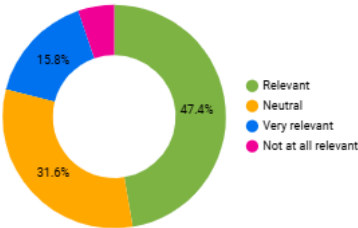
How satisfied are you with the professional development opportunities provided by the school?



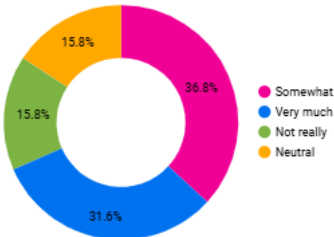
How often do you participate in professional development activities?



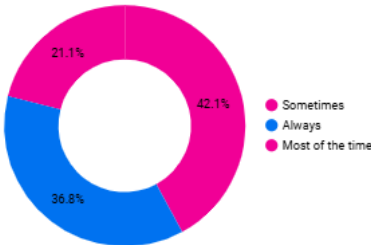
How relevant are the professional development opportunities to your position's needs?



Do you feel that the professional development activities have improved your skills?



Do you have opportunities to suggest topics for professional development?



Spring School Climate Survey Result Summary

The results of the School Climate Survey are presented using a scoring scale that ranges from 1 to 5, where 1 represents the lowest possible score and 5 represents the highest. This scale is used to measure the overall perceptions and experiences of students, families, and staff across various dimensions of school climate.

Data Visualized

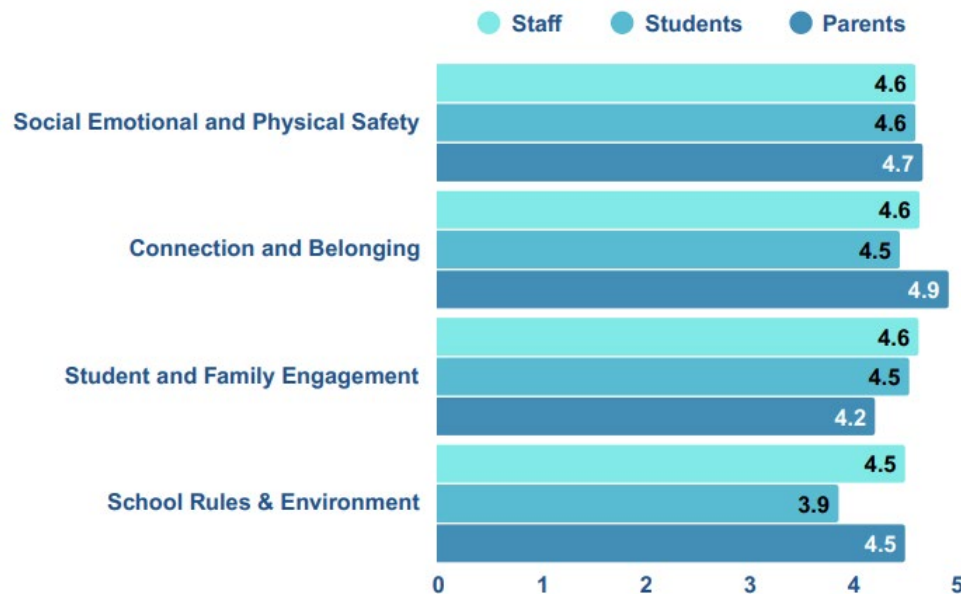
The following charts present a comparative analysis of the climate survey conducted for OFL Capistrano, capturing perceptions from staff, students, and parents across multiple critical dimensions of school climate.

Key strengths include:

- High confidence in social-emotional and physical safety.
- Strong sense of connection and belonging within the school community.
- Professionalism among school staff rated very positively.

Areas of opportunity:

- Student-teacher relationships.
- Fairness and clarity of school rules and environment.
- Perceptions of peer pressure, especially related to social media.



Learning Recovery Emergency Block Grant (LREBG)

OFL Capistrano has remaining LREBG funds available for the 2025-26 school year.

LREBG funded initiatives are outlined in **LCAP Goal 2, Action 5: Targeted Student Support and Resources for Learning Recovery (LREBG)**. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and improving student well-being through two research-based interventions: after school tutoring and additional counseling opportunities. The LEA will provide targeted academic support through after school tutoring programs designed to assist students who are not meeting state or local academic standards. Research indicates that high-dosage tutoring—characterized by frequent, small-group or one-on-one instruction—

can lead to significant academic gains, particularly in literacy and math. These interventions are especially effective for students most impacted by the pandemic, including English Learners, students with disabilities, and those from low-income households. Additionally, the LEA will expand access to counseling services to support students’ social-emotional needs. Evidence shows that school-based mental health services help reduce behavioral problems, improve emotional regulation, and increase students’ sense of belonging and school engagement. By addressing these foundational needs, counseling enables students to better focus on learning and fully participate in their educational experience. These supports are especially critical for vulnerable student groups, including Foster Youth and students experiencing trauma or chronic stress. To measure the effectiveness of the above actions, LCAP Goal 2 – Metrics 1 & 4 will be utilized by the LEA to gauge effectiveness.

The OFL Capistrano needs assessment identified chronic absenteeism, mathematics, and English language arts as key areas of focus for continued investment of LREBG funding for the 25-26 school year. Although the LEA did not receive performance color in these areas on the 2024 CA Dashboard, state and local indicators underscore the need to re-engage students through structured learning opportunities and social-emotional support.

In response, Goal 2, Action 5 focuses on expanding learning access by providing after-school tutoring and counseling services to support student success.

These actions align with the allowable uses of LREBG funds, specifically in the areas of increasing instructional learning time, closing learning gaps, and addressing barriers to learning. While Dashboard performance data remains limited due to privacy thresholds, OFL Capistrano remains committed to addressing learning loss, increasing student engagement, and ensuring equitable access to educational recovery resources.

Reflections: Technical Assistance

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

N/A

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

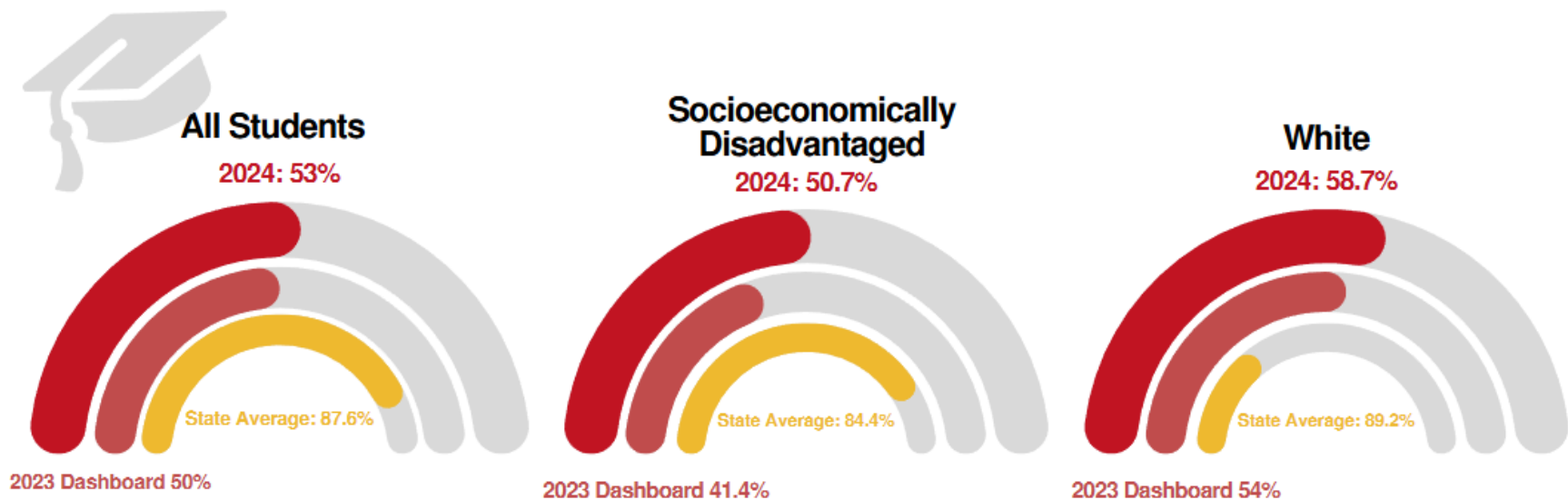
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

OFL Capistrano’s three-year average graduation rate is 55.7%, reflecting a 3% increase from 2022–23 to 2023–24. However, because the three-year average graduation rate for its four- and five-year cohorts remains below 68%, the school has been identified for Comprehensive Support and Improvement (CSI). In response, the charter has engaged in a reflective process—integrating key insights from current practices into its school improvement plans, sharing data with educational partners, and collaborating to address areas of underperformance as indicated on the California School Dashboard.



Comprehensive Support and Improvement:

To develop an effective school plan, OFL Capistrano engaged with all educational partner groups, utilizing various platforms to enhance collaboration and align the 2025-2026 Local Control and Accountability Plan (LCAP) to meet the CSI/SPSA requirements. Input from the Parent Advisory Committee and educational partner surveys was actively sought to ensure comprehensive and responsive school plans that address all students' needs.

In order to meet ESSA requirements effectively, the plan incorporates educational partner feedback through comprehensive surveys conducted once per semester and various engagement events throughout the year. Using this information, evidence-based interventions were selected to improve graduation rates and overall student performance outcomes.

OFL Capistrano has further integrated the goals, metrics, and actions outlined in our 2025-2026 LCAP to ensure alignment between the LCAP and to meet CSI/SPSA requirements. This integrated approach supports a cohesive and strategic strategy for improving student outcomes and enhancing overall school performance.

Comprehensive Needs Assessment Findings:

Graduation Rate

- The 4 & 5 Year Grad rate for all subgroups was lowest in 2023 with overall rates at 50%, compared to 64.2% in 2022 and 53% in 2024. These rates remain below both state local district averages.
- As a DASS school, the 1-year graduation rate serves as a more accurate reflection of our program's impact and the students we serve. In 2022–23, the 1-year graduation rate was 96.3%, and in 2023–24, it was 92.3%.
- Notable improvements were observed among student subgroups. Hispanic students showed a 20% increase in the 1-year graduation rate from 2023 to 2024. Homeless students also demonstrated significant progress, with graduation rates increasing from 31.6% in 2023 to 53.3% in 2024—the largest gain among all groups.
- Additionally, in 2024, 100% of Long-Term English Learners (LTELs) graduated. However, due to the small size of this group, the graduation rate is highly sensitive to individual student outcomes.

College and Career

- There was an increase in the percentage of students who participated in A–G coursework from 55.8% in 2022–23 to 68.8% in 2023–24.
- However, there was a decline in the percentage of students identified as "Prepared" on the 2024 CA Dashboard: a decrease of 1.2% among FRMP students, 2.7% among Hispanic students, and 3% among White students.
- In 2023, 94.4% of students with disabilities (SPED) were not prepared, and 100% of homeless students were also identified as not prepared according to College/Career Indicator (CCI) measures.
- A–G participation drops by 20% from 9th to 12th grade, with only 40% of students completing the full A–G course sequence.
- Among all student groups, White students had the highest percentage of those who met the "Prepared" status on the CCI.
- The immediate college enrollment rate for OFL Capistrano's Class of 2023 was 46%, which is below the national average of 52.3% for students from low-income high schools. For the Class of 2024, the immediate enrollment rate decreased slightly to 45%.

Math Performance

- No color was received for the Math indicator for the CA Dashboard for Fall 2024, however it did indicate All Students as 72 points below standard with an increase of 66.5 points.
- Math GLE: For every grade level in 2023–24, students were performing 1–2 grade levels below. The overall average GLE remained at approximately 9.0 for both 2022–23 and 2023–24.
- The average GLE increased for all grade levels except 12th grade. In 12th grade, GLE decreased from 10.2 in 2022–23 to 9.4 in 2023–24.
- 11th Grade SBAC: In 2023, 2.3% of students exceeded the standard; this increased to 8.16% in 2024.
- Core Course Completion in Math: overall averages were higher in 2022–23 compared to 2023–24, except for middle school students.
- ELL/LTEL Students (Math GLE): GLE decreased from 6.5 in 2022–23 to 5.9 in 2023–24. Average growth declined from 2.22 to 1.27 over the same period. In 2023–24, LTEL students completed an average of 3.4 math units. LTELs had a lower average GLE (5.5) compared to all ELLs (5.9). LTELs had an average growth of 0.76, while ELLs overall had an average growth of 1.27.

- FRMP Students (SBAC and Math): SBAC: 0.0% exceeded standard in 2022; 4.5% in 2023; 8.3% in 2024. There was an increase in students who did not meet the standard, rising from 59.09% in 2023 to 66.67% in 2024. Average growth improved from 0.85 in 2022–23 to 1.48 in 2023–24. Average math units completed increased from 4.81 in 2021–22 to 5.6 in 2023–24, although it stayed the same compared to 2022–23 (5.6).
- SPED Students: SBAC: In 2024, SPED students had the highest percentage of students in the "Standard Not Met" category, with 0.0% exceeding the standard. GLE increased from 6.8 in 2022–23 to 7.9 in 2023–24. Math Core Course Completion: In 2023–24, SPED students had the lowest average number of units completed (5.3) across the three-year span.

English Performance

- No color was received for the ELA indicator on the Fall 2024 California School Dashboard. However, the “All Students” group scored 9.7 points above standard, representing an increase of 14.9 points. In 2024, all of the standard exceeded scores are higher than in 2023 and 2022, except for our White Student Population.
- Hispanic students showed the largest increase among all subgroups, with a 5.88% rise in the “Standard Exceeded” category—from 15.55% in 2023 to 21.43% in 2024. The percentage of Hispanic students who met the standard decreased from 52.94% in 2023 to 21.43% in 2024, due to more students moving into the “Standard Exceeded” category. For FRMP students, the percentage who met the standard declined from 40.9% in 2023 to 12.5% in 2024.
- English core completion decreased slightly from 6.56 in 2023 to 6.4 to 2024.

Science Performance

- No Performance color for 2024, 23.1 points below standard.

Monthly Student Progression (MSP)

- Student Progression measures the rate in which students are completing the minimum program requirements as it relates to high school credits completed every academic month. Year to date on average, 91% of “ALL Students” have completed at minimum 4 high school credits every academic month. Student Progression rates are above 86% for all the following subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Foster Youth.

Core Course Completion Rates

- As of April 2025, Average Core Course Completion Rates are the following for the respective subject area for ALL Students: English 8.0, Mathematics 6.1, Science 5.4, and Social Science 7.4. Subgroups with average 5 and above units completed per subject included Socioeconomically Disadvantaged, Special Education, English Learners and Foster Youth.

Survey Participation Rates and Summary of Results

- Fall Survey Participation Rates: Parents 42%, Students 72%, and Staff 100 %
- Spring School Climate Survey Participation Rates: Parents 25.2%, Students 40.5%, and Staff 100%.
- Based on the review of state and local indicators, overall OFL Capistrano is proving a positive school climate with strengths in various areas. Suspension rates and dropout rates are low, reflecting a supportive and conducive learning environment. According to family surveys, teacher-student relationships are highlighted as a particular strength of the school. Students feel a strong sense of physical security, and staff value and respect diversity within the school community.

- Parents appreciate the school's effective intervention options and recognize the efforts to create a safe learning environment. Students report positive experiences with school activities and interventions, emphasizing the school's commitment to their well-being and academic success. Students reported feeling safe, and 94.9% stated that they feel part of the school community. Additionally, 84% of staff reported feeling prepared for the courses they are assigned and expressed a strong sense of belonging to the school community, while 89% felt supported by the administration.
- After reviewing educational partner feedback and school climate survey results, areas requiring additional attention include improving peer-to-peer relationships and addressing online safety concerns (as it pertains to peer pressure/ social media influence), as indicated in both student and staff survey responses. When it comes to the areas of School Rules and Environment while students generally feel supported, the score suggests that rule enforcement and school organization may benefit from review and communication. Facilities and resources are perceived positively but with room to grow. Additionally, the staff survey indicated a need for additional focus on student enjoyment in school, fostering positive staff-staff relationships, improving student-staff relationships with an emphasis on respect, and promoting innovations in professional development.
- Overall, OFL Capistrano maintains a positive school climate characterized by strong relationships, safety, and effective intervention strategies, contributing to a supportive and enriching educational experience for students, families, and staff.

Comprehensive Needs Assessment Root Cause Analysis Findings:

- The root cause impacting graduation rate is largely due to the state's shift in calculating graduation rates for Dashboard Alternative School Status (DASS) schools—from a 1-year rate to a 4th and 5th year cohort average. This transition led to a three-year graduation rate average below 68%, resulting in OFL Capistrano's identification for Comprehensive Support and Improvement (CSI) for the 2023–24 and 2024–25 school years. Additional contributing factors include students entering the program credit deficient with limited core course completion, low motivation, and a lack of connection to the purpose of graduating. Increasing student diversity has introduced more complex needs, such as language barriers, special education requirements, and socio-economic challenges. Many students also arrive with significant learning gaps, making it difficult to complete coursework independently. Students with disabilities face further barriers due to limited access to the general curriculum and a lack of credit-bearing support courses beyond electives. These challenges underscore the need for targeted interventions, differentiated instruction, and increased support services to improve graduation outcomes and ensure equitable opportunities for all student groups.
- ELA performance reveals disparities in how different student groups are supported. While Hispanic students have shown improvement—particularly those exceeding standards—other groups, such as Socioeconomically Disadvantaged students, experienced declines. This suggests that targeted interventions have been effective for some subgroups but not consistently applied or successful across all populations. For Socioeconomically Disadvantaged students, socio-economic factors such as food insecurity, housing instability, and limited access to academic support services likely contribute to lower performance outcomes. Additionally, a slight decrease in English core course completion may point to curriculum alignment issues or broader concerns related to student engagement, stress, or shifting academic expectations within ELA coursework. These findings highlight the need for more equitable, targeted support and increased attention to the diverse challenges impacting student achievement in ELA.
- Math performance continues to be affected by several key factors. A primary concern is the persistence of unaddressed learning gaps, particularly among at-risk student populations. The lack of connection between targeted resources—such as direct instruction, tutoring, and intervention programs—and the students who need them most limits their ability to build foundational skills and close learning gaps. Many students struggle to complete math independently and often lack motivation, approaching coursework with the goal of passing rather than mastering the material. Negative perceptions of math, shaped by prior experiences, further impact engagement and confidence. Additionally, staff have expressed low confidence in delivering math instruction, which may contribute to inconsistencies

in the quality and effectiveness of math support across the program. These root causes highlight the need for improved instructional resources, professional development, and student-centered interventions to raise math achievement

- College and Career Readiness among OFL Capistrano students is impacted by several key root causes. While A-G participation has increased, many students—particularly those from historically underserved groups such as FRMP, SPED, Homeless, and Hispanic students—lack the academic support needed to succeed in these more rigorous courses. Without tutoring, personalized instruction, or accommodations, students often struggle to meet standards, especially if they enter without a strong academic foundation. Additionally, many students do not receive consistent access to college counseling, career exploration, or post-secondary planning resources. This gap is more pronounced among marginalized student populations, who may also face limited access to extracurricular activities and enrichment opportunities that strengthen college applications and career readiness. A lack of early exposure to college and career pathways further contributes to low preparedness, as students may not fully understand course selection, skill development, or available opportunities beyond high school. These root causes highlight the need for equitable access to academic support, early pathway guidance, and comprehensive college and career planning services.
- The school climate is impacted by several factors related to the independent study model and student engagement. Independent study students typically have fewer opportunities for face-to-face interactions with peers compared to traditional school settings, which can hinder the formation of friendships and positive relationships. While many students choose OFL for the flexibility and ability to work independently, this preference also reduces their willingness to engage with other students. Additionally, a significant number of students come to OFL with mental health concerns and social-emotional struggles, which can further isolate them from their peers. Independent study environments, while focused on academic progress, have less extracurricular activities and social events compared to a traditional school. These factors combine to create an environment where students may feel disconnected, contributing to chronic absenteeism and challenges in fostering a supportive school culture. These root causes emphasize the need for enhanced student engagement strategies, increased mental health support, and opportunities for peer interaction to improve school climate and reduce absenteeism.

Comprehensive Needs Assessment Prioritized Need/ Identified Trends/Themes:

- OFL Capistrano has been placed on CSI due to its three-year average graduation rate falling below 68% for the 4/5th Year cohort, with identified gaps among subgroups, specifically Socioeconomically Disadvantaged and White students. Educational partners agree that addressing this issue is critical for the school's success. By providing students with targeted support, access to a Post-Secondary counselor, and necessary interventions and resources, OFL Capistrano aims to meet ESSA graduation requirements by the 2024-2027 LCAP period. Additionally, the implementation of specific monitoring systems will allow for a more targeted focus on subgroups identified as 'red' on the California Dashboard
- Other areas of focus that have been identified and that can enhance overall graduation rate efforts include improving Math and English performance, particularly by emphasizing growth in Average Grade Level Equivalency (GLE), Student Progression and Core Course Completion. This can be achieved through targeted professional development, enriched curriculum offerings, and enhanced instructional resources. Moreover, professional development opportunities should be customized to address instructional and social-emotional gaps identified among subgroups, as indicated by the comprehensive needs assessment data and survey results.
- The College and Career indicator (CCI) for the Fall 2024 CA Dashboard indicates that 11.8% of students are “Prepared with a decline of 3.7%”. Our commitment remains steadfast, and we will persistently strive to increase college and career preparedness through ongoing initiatives.
- Educational partners agreed that maintaining a continued focus on and enhancing resources to support overall social-emotional well-being and mental health will promote a comprehensive approach to learning. This approach ultimately fosters student achievement and facilitates progression towards graduation.

- Overall educational partners agree that OFL Capistrano maintains a positive school climate characterized by strong relationships, safety, and effective intervention strategies, contributing to a supportive and enriching educational experience for students, families, and staff.

Some concerns that came out of the CNA included:

- Closing the gap between 1-year graduation rate and 4/5th Year Graduation Rate with the change in how the state is measuring it for DASS schools.
- Need for enhancement in professional learning, curriculum, resources offerings and engagement efforts

Data Utilized to conduct our Comprehensive Needs Assessment:

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
- CAASPP/SBAC/CAST
- Renaissance Star benchmark assessments
- ELPAC/RFEP Data
- National Student Clearinghouse
- Local Indicators
- School Accountability Report Card
- Core course completion rates
- Credit Attainment rates
- Dual enrollment data
- Monthly student progression
- Intervention Completion rates
- Educational Partner Survey responses for the school climate survey, Fall/Spring engagement surveys
- Staff/ Department meetings
- Parent Conferences
- Family Engagement Events
- School leadership meetings
- Collaborative meetings with educational partners
- Parent Advisory Committee Meetings

Educational Partner Engagement

OFL Capistrano is committed to authentically engaging all educational partners to ensure comprehensive and responsive plans that address the needs of all students. Educational partner groups had multiple opportunities and platforms to provide feedback and input in the development of the 2024-2027 Local Control and Accountability Plan.

Students

Students contributed feedback and input through the Fall and Spring Educational Partner Surveys, and interactions with school personnel. Additionally, students participated in the Comprehensive Needs Assessment (CNA) process during Student Council and Parent Advisory Committee meetings.

Parents

Parents provided feedback and input through the Fall and Spring Educational Partner Surveys. Additionally, parents participated in the CNA process during Parent Advisory Committee and Parent-Teacher meetings.

Staff

School staff provided feedback and input through the Fall and Spring Educational Surveys and meetings with school leadership. Additionally, staff participated in the CNA process during a structured needs assessment meeting held December 2024.

Community Members

Community members offered feedback and input through SELPA meetings, collaborative meetings with educational service providers, authorizer consultations and public hearing meetings.

Resource Inequities Review

Actionable inequities identified by the LEA during their Resource Inequity Review:

- Graduation Rate disparity among Socioeconomically Disadvantaged and White students
- Overall, math performance requires additional support across all subgroups and grade levels, as students in each grade during 2023–24 were performing 1–2 grade levels below. The average Grade Level Equivalent (GLE) for all students remained around 9.0 in both 2022–23 and 2023–24. While the average GLE increased across most grade levels, 12th grade saw a decline—from 10.2 in 2022–23 to 9.4 in 2023–24.
- College and Career indicator Subgroups that received a “Low” performance level included Socioeconomically Disadvantaged and White students
- Disparity in ELA/Reading Performance - Hispanic students showed the largest increase among all subgroups, with a 5.88% rise in the “Standard Exceeded” category—from 15.55% in 2023 to 21.43% in 2024. The percentage of Hispanic students who met the standard decreased from 52.94% in 2023 to 21.43% in 2024, due to more students moving into the “Standard Exceeded” category. For Socioeconomically Disadvantaged students, the percentage who met the standard declined from 40.9% in 2023 to 12.5% in 2024.

Inequities that are priorities for the LEA to address in their School Improvement Plans:

- Graduation Rates with emphasis on Socioeconomically Disadvantaged and White students
- College and Career Preparedness with emphasis on Socioeconomically Disadvantaged and White students
- Math Performance
- ELA Performance
- Chronic Absenteeism

How the LEA plans to address these inequities:

- Designated ELD Instruction, Curriculum and Resources
- Professional Development specifically targeted for subgroups needing additional support in the identified focus areas
- Targeted Interventions and Supports
- Educational Technology
- Social Emotional supports and resources
- Educational Partner Engagement
- Post- Secondary Planning

- Access to additional Tutoring and Counseling (LREBG)

Evidence-Based Interventions

The need to adjust and/or continue the use of the selected evidence-based interventions was identified in our comprehensive need's assessment and through the need to utilize established interventions that previously contributed to positive students' outcomes. Through the analysis of local data and assessments results, OFL Capistrano included evidence-based-interventions found in the What Works Clearinghouse and Evidence For ESSA. In addition, the LEA has reviewed a compilation of work demonstrating the effectiveness and promise of utilizing High Dosage Tutoring for at-risk-students, especially as we are still seeing some of the negative impacts on skill level brought on by the pandemic and distance learning. The comprehensive needs assessment aided in the identification of the selected evidence-based interventions that were included in the LCAP to meet the SPSA/CSI requirements. Results from the comprehensive needs assessment indicated that additional support in Literacy, English Language Arts, and Mathematics should continue to be areas of focus to support overall graduation rates. OFL Capistrano reviewed the What Works Clearinghouse (WWC) and ESSA rating standards to select the evidence-based interventions that not only would drive student success but would also be able to be implemented using our school model.

Educational partners through surveys and the Parent Advisory Committee reinforced the need to continue the evidence-based interventions previously identified with the inclusion of additional tutoring support. Additionally, the interventions identified will support school efforts to the independent studies program, as students need to have basic reading and math skills to fully access the curriculum. Students that lack these basic skills, struggle more with the curriculum and require additional support and interventions. To address these identified needs, OFL Capistrano with the feedback from parents, students, and staff will continue to utilize and increase engagement efforts in Achieve 3000, Exact Path, and implement High Dosage Tutoring as evidence- based interventions. In addition, OFL Capistrano will continue the use of the designated ELD curriculum, iLit, to support its EL and LTEL students in their language development.

Achieve 3000 was chosen to continue in our school improvement plan as it focused on literacy at the student's level. This intervention has demonstrated to be successful in literacy achievement and comprehension among adolescents. It has an effectiveness rating on the WWC of Potentially Positive with evidence that intervention had a positive effect on outcomes with no overriding contrary evidence. Achieve 3000 allows teachers to assign each student different reading lessons based on their individual needs. This intervention allows instruction to be delivered through direct instruction or independent studies platforms. Since OFL Capistrano is focused on each individual student's needs, Achieve 3000 would continue to be a good fit to support literacy and reading comprehension development for our struggling readers. Educational partners have suggested to increase engagement and completion of this intervention, the LEA should look into making it a credit bearing course to align to our independent studies model which the English department will be reviewing.

Edmentum Exact Path was selected as it can be integrated with Renaissance Star benchmark assessment results and takes a more tailor approach to math intervention. Edmentum Exact Path would create learning paths that are adaptable to the needs of the students and takes a mastery approach to learning math concepts. In addition, it also provides remediation opportunities should they be needed. Edmentum Exact Path utilizes the same digital platform currently used by the school so students are familiar with the platform which is an added benefit to the implementation. Teachers would assign specific interventions needed throughout the platform for students to complete. Coursework or challenges are given through guided instruction and resources.

High Dosage Tutoring will be implemented as all educational partners continue to see the need for additional tutoring specifically in Math. OFL Capistrano intends to utilize tutoring platforms, peer tutoring and additional staff/resources to support overall tutoring efforts to

close the opportunity gap in this focus area. The concentration in high dose tutoring will serve to remove barriers to these additional supports as well as increase access to tutoring for all students that are not demonstrating growth in Math.

Evidence based interventions:

Achieve 3000:<https://ies.ed.gov/ncee/WWC/InterventionReport/691>

Tier 2 ESSA rating evidence based-intervention. Online literacy program that offers teachers the ability to assign reading lessons to students. The program offers different reading assignments based on reading levels. Students' answer activity questions and a thoughtful response. Achieve 3000 promotes building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Edmentum Exact Path: <https://www.edmentum.com/resources/efficacy/impacts-edmentum%E2%80%99s-exact-path-student-mathematics-achievement>

Tier 2 ESSA rating evidence based-intervention. Digital curriculum that is self-paced and creates learning paths that are adaptable to the needs of each student. Edmentum Exact Path takes a mastery approach to learning math concepts.

High Dosage Tutoring: <https://eric.ed.gov/?q=High+Dosage+Tutoring+impact+on+Math+performance&id=ED645334>

Research on the use of high dosage tutoring as an effective intervention tool shows promise with at-risk students if implemented effectively and at the proper scale, positive student outcomes are possible.

iLit: <https://ies.ed.gov/ncee/WWC/PracticeGuide/29>

Designated EL Curriculum designed to provide English learners with digital high-intensity exposure to English language skills by making language learning visual, auditory, and interactive. iLit uses high-interest fiction and non-fiction texts to engage students and provides real-time student achievement feedback to learners and teachers so that instruction can be differentiated for each student's unique language needs.

Through the implementation of the above interventions, OFL Capistrano strives to make gains as it works towards reaching ESSA requirements and meet the graduation rate requirement among all subgroups.

Monitoring and Evaluating Effectiveness

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

OFL Capistrano remains committed to continuously monitoring and evaluating its school improvement plan through ongoing cycles throughout the year. This approach ensures that students are making measurable progress and that educational partners receive regular updates on the plan's implementation. Quarterly progress reports will be shared with the Parent Advisory Committee, Board of Trustees, and OFL personnel to maintain transparency and engagement as the school works toward increasing its average three-year graduation rate from 55.7% to 68% or higher.

To support these efforts, monthly professional learning communities (PLCs) have been established across departments to gather, analyze, and apply data from Achieve 3000, Exact Path, and iLit (Designated Curriculum for EL students), as well as evaluate the impact of high-dosage tutoring. These collaborative sessions are designed to drive the overarching goal of increasing the ESSA graduation rate by using

data-informed strategies. Additionally, they provide a structured space for departments to identify and address challenges that may not be aligning with the school improvement plan.

OFL Capistrano will also continue to work closely with staff to review and refine processes and procedures, making adjustments as needed to enhance student outcomes. Recognizing the importance of accessible communication, the school will expand its efforts to share updates with parents through multiple platforms, ensuring key information is easily available.

The effectiveness of the school improvement plan in meeting ESSA Graduation Rate requirements will be measured using key metrics outlined in the 2024-2027 LCAP, including:

- DASS 1-Year Graduation Rate
- Dual Enrollment Participation
- College and Trade School Enrollment
- English Learner Reclassification Rates

To maintain a high-quality educational experience, OFL Capistrano will conduct an annual comprehensive needs assessment to identify areas for improvement. This process ensures the school remains responsive to the evolving needs of its growing and diverse student population. By continually assessing and adapting to emerging trends and challenges, OFL Capistrano remains dedicated to closing opportunity gaps and fostering academic success for all students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (teachers, administrators, other school personnel)	<p>Opportunities For Learning Capistrano’s approach to engaging educational partners reflects its commitment to authentically involving all educational partners in the development of comprehensive and responsive plans that address the needs of all students, particularly those in unduplicated subgroups. To enhance engagement, OFL provides multiple opportunities and platforms for educational partners to offer feedback and input, which directly informs the Local Control and Accountability Plan (LCAP). All engagement meetings and activities with educational partners offered valuable insights, fostered collaboration, and guided the development of the 2025–2026 LCAP goals, metrics, and actions. Feedback collected through these efforts was thoroughly analyzed, shared, and considered prior to finalizing the LCAP. The LEA conducted consultations with its various educational partners on a regular basis or on specific dates, as outlined below, to review current plans and support the development of the LCAP.</p> <ul style="list-style-type: none"> • Monthly School Leadership Meetings were held to enable the leadership team to monitor, track, and address student needs as they related to LCAP goals, metrics, and actions. Leadership also provided input and feedback during the Comprehensive Needs Assessment (CNA) process, helping to incorporate identified needs and areas of focus into the LCAP. • Weekly Teacher/Staff Meetings (Eagle Block) served as a platform for staff to provide input on school improvement initiatives, student progress and overall development of the 2025–2026 LCAP. • A formal CNA meeting with all staff was conducted on December 13, 2024, to review both quantitative and qualitative data in order to identify root causes, resource inequities, and priority focus areas for the upcoming school year.
Parents/Guardians & Students	<p>Student Achievement Chats/Parent Conferences were held from January 10–14, 2025, to provide parents and students with opportunities to identify needs and suggest actions to enhance the academic program and ensure the socioemotional support necessary to engage students and promote positive outcomes.</p> <p>Educational partner engagement surveys conducted during the Fall Window (September 9–October 31, 2024) and the Spring School Climate Window (January 7–28, 2025) allowed all educational partner groups—including staff, students, and parents—to provide feedback on school offerings, areas of need, barriers to engagement, and the overall learning environment.</p>

Governing Board	<p>Board meetings were held on July 23, 2024; September 23, 2024; November 15, 2024; and May 19, 2025 to allow for public comment on decisions related to the instructional program and school improvement plans for OFL Capistrano, including but not limited to LCAP goals, metrics, actions, and budget allocations. The Board of Directors was regularly updated on progress toward developing LCAP goals, metrics, and actions. Additionally, the Board received information regarding the school's Comprehensive Support and Improvement (CSI) identification and was given opportunities to provide feedback to school leadership prior to voting on the adoption of the LCAP.</p> <p>Below is a breakdown of the process taken to review and adopt the charter's 2025–2026 LCAP, in alignment with Education Code requirements:</p> <p>The LEA notified members of the public of the opportunity to submit comments regarding proposed actions and expenditures in the LCAP, in accordance with Education Code section 52062(a)(3). A public notice was posted on or before May 15, 2025, at least 72 hours in advance of the scheduled Board meeting where the draft LCAP was placed on the agenda for review and public comment.</p> <p>The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1). This hearing took place during the May 19, 2025 Board Meeting.</p> <p>The LEA adopted the Local Control and Accountability Plan in a public meeting, in accordance with Education Code section 52060(b)(2) or 52068(b)(2). The adoption occurred during the June 23, 2025 Board Meeting, where the Board voted to approve the 2025–2026 LCAP.</p>
Parent Advisory Committee	Parent Advisory Committee Meetings held on November 19, 2024; January 14, 2025; and April 29, 2025, provided parents, students, staff, and members of the public with opportunities to offer input and feedback on all components of the LCAP—including goals, metrics, actions, and allocations.
Community Members (SELPA, Authorizer)	OFL Capistrano consulted with its SELPA representative on 5/8/2025, and with Capistrano USD, the charter school's authorizer, on May 13, 2025 to provide them with opportunities to offer input and feedback on all components of the LCAP—including goals, metrics, actions, and allocations.

Insert or delete rows, as necessary.

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

The development of the 2025–26 LCAP continues to reflect the valuable input of our educational partners—parents, students, staff, and community members. Through meetings, consultations, surveys, and collaborative discussions, their insights have been integral in refining and maintaining goals, metrics, and actions that align with the school's priorities and evolving needs.

Goal 1: Educational partner feedback highlighted the importance of addressing inequities and improving postsecondary preparedness. In response, the school maintained its focus on increasing the 4/5th graduation rate and strengthening College & Career Preparedness.

Comprehensive needs assessments conducted by instructional staff, support staff, and school leadership informed the inclusion of the following metrics:

Metric 1: DASS 1-Year Graduation Rate

Metric 2: Dual Enrollment

Metric 3: College/Trade School Enrollment

Metric 4: EL Reclassification Rates

Actions to support this goal include Post-Secondary Planning Cohorts, targeted interventions, and additional resources (Action 1); Professional Development for Post-Secondary Counselors (Action 2); and specialized instructional resources and professional development for Designated ELD Instruction (Action 3). These actions address resource gaps and barriers identified during the Comprehensive Needs Assessment (CNA) and align with the school's commitment to equitable and impactful strategies.

Goal 2: Ongoing analysis of local and state assessment data in Mathematics and English Language Arts reinforced the importance of preparing students for postsecondary success. Feedback from educational partners prioritized continued investment in:

Action 1: Tutoring Support and Services, to support students struggling to meet the academic standards

Action 2: Educational Technology, to enhance instructional delivery and accessibility

Action 3: Professional Development, to better equip staff in their teaching practices

Action 4: Broad Course of Study, ensuring students have diverse learning opportunities

Action 5: Targeted Student Support and Resources for Learning Recovery (LREBG) to provide after school tutoring and additional counseling support

Teaching staff emphasized the need for Professional Development (Action 3) to address performance disparities, while the Parent Advisory Committee advocated for maintaining additional tutoring options (Action 1 & Action 5) for the 25-26 SY. These recommendations underscore the collaborative approach to improving student outcomes and ensuring all learners receive the support they need to excel.

Goal 3: Survey data and educational partner feedback have consistently highlighted the positive impact of strong teacher-student relationships, a safe learning environment, and the school's emphasis on diversity and inclusion. Key findings from the most recent surveys include:

Parents indicated they appreciate the school's effective intervention options and recognize the efforts to create a safe learning environment. Students report positive experiences with school activities and interventions, emphasizing the school's commitment to their well-being and academic success. Students reported feeling safe, and 94.9% stated that they feel part of the school community. Additionally, 84% of staff reported feeling prepared for the courses they are assigned and expressed a strong sense of belonging to the school community, while 89% felt supported by the administration. Areas requiring additional attention include improving peer-to-peer relationships and addressing online safety concerns (as it pertains to peer pressure/ social media influence), as indicated in both student and staff survey responses. When it comes to the areas of School Rules and Environment while students generally feel supported, the score suggests that rule enforcement and

school organization may benefit from review and communication. Facilities and resources are perceived positively but with room to grow. Additionally, the staff survey indicated a need for additional focus on student enjoyment in school, fostering positive staff-staff relationships, improving student-staff relationships with an emphasis on respect, and promoting innovations in professional development.

Based on this feedback, Goal 3 actions were refined to support a safe, inclusive, and engaging school climate. Efforts include bolstering intervention programs, promoting positive peer interactions, and enhancing staff training to build a supportive and respectful learning environment. These initiatives directly address areas for improvement identified by educational partners and align with our mission to create a cohesive and nurturing educational setting.

By actively integrating the voices of our educational partners, the 2025–26 LCAP remains a responsive and dynamic plan. It reflects the collective vision of our school community, ensuring that every student is supported academically, socially, and emotionally as they work toward achieving their postsecondary aspirations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Engage students by providing meaningful, impactful, and innovative educational experiences to expand their post-secondary options through improved Graduation Rates and College & Career Preparedness, with a specific focus on subgroups of students who have not reached their potential in these areas. In hopes of improving our 4 / 5-year graduation rate on the CA Dashboard for the student groups below by 5% on the 2027 CA Dashboard:</p> <p>All Students: 55%</p> <p>White Students: 59%</p> <p>Socioeconomically Disadvantaged: 46.4%</p>	Focus

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

Based on findings from the Fall 2023 California School Dashboard and reaffirmed by the 2024 California Dashboard ratings, OFL Capistrano recognizes the ongoing and urgent need to improve graduation rates. The school’s red rating in this indicator underscores persistent challenges, and its designation under Comprehensive Support and Improvement (CSI)- due to failing to meet the ESSA graduation standard of 68% - highlights the critical need for targeted intervention.

Disaggregated data from the Dashboard further reveals the need for increased support among key student subgroups, including:

Socioeconomically Disadvantaged Students: 41.4% graduated in 2023, reflecting a 20.4% decline and in 2024 50.7% graduated, showing a 9.4% increase.

White Students: 54% graduated in 2023, with a 3.5% and in 2024, 58.7% graduated representing a 4.7% increase.

These trends highlight the disproportionate impact on specific student populations and emphasize the need for equity-driven support systems to close opportunity gaps and ensure all students reach successful postsecondary outcomes.

Additionally, OFL Capistrano received an orange rating on the 2024 California Dashboard Career and Career, with only 11.8% of graduates considered prepared, which was a decline of 3.7%. The school remains committed to equipping students with essential academic and career-readiness skills to ensure they are well-prepared for success beyond high school. In response, OFL Capistrano has developed responsive plans to address the above areas of need.

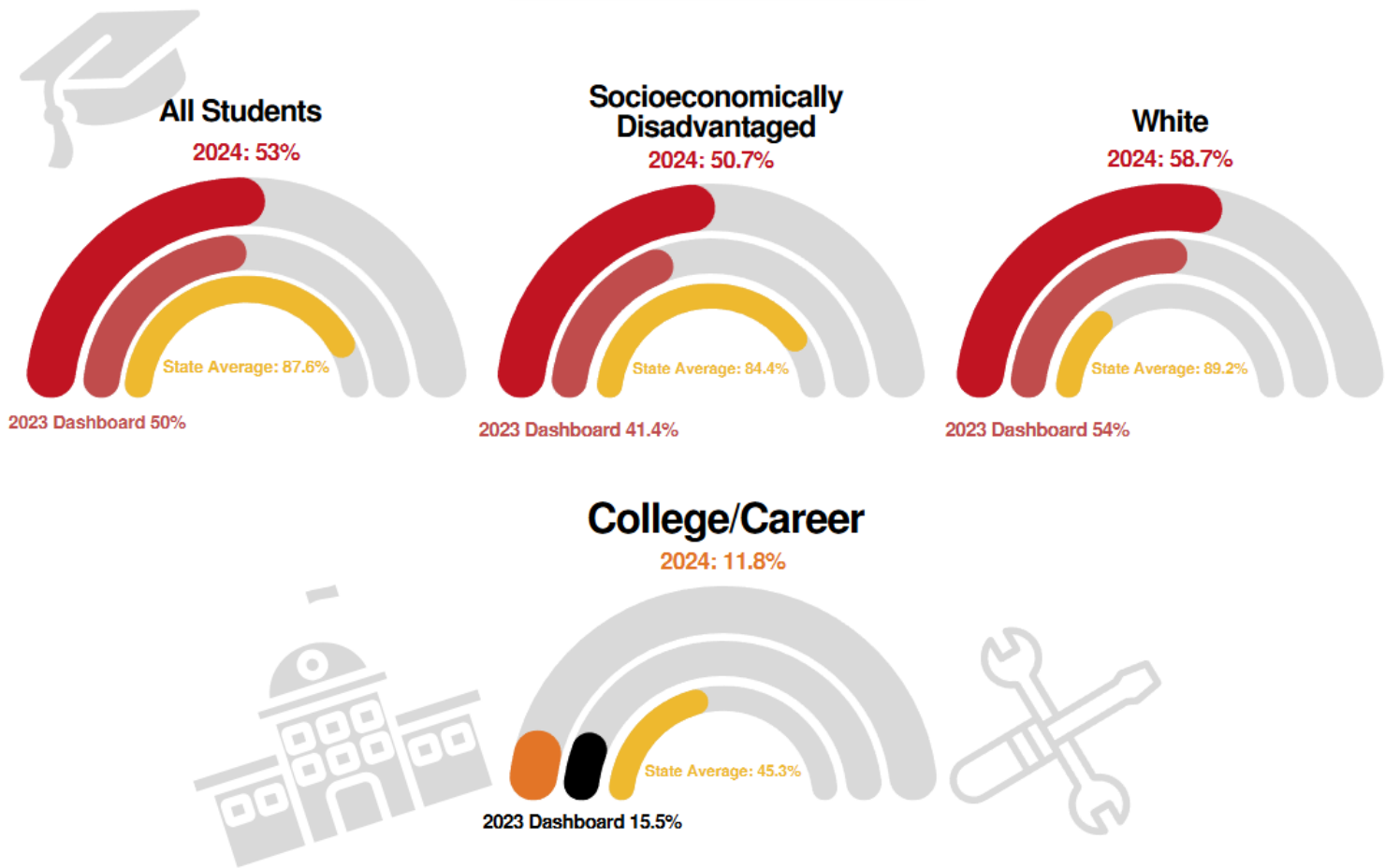
In light of these findings, improving Graduation Rates and College & Career preparedness remains a top priority. To address these challenges, OFL Capistrano is implementing:

Targeted Intervention and support services, to address barriers to graduation and post-secondary preparedness.

Professional Development geared towards enhancing staff’s skills and knowledge in graduation and CCI requirements

Enhanced student engagement initiatives to target subgroups of students with low performing indicators on the CA Dashboard and those at risk of not meeting graduation or being identified as “not prepared”.

These efforts align with OFL Capistrano’s mission to graduate every student prepared for postsecondary success. By fostering a supportive, equitable, and empowering learning environment, the school remains steadfast in closing gaps, increasing graduation rates, and ensuring that all students have the opportunity to achieve their fullest potential.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	DASS 1-Year	2022-23 Data: All Students 93.6% White Students: 96.6% Socioeconomically Disadvantaged: 90% Based on internal calculation as the state has not released official rates	2024 CA Dashboard Data: <ul style="list-style-type: none"> All Students: 92.3% White Students: 88.5% Socioeconomically Disadvantaged: 89.3%	Not Applicable until 2026	The charter will maintain an average DASS Graduation Rate of 85% or higher throughout the 2024-27 LCAP cycle	All Students: 1.3%↓ White Students: 8.1% ↓ Socioeconomically Disadvantaged: 0.7%↓
Metric 2	Dual Enrollment	2022-23 Data: 6 students completed a dual enrollment course	2024-25 Data: 3 students have completed a dual enrollment course thus far. Spring semester is still in session and three additional students are set to complete a course.	Not Applicable until 2026	By the end of the 2026-27 academic year, an average of at least 10 eligible students will successfully complete a dual enrollment course, enhancing college readiness and improving our graduation rates.	3↓
Metric 3	College/Trade School Enrollment	2022-23 Data: 36 students were successfully enrolled in a College or Trade school program	2024-2025 25 students are enrolled or planning on enrolling in a college or trade school (62% of eligible students)	Not Applicable until 2026	By the end of the 2026-27 academic year, an average of at least 10% of eligible students will successfully enroll in a College or Trade school program as their post-secondary plan enhancing college & career readiness and improving our graduation rates.	11↓

Metric 4	EL Reclassification Rates	N/A - The LEA has yet to have a numerically significant English Learner Population	N/A - The LEA has yet to have a numerically significant English Learner Population (less than 11 students on 2024 CA Dashboard)	Not Applicable until 2026	Reclassification Rates for eligible EL students will average 20% by the end of 26-27 SY (upon the LEA having a statistically significant number of students).	N/A
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Throughout the 2024-25 academic year, Action 1 and Action 3 of Goal 1 were successfully implemented. The charter focused on delivering post-secondary planning cohorts, interventions and resources to remove barriers impacting graduation and preparedness levels of our students. Additionally, designated English Language Development (ELD) instruction, curriculum, resources, and professional development specifically focused on ELD were offered to our EL students.

Under Goal 1, some notable implementation achievements and challenges included the following:

Successful Implementation:

- Seniors were able to participate in the college readiness (CREW) cohort to get additional assistance in financial aid, college application support, and mentorship opportunities which supported graduation efforts. The LEA received a 92.3% for the 1 year graduation rate.
- Students were able to meet with staff and the postsecondary counselor to participate in academic and post secondary planning which contributed to maintaining dual enrollment numbers and approximately 62% of students committing to enroll in a college or trade school after graduation.
- The support for English Learner (EL) students was enhanced by the EL Specialist through initiatives such as small group instruction, targeted skill-building workshops, additional tutoring, and provision of resources. These efforts facilitated the development of their English language skills and contributed to their progress in other academic areas such as core course completion, reclassification rates, reading and math performance.
- The EL Specialist was able to participate in professional development conferences, workshops, and training to equip them with additional resources and strategies to meet the needs of EL students and improve teaching practices.

Implementation Challenges:

- Action 2 under Goal 1 was not fully implemented due to the post-secondary counselor being unavailable during part of the 2024–2025 school year and was not able to participate in as many PD opportunities as originally planned. However, compared to other actions within the plan, this had minimal impact on the overall efforts and progress toward achieving the goal.

As we transition into the 2025-26 Local Control and Accountability Plan period, the LEA plans to leverage all actions within this goal to continue making progress towards graduation and career preparedness. In summary, the accomplishments and challenges within Goal 1 over

the 2024-25 academic year emphasize the successful implementation of planned actions by the LEA, reflecting their commitment to supporting diverse student populations and continually refining implementation strategies for enhanced educational outcomes

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 successfully implemented most actions outlined in Goal 1 with only a minor deviation with Action 2 (as explained above). The LEA does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024-25 school year as all spending for these actions seem to be on track.

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

The effectiveness of Goal 1 and its associated actions is supported by gains observed in the one-year graduation rate, sustained dual enrollment levels, increased postsecondary enrollment commitments (college and trade schools), and academic performance improvements among EL students, as indicated in the Measuring and Results section above.

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

The LEA remains committed to the metrics and actions identified in Goal 1 to continue engaging students by providing meaningful, impactful, and innovative educational experiences to expand their post-secondary options through improved Graduation Rates and College & Career Preparedness. No changes were made to the planned goals, metrics or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post- Secondary Planning Cohorts, Interventions, and Resources	Implementation of targeted interventions, formation of supportive cohorts, and resources designed to assist students in navigating their post-secondary options with primary focus of Socioeconomically Disadvantaged and White students. This initiative is designed to improve academic outcomes, specifically focusing on grad rates and college and career readiness, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and white students.	\$75,000.00	Yes
Action #2	PD for Post-Secondary Counselor	Professional development opportunities tailored for the Post-Secondary counselor to assist students in preparing for college, vocational training, or other career pathways. This training enhances counselors' skills and knowledge in supporting students with their post-secondary planning and decision-making processes. This initiative is designed to improve academic outcomes, specifically focusing on grad rates and college and career readiness, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and white students.	\$2,000.00	Yes
Action #3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	The LEA will utilize designated ELD instruction, curriculum which includes iLIT (designated ELD curriculum) and resources to support overall academic growth and success for its English Learner population. This initiative is designed to improve academic outcomes, specifically focusing on grad rates and college and career readiness, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and white students.	\$77,000.00	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	The charter will strive to have all students demonstrate measurable progress towards achieving proficiency in state standards, with a specific emphasis on Mathematics and English Language Arts (ELA). This progress will be evident through consistent growth in their understanding, application, and mastery of the essential concepts and skills outlined in the respective standards.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Based on findings from the 2024 and 2025 Comprehensive Needs Assessment (CNA), Goal 2 was developed to address persistent performance gaps and support student progress in Mathematics and English Language Arts (ELA) which include:

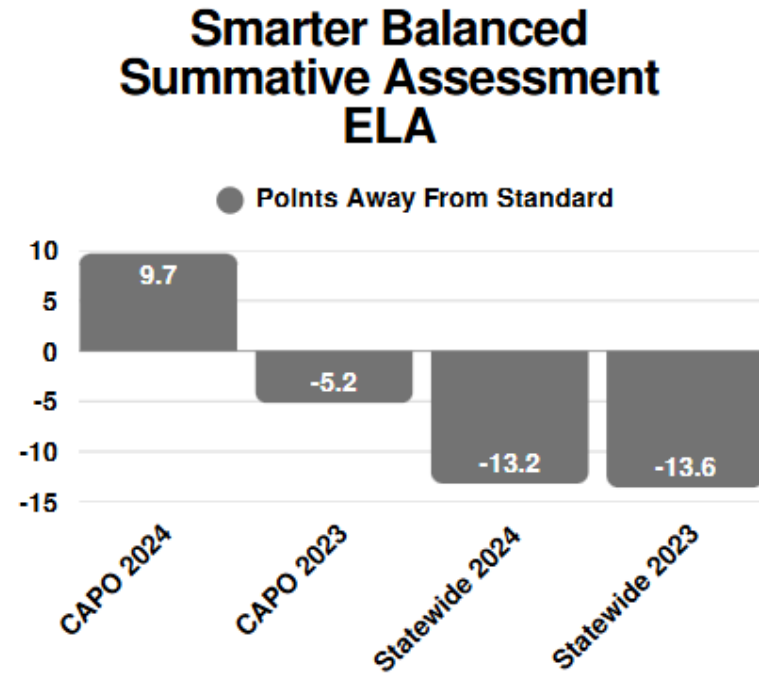
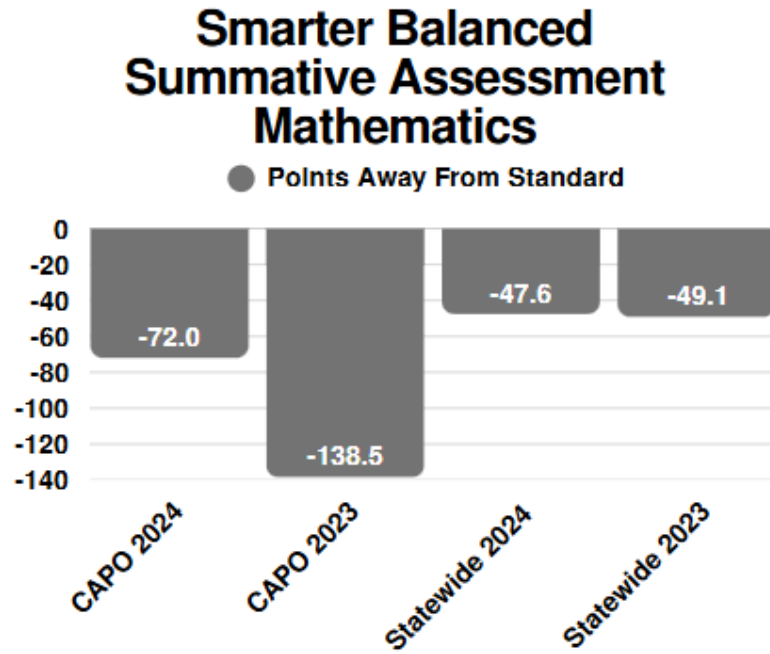
- 2024 California School Dashboard data indicates that “All Students” are now 72 points below standard in Mathematics, reflecting a 66.5-point increase from 2023 California School Dashboard. This upward movement demonstrates that the goal, along with its associated metrics and actions, is driving meaningful progress.
- The percentage of students exiting urgent intervention continues to rise, reinforcing the importance of maintaining and refining targeted academic support.
- Average Math Grade-Level Equivalent (GLE) performance among students in grades 7–12 remains a focus area, with an overall average of approximately 9.0 for both the 2022–2023 and 2023–2024 school years. Growth is evident so far this school year, with an average Math GLE of 10.6. This improvement, along with subgroup disparities in performance, emphasizes the need for continued efforts in providing equitable and differentiated instructional support.
- Positive trends in Reading GLE score growth across multiple Renaissance Star assessments highlight momentum in ELA proficiency, underscoring the importance of ongoing curriculum enhancements and evidence-based interventions.
- Spring 2024 SBAC Math results indicated an 8.16% increase in students exceeding the standard, compared to 2.3% in Spring 2023. Additionally, the ELA indicator showed the “All Students” group scoring 9.7 points above standard, reflecting a 14.9-point increase. The recent growth in both Mathematics and ELA performance on the California School Dashboard suggests that strategic interventions are positively impacting student outcomes.

To address performance gaps and support continued growth in ELA and Math, OFL Capistrano is implementing the following:

- Expanded tutoring services to support students struggling with the academic program, with targeted assistance in ELA and Math.
- Professional development focused on enhancing instructional strategies to improve teaching effectiveness and student outcomes.
- Broadening of the course catalog to offer more differentiated instructional options, ensuring students have access to a robust and flexible course of study that meets diverse learning needs.

- Ongoing investment in educational technology to eliminate digital barriers, improve access to instructional resources, and strengthen engagement among all educational partners.

These efforts align with OFL Capistrano’s commitment to ensuring that all students acquire the skills necessary to succeed in their academic program and pursue their post-secondary goals with confidence.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Core Course Completion	Spring 2024 Internal Data: Average for ALL students over 3 years (21-24 SY): ELA - 5.80 units Math - 4.82 units Science - 5.49 units	Spring 2025 Internal Data: Average for ALL students thus far this school year: ELA 7.9 units Math 6.1 units Science 5.4 units	Not Applicable until 2026	Over a three-year period, students will complete an average of 6 units in ELA, 5 units in Math, and 6 units in Science.	ELA 2.1↑ Math 1.28↑ Science 0.09↓
Metric# 2	English Grade Level Equivalency Growth Average	Spring 2024 Internal Data: 0.70 Average GLE Growth (7-12)	Spring 2025 Internal Data: 1.2 Average GLE Growth (7-12)	Not Applicable until 2026	Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all students will average 1.0 in English.	0.5↑
Metric# 3	Math Grade Level Equivalency Growth	Spring 2024 Internal Data: 1.5 Average GLE Growth (7-12)	Spring 2025 Internal Data: 1.5 Average GLE Growth (7-12)	Not Applicable until 2026	Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all students will average 1.25 in math.	Maintained 1.5 Average GLA Growth
Metric# 4	Student Progression	Spring 2024 Internal Data: 83.8% Average Monthly Student Progression	Spring 2025 Internal Data: 88.9% Average Monthly Student Progression	Not Applicable until 2026	Student progression will average 86% over the three-year LCAP cycle.	5.1%↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The majority of the actions identified under Goal 2 were fully implemented, with the exception of Action 5 (Online Program Instructional Staff under LREBG), which was not executed due to shifts in staffing after the development of the LCAP. During the first year of the 2024–2027 LCAP, the charter focused on ensuring students had access to additional tutoring, educational technology, a broad course of study, and after-school instructional support. The school also continued providing professional development for teachers to improve academic performance, particularly for students struggling in Math and ELA.

Under Goal 2, some notable implementation achievements and challenges included the following:

Successful Implementation:

- Students had access to 24/7 tutoring support through the Paper platform in all academic subjects.
- The instructional program was enhanced with educational technology and subscriptions that supported student learning and engagement. Continued investment in this area helped reduce technology barriers, allowed students full access to the academic program, and supported increased engagement from students and educational partners.
- The school expanded its course catalog to offer a broader course of study by exploring additional curricular options that provide differentiated instruction to meet the needs of its diverse student population.
- Through LREBG funding, staff provided after-school tutoring and academic support for students struggling with the instructional program.

Implementation Challenges:

- Due to staffing shifts, the school was unable to implement Action 5 of this goal. This action will be removed for the 2025–2026 school year and addressed in the Goal 2 “Changes” section.

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 successfully implemented the majority of the actions outlined in Goal 2, with only a minor deviation in Action 5 (as explained above). While a notable difference between the budgeted and estimated actual expenditures is anticipated for Action 5 during the 2024–2025 school year, spending for Actions 1, 2, 3, 4, and 6 appear to be on track.

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

The effectiveness of Goal 2 and its associated actions is supported by gains observed across all identified metrics. The charter has maintained progress on all Goal 2 metrics, as reflected in the average core course completion rates, growth in Math GLE (1.5), ELA GLE (1.2), and a Student Progression rate of 88.9 % so far this school year. Although OFL Capistrano did not receive a performance color for Math and ELA on the 2024 California School Dashboard, overall results are promising. Math scores increased by 66.5 points and ELA by

14.9 points, indicating positive movement. These results suggest that the school should continue implementing the strategies outlined in Goal 2.

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

For the 25-26 school year, the school has removed Action 5 (Online program instructional staff- LREBG) under Goal 2 and moved up Actions 6 (Targeted Student Support and Resources -LREBG) to align with the changes made to the updated LCAP 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.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Tutoring Support and Services	Student will be provided additional tutoring opportunities and resources with an emphasis on Math	\$10,000.00	Yes
Action #2	Educational Technology	Students and staff will have access to essential educational technology, subscriptions, and related services to facilitate learning and instruction for 21st-century learners	\$30,000.00	Yes
Action #3	Professional Development	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.	\$20,000.00	Yes
Action #4	Broad Course of Study	All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$35,000.00	Yes

Action #5	Targeted Student Support and Resources for Learning Recovery (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and improving student well-being through two research-based interventions: after school tutoring and additional counseling opportunities. The LEA will provide targeted academic support through after school tutoring programs designed to assist students who are not meeting state or local academic standards.</p> <p>Research indicates that high-dosage tutoring—characterized by frequent, small-group or one-on-one instruction—can lead to significant academic gains, particularly in literacy and math. These interventions are especially effective for students most impacted by the pandemic, including English Learners, students with disabilities, and those from low-income households. Additionally, the LEA will expand access to counseling services to support students’ social-emotional needs. Evidence shows that school-based mental health services help reduce behavioral problems, improve emotional regulation, and increase students’ sense of belonging and school engagement. By addressing these foundational needs, counseling enables students to better focus on learning and fully participate in their educational experience. These supports are especially critical for vulnerable student groups, including Foster Youth and students experiencing trauma or chronic stress.</p> <p>Metric to measure effectiveness: LCAP Goal 2 – Metrics 1 & 4</p>	\$38,000.00	No
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Goal

Goal #	Description	Type of Goal
3	Foster a secure and collaborative learning environment that optimizes the collective expertise of all educational partners, thereby enhancing capacity-building initiatives for continuous improvement.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parental Involvement
Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

A review of state and local indicators confirms that OFL Capistrano maintains a positive school climate, with key strengths in student safety, supportive teacher-student relationships, and a commitment to diversity and inclusivity. Some areas of strength include:

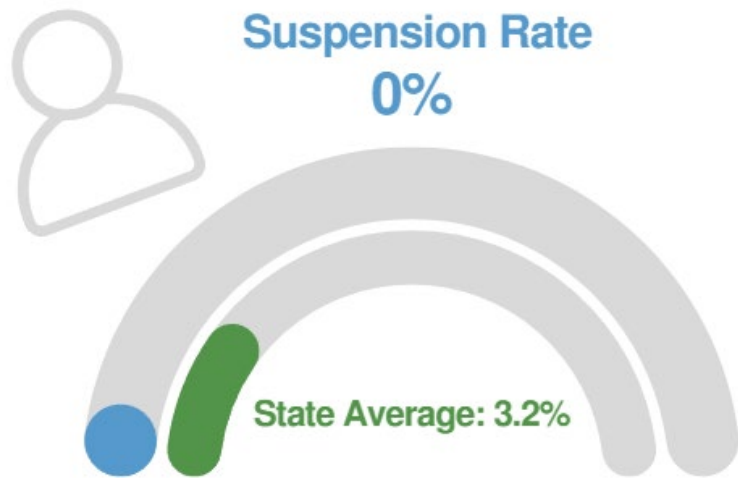
- Low suspension and dropout rates reflect a conducive learning environment that prioritizes student well-being.
- Family surveys highlight strong teacher-student relationships, contributing to a positive and engaging classroom atmosphere.
- Student feedback indicates a high level of physical security, reinforcing the school's commitment to fostering safe and inclusive spaces.
- Staff members actively promote respect and value diversity, strengthening the school's inclusive culture.

In addition, parental feedback affirms the school's efforts in maintaining a safe and welcoming learning environment, with effective intervention systems in place to support student well-being. Positive student experiences with school activities and interventions further demonstrate the school's dedication to academic success and holistic student support. Notably, Students reported feeling safe, and 94.9% stated that they feel part of the school community. Additionally, 84% of staff reported feeling prepared for the courses they are assigned and expressed a strong sense of belonging to the school community, while 89% felt supported by the administration.

While these strengths are evident, educational partners have identified key areas for further improvement to enhance the overall school experience:

- Strengthening peer-to-peer relationships to foster a more connected and collaborative student community.
- Addressing online safety concerns (as it pertains to peer pressure/ social media influence), as indicated in both student and staff survey responses.
- When it comes to the areas of School Rules and Environment while students generally feel supported, the score suggests that rule enforcement and school organization may benefit from review and communication.
- Facilities and resources are perceived positively but with room to grow.
- Enhancing student and staff relationships, with a focus on mutual respect and creating an enjoyable learning environment.

These insights will drive targeted efforts to ensure that the school climate remains positive, inclusive, and responsive to student needs. By continuously refining practices and interventions, OFL Capistrano will further strengthen student engagement, safety, and overall well-being.



School Level Areas of Strength and Needs Focus - Family	
School Level Areas of Strength	<p>OFL-CAPO's area of strength across all respondent groups is Teacher-Students Relationships.</p> <ul style="list-style-type: none"> This dimension measures perceptions of supportive and caring relationships between students and teachers. <p>This scale is organized under the major areas that contribute to school climate: Interpersonal Relationships</p> <ul style="list-style-type: none"> This domain measures perceptions of mutual respect for differences across the school community, and whether relationships - between students and teachers and among students - are supportive and caring.

School Level Areas of Strength and Needs Focus - Students	
School Level Areas of Strength	<p>OFL-CAPO's area of strength across all respondent groups is Sense of Physical Security.</p> <ul style="list-style-type: none"> This dimension measures perceptions that students and adults feel safe from physical harm at school. <p>This scale is organized under the major areas that contribute to school climate: Safety</p> <ul style="list-style-type: none"> This domain measures perceptions about safety at school, such as clear rules that are broadly communicated and equitably enforced, and protection from harm and harassment both within the school community and online.

School Level Areas of Strength and Needs Focus - Staff	
School Level Areas of Strength	<p>OFL-CAPO's area of strength across all respondent groups is Respect for Diversity.</p> <ul style="list-style-type: none"> This dimension measures perceptions about how individual differences, such as race or gender identity, are welcomed and appreciated across the school community.. <p>This scale is organized under the major areas that contribute to school climate: Interpersonal Relationships</p> <ul style="list-style-type: none"> This domain measures perceptions of mutual respect for differences across the school community, and whether relationships - between students and teachers and among students - are supportive and caring.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	School Climate Survey- Peer Relationship Dimension	Spring 2024 Survey Data: Student 3.7 Staff 4.3 Family 3.9 *This will measure perceptions of welcoming, supportive and collaborative relationships among students.	Spring 2025 Survey Data: Student 4.4 Staff 4.1 Family 4.5	Not Applicable until 2026	Our school climate survey results for the Peer Relationship Dimension will show an average increase over the three-year period, achieving scores of 4.0 for students, 5.0 for staff, and 4.0 for families.	Student 0.7 ↑ Staff 0.2 ↓ Family 0.6 ↑
Metric# 2	Suspension Rates	Fall 2023 Ca Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended at least one day	Not Applicable until 2026	Suspension rates will be maintained below 2%, ensuring our blue rating on the California Dashboard	Maintained 0%
Metric# 3	Dropout Rates	Spring 2024 Internal Data: 2.9% (MS & HS)	Spring 2025 Internal Data: 2.5% (MS & HS)	Not Applicable until 2026	By the end of the 2026-27 academic year, the average dropout rate for middle school and high school will be maintained below 3%	0.4%↓

Metric# 4	MS Student Progression Rate (Chronic Absenteeism)	Average for 21-24 School Year: 81%	Average for 24-25 School Year: 72% (as of month 9)	Not Applicable until 2026	By the end of the 2026-27 school year, middle school progression will average 82% to effectively address chronic absenteeism rates on the CA Dashboard.	9%↓
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Metric# 5	Basic Services: Teaching Assignment Monitoring Outcomes	Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: 22.8% (Out-of- Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 At OFL CAPO, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or	2024 CA Dashboard: Teaching Assignment Monitoring <ul style="list-style-type: none"> • Clear (% of teaching FTE): 25.2% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFL CAPO, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned above for alternative	Not Applicable until 2026	Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 23% <ul style="list-style-type: none"> • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 	Teaching Assignment Monitoring: Clear (% of teaching FTE) increased by 2.4%↑ <ul style="list-style-type: none"> • Textbook Insufficiencies (Maintained) • Facilities Inspections: (Maintained) • Number of Uniform Complaints: (Maintained)
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		clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2022-2023 school year, all OFL CAPO teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	settings. Using this report In the 2023-24 school year, all OFL CAPO teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

All actions identified under Goal 3 were fully implemented. For the 2024–2025 school year, the charter focused on continuing efforts proven to promote a positive school climate for all educational partners through engagement initiatives, opportunities for social-emotional development, and expanded mental health support.

Under Goal 3, some notable implementation achievements and challenges included the following:

Successful Implementation:

- Students participated in various activities designed to strengthen peer relationships and promote school connectedness. These included field trips to the Farmers Market, roller rink, Long Beach Aquarium, Washington D.C., Blackbird Farm, Crime Scene Investigation workshops, and college tours. Events such as Senior Day, Prom, Autism Awareness activities, Brunch and Blooms, Back to School Night, and Parent Conferences contributed to building a welcoming and inclusive school community. The school established local partnerships with organizations such as a food pantry, Saddleback College, and the local WIOA branch to provide students with access to additional resources and post-secondary planning support. Student groups, including Safe Space and Student Council, offered opportunities for student leadership, peer support, and advocacy.
- Resources were allocated to host family events and designate staff to increase parent involvement, particularly in Parent Advisory Meetings and Student Council activities.
- Special education students received targeted mental health support from the school psychologist to address social-emotional needs impacting their academic performance.

Implementation Challenges:

- While the school observed an increase in survey response rates across all educational partner groups, overall participation in school-sponsored committees, events, and field trips remains an area for growth. The school is actively exploring new strategies to increase engagement and participation among students and families to increase the impact of the actions included in this goal.

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 successfully implemented all actions outlined in Goal 3 and does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024-25 school year, with the exception of Action 4. The school was able to provide the school climate survey with no additional cost which accounts for the difference between the budgeted and estimated actuals for this action. All other spending for actions under this goal seem to be on track and in some cases invested additional funding (Action 1 & 3).

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

The effectiveness of Goal 3 and its associated actions is supported by a slight increase in both student and parent perceptions of peer-to-peer relationships, as reported in the school climate survey. Additionally, actions under this goal contributed to a continued low suspension rate and a slight decrease in student dropout rates—both indicators of a more supportive and engaging school environment.

However, staff perception in the area of peer-to-peer relationships showed a minor decline, as did the middle school student progression rate. These trends indicate a need to more closely examine and refine the specific actions aimed at strengthening peer relationships and middle school academic support. Addressing these areas will be essential to ensure the school maintains a positive trajectory across key climate and student success metrics as it enters the 2025–2026 school year.

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

The LEA remains committed to the metrics and actions identified in Goal 3 to continue fostering a secure and collaborative learning environment that optimizes the collective expertise of all educational partners, thereby enhancing capacity-building initiatives for continuous improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Social Emotional Development	Enhancing student well-being and fostering a sense of belonging through educational resources aimed at strengthening school connectedness	\$112,667.00	Yes
Action #2	Educational Partner Engagement	Engagement opportunities, platforms, and personnel to support initiatives to enable Educational Partners to provide feedback and input during the school decision-making process	\$38,000.00	Yes
Action #3	Mental Health and Wellness with targeted emphasis on Student with Disabilities	Specialized support and resources to enhance mental health outcomes and overall well-being for students with disabilities or special needs aimed at improving academic outcomes for this subgroup of students.	\$20,000.00	No
Action #4	School Climate Survey	The school climate survey will be utilized to provide educational partners an annual opportunity to provide input on school improvement initiatives.	\$2,500.00	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$402,167	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.62%	0%	\$0.00 no carryover	20.99%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 1 Action 2</p>	<p>The needs, conditions, and circumstances of socioeconomically disadvantaged students remain consistent, as barriers to full participation in instructional programs and post-secondary planning persist. These barriers include:</p> <ul style="list-style-type: none"> Reliable transportation impacting attendance and access to school-based resources. Access to necessary technology for coursework, research, and post-secondary planning. Knowledge of how to access school support for academic and career guidance. Awareness of post-secondary options including college, vocational training, and career pathways. Time-management, goal-setting, and planning skills necessary for long-term success. <p>2023-24 and 2024-25 Performance Data Highlights the Continued Need for Intervention:</p> <ul style="list-style-type: none"> The socioeconomically disadvantaged student group received a RED category on the 2023 CA Dashboard for 4/5-Year Graduation Rates, reflecting a 20.4% decline, and 50.7% on the 2024 dashboard reaffirming the urgency of targeted interventions to continue our upward trajectory as just experienced a 9.4% increase. The same subgroup received a LOW performance level on the 2023 College and Career Indicator, and an ORANGE color designation (11.5% prepared) on the 2024 dashboard emphasizing the 	<p>Goal 1, Action 1: Post-Secondary Planning Cohorts, Interventions, and Resources</p> <ul style="list-style-type: none"> This action remains unchanged in the 2025-26 LCAP because analysis confirms its ongoing effectiveness in supporting socioeconomically disadvantaged students. The initiative continues to provide structured support through cohort-based monitoring, guidance, and interventions to assist students in navigating post-secondary options. Students receive targeted assistance with post-secondary planning, including college applications, financial aid, trade school enrollment, and career exploration. The intervention model remains a key driver in addressing barriers to graduation and post-secondary success. <p>Goal 1, Action 2: Professional Development for Post-Secondary Counselor</p> <ul style="list-style-type: none"> This action remains unchanged for the 2025-26 LCAP, as previous assessments demonstrate its positive impact on post-secondary planning and student support. The Post-Secondary Counselor continues to receive training in best practices for supporting historically underserved students, including socioeconomically disadvantaged students. PD topics include financial aid literacy, career pathways exploration, college 	<p>Since these actions remain unchanged from the 2024-25 LCAP, the existing metrics continue to serve as reliable indicators of progress and effectiveness:</p> <ol style="list-style-type: none"> 1-Year Graduation Rate <ul style="list-style-type: none"> Maintain an average one-year Graduation Rate of 85% or higher throughout the 2024-27 LCAP cycle to support overall improvement in 4- & 5-Year graduation rates. Dual Enrollment Participation <ul style="list-style-type: none"> By the end of the 2026-27 academic year, at least 10 eligible students will successfully complete a dual enrollment course each year, enhancing college readiness and contributing to higher graduation rates. College & Trade School Enrollment <ul style="list-style-type: none"> By the end of the 2026-27 academic year, at least 10% of eligible students
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	<p>continued need for additional resources to strengthen post-secondary preparedness.</p> <p>Given that the 2025-26 LCAP maintains these actions from the 2024-25 cycle, a vast majority of the analysis and review remains in line with previous findings, ensuring that strategies continue addressing the most pressing student needs. The data-driven approach from the previous year remains valid, reinforcing the necessity of these actions to bridge equity gaps and improve student outcomes.</p> <p>To directly address these gaps, the charter continues to implement targeted actions under Goal 1, specifically Actions 1 and 2, which focus on post-secondary planning, interventions, and counselor development to enhance graduation rates and college/career preparedness.</p>	<p>access programs, and strategic interventions for at-risk students.</p> <ul style="list-style-type: none"> • By enhancing counselor expertise, this action ensures a sustainable system of support for students facing post-secondary access barriers. <p>While these actions are principally directed toward socioeconomically disadvantaged students, they are implemented on a charter-wide basis to maximize impact and increase overall graduation rates. Maintaining these strategies LEA-wide ensures equitable access to high-quality post-secondary guidance and intervention resources for all students.</p> <p>By maintaining these actions in the 2025-26 LCAP, the charter ensures continuity in addressing socioeconomically disadvantaged students' needs while leveraging previous data-driven insights to sustain progress. This approach reflects a strategic commitment to equity, graduation success, and post-secondary readiness, ensuring all students have the resources and support necessary to thrive.</p>	<p>will successfully enroll in a college or trade school program, strengthening post-secondary preparedness and increasing graduation success.</p> <p>The continued use of these metrics ensures consistency in evaluation while allowing the charter to assess progress over multiple years. By maintaining evidence-based interventions, the school can continue to refine support systems and drive long-term success.</p>
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<p>Goal 2 Action #1 Action #2 Action #3 Action #4</p>	<p>The needs, conditions, and circumstances of socioeconomically disadvantaged students continue to impact performance outcomes and participation in key academic areas, particularly in Mathematics and English Language Arts (ELA).</p> <p>Findings from the 2024 and 2025 Comprehensive Needs Assessment (CNA) continue to highlight gaps in average grade-level performance for 7th-12th grade students in reading and mathematics:</p> <ul style="list-style-type: none"> Socioeconomically disadvantaged students obtained an average Grade Level Equivalent (GLE) of 10.6 in reading and 10.3 in math, indicating that this subgroup is still performing slightly above a 10 th-grade level in these areas. Although the school did not receive a color on the CA Dashboard in mathematics for 2023 or 2024, this subgroup was 117.3 points below standard in 2023, signaling a need for targeted support and intervention. No data was displayed for this subgroup in 2024 due to privacy reasons but it did make up the second largest group for this indicator at 72 points below standard for “All Students”. <p>Because these trends remain consistent, the 2025-26 LCAP continues the implementation of Goal 2 Actions 1, 2, 3, and 4, as the analysis and review of student needs remain aligned with the findings from the previous LCAP cycle. These actions are principally directed toward socioeconomically disadvantaged students, with a continued focus on tutoring, educational</p>	<p>Goal 2, Action 1: Tutoring Support and Services</p> <ul style="list-style-type: none"> Provides targeted tutoring opportunities with an emphasis on Mathematics, ensuring personalized intervention for students in need of additional academic support. Supports socioeconomically disadvantaged students who may lack access to outside academic resources, helping close achievement gaps in core subjects. <p>Goal 2, Action 2: Educational Technology</p> <ul style="list-style-type: none"> Ensures students and staff have access to essential educational technology, subscriptions, and digital resources that facilitate modern, adaptive learning. Integrates technology-driven instructional strategies to meet the needs of 21st-century learners, improving engagement and accessibility for socioeconomically disadvantaged students. <p>Goal 2, Action 3: Professional Development</p> <ul style="list-style-type: none"> Provides ongoing training for school personnel to enhance instructional effectiveness, ensuring they are equipped to meet the academic and social-emotional needs of students. Focuses on Math and ELA instructional strategies, differentiated instruction, and SEL supports, which are particularly beneficial for at-risk student groups. <p>Goal 2, Action 4: Broad Course of Study</p> <ul style="list-style-type: none"> Ensures all students have access to a rigorous, standards-aligned curriculum (CCSS, NGSS, and CCR) in English, 	<p>Since these actions remain unchanged for the 2025-26 LCAP, the existing metrics continue to provide reliable indicators of effectiveness:</p> <ol style="list-style-type: none"> Core Course Completion <ul style="list-style-type: none"> Over the three-year LCAP period, students will complete an average of 6 units in ELA, 5 units in Math, and 6 units in Science, demonstrating consistent academic engagement. English Grade Level Equivalency (GLE) Growth Average <ul style="list-style-type: none"> Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all students will average 1.0 in English, reflecting measurable improvement in literacy skills. Math Grade Level Equivalency (GLE) Growth <ul style="list-style-type: none"> Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all
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	<p>technology, professional development, and access to a broad course of study to improve academic outcomes in ELA and Mathematics.</p>	<p>Science, Mathematics, and Career Technical Education (CTE).</p> <ul style="list-style-type: none"> • Expands academic offerings to provide students at all skill levels with differentiated learning opportunities, supporting long-term academic growth and post-secondary readiness. <p>While these actions are principally directed toward socioeconomically disadvantaged students, they are implemented on a charter-wide basis to enhance overall student performance. Math proficiency gaps exist across all subgroups, and disparities in reading performance persist across grade levels. A schoolwide approach ensures that all students receive necessary academic support, while targeted interventions continue to address specific subgroup needs. By maintaining these actions in the 2025-26 LCAP, the charter reinforces its commitment to closing achievement gaps and improving Math and ELA outcomes for socioeconomically disadvantaged students. Given that findings from the needs assessment remain consistent, the current strategy continues to be the most effective approach for driving academic success and increasing proficiency levels.</p>	<p>students will average 1.25 in Math, ensuring steady progress in mathematical proficiency.</p> <p>4. Student Progression</p> <ul style="list-style-type: none"> • The charter will maintain an average student progression rate of 86% over the three-year LCAP cycle, measuring the effectiveness of the instructional program in supporting student success. <p>These metrics align with the prior LCAP cycle, ensuring continuity in evaluation while allowing the charter to track long-term trends and make necessary refinements.</p>
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<p>Goal 3</p> <p>Action #1</p> <p>Action #2</p> <p>Action #4</p>	<p>English Learners (ELs) and Foster Youth share many of the same barriers and challenges faced by socioeconomically disadvantaged students. However, they also have distinct needs that impact school engagement, peer relationships, and overall school climate.</p> <p>Findings from the 2024 and 2025 Comprehensive Needs Assessment (CNA) continue to highlight the need for targeted support in fostering school connectedness and improving engagement for ELs, Foster Youth, and Socioeconomically Disadvantaged students:</p> <p>English Learners face language barriers that make it more difficult to engage with school offerings, build peer connections, and participate in decision-making processes.</p> <p>Foster Youth may struggle with school engagement due to instability in their home and school environments, making it harder to build connections with staff and peers in an independent study setting.</p> <p>Socioeconomically disadvantaged students may lack access to school engagement opportunities, further limiting their ability to participate fully in the school community.</p> <p>Since these trends remain consistent with the previous LCAP cycle, the 2025-26 LCAP continues the implementation of Goal 3 Actions 1, 2, and 4, as the analysis and review of student needs remain aligned with the findings from the 2024-25 cycle. These actions remain essential in promoting social-emotional development, increasing educational partner</p>	<p>Goal 3, Action 1: Social-Emotional Development</p> <ul style="list-style-type: none"> Provides SEL resources to enhance student well-being, build connections, and strengthen school connectedness for ELs, Foster Youth, and Socioeconomically Disadvantaged students. Supports peer relationship-building initiatives to address isolation and disengagement, particularly among ELs and Foster Youth. Ensures access to emotional well-being supports, including mentorship opportunities, counseling services, and SEL-integrated instruction. <p>Goal 3, Action 2: Educational Partner Engagement</p> <ul style="list-style-type: none"> Expands engagement opportunities for parents, students, and community partners, creating structured platforms for feedback and collaboration. Enhances decision-making opportunities for educational partners, ensuring that ELs, Foster Youth, and their families have a voice in shaping school policies and programs. Builds stronger school-home connections, which are especially critical for at-risk student groups to ensure they receive the support needed for academic success. <p>Goal 3, Action 4: School Climate Survey</p> <ul style="list-style-type: none"> Monitors school climate and student engagement trends by gathering input from students, families, and staff. 	<p>Since these actions remain unchanged for the 2025-26 LCAP, the existing metrics continue to provide reliable indicators of effectiveness:</p> <p>School Climate Survey – Peer Relationship Dimension</p> <ul style="list-style-type: none"> Over the three-year period, school climate survey results for Peer Relationship Dimension will show an average increase, aiming for: 4.0 for students 5.0 for staff 4.0 for families <p>Suspension Rates</p> <ul style="list-style-type: none"> Maintain suspension rates below 2% to preserve a Blue rating on the California Dashboard. <p>Dropout Rates</p> <ul style="list-style-type: none"> By the end of the 2026-27 academic year, the dropout rate for middle and high school students will be maintained below 3%, ensuring continued student retention and engagement. <p>Middle School Student Progression Rate (Chronic Absenteeism)</p>
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	<p>engagement, and enhancing school climate monitoring efforts.</p>	<ul style="list-style-type: none"> • Tracks peer relationship dynamics, identifying areas where students may feel disconnected and allowing for targeted interventions. • Ensures that educational partners have a structured avenue to provide feedback and contribute to school improvement initiatives. <p>While these actions are principally directed toward socioeconomically disadvantaged students, English Learners, and Foster Youth, they will be implemented on a charter-wide basis to ensure all students benefit from a positive and inclusive school climate. The Comprehensive Needs Assessment confirmed that fostering engagement and school connectedness remains critical for overall student success. A schoolwide approach ensures that educational partner engagement and SEL support remain strong, benefiting the entire school community while addressing the specific needs of the identified subgroups.</p> <p>By maintaining these actions in the 2025-26 LCAP, the charter reinforces its commitment to fostering a positive school climate, supporting at-risk student groups, and strengthening engagement efforts. Given that findings from the needs assessment remain consistent, continuing these strategies is the most effective approach for ensuring student well-being, fostering school connectedness, and enhancing overall engagement outcomes.</p>	<ul style="list-style-type: none"> • By the end of the 2026-27 school year, middle school progression will average 82%, helping to effectively address chronic absenteeism rates on the CA Dashboard. <p>These metrics align with the prior LCAP cycle, ensuring consistency in evaluation while allowing the charter to track long-term trends and refine interventions as needed.</p>
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Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action 3</p>	<p>English Learner (EL) students make up a small percentage of the school's student population. Due to privacy constraints, detailed EL-specific data is not included in the LCAP, but qualitative and limited quantitative analyses indicate that EL students face unique challenges in achieving academic success and language proficiency.</p> <p>Language acquisition demands require EL students to simultaneously develop English proficiency while mastering grade-level content.</p> <p>Academic barriers exist due to limited access to content-specific vocabulary, making it difficult for ELs to engage with complex subject matter in core courses.</p> <p>Social and cultural adaptation challenges impact engagement, as EL students navigate social dynamics in high school settings, which can hinder participation in school activities.</p> <p>College and career preparedness gaps persist due to limited proficiency in academic English, affecting performance in core subjects and standardized assessments.</p> <p>To ensure that EL students receive the necessary support to perform at the same level as their native English-speaking peers, the school continues to implement Goal 1, Action 3, which provides instruction, curriculum, resources, and professional development tailored for designated ELD instruction.</p>	<p>To directly support English Learners, the charter remains committed to the following targeted interventions:</p> <p>Providing an English Language Specialist to offer direct instruction and personalized support for EL students.</p> <p>Continuing to implement the iLit curriculum as the designated ELD instructional framework to develop literacy, comprehension, and language acquisition skills.</p> <p>Holding reclassification events to recognize and celebrate EL students' progress toward language proficiency goals, reinforcing engagement and motivation.</p> <p>Offering professional development for staff on EL instructional strategies, best practices, and differentiation techniques, ensuring teachers are equipped to support English Learners in all content areas.</p> <p>By integrating these supports, the charter anticipates improvements in EL student achievement, higher reclassification rates, and increased engagement in school offerings.</p> <p>By continuing these actions in the 2025-26 LCAP, the charter ensures ongoing targeted support for EL students, promoting academic growth, reclassification, and increased engagement in school programs. The strategic integration of curriculum, resources, and professional development remains a key component in</p>	<p>To measure the effectiveness of Goal 1, Action 3, the following metric has been included in the LCAP:</p> <p>Goal 1, Metric 4: EL Reclassification Rate</p> <ul style="list-style-type: none"> Target: By the end of the 2026-27 school year, the charter aims for an average of 20% of eligible EL students to be reclassified (contingent upon a statistically significant EL population). <p>Purpose: This metric will assess progress in English proficiency, ensuring that EL students successfully transition to mainstream academic courses and improve overall academic outcomes.</p>
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		enhancing EL student success and language acquisition efforts.	
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Insert or delete rows, as necessary.

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

To determine the Planned Percentage of Improved Services for Goal 1, Action 3 – Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction, the LEA conducted a detailed review of instructional time, staffing, and resources dedicated to supporting English Learner (EL) students.

Methodology:
A time analysis showed that 90% of the EL Specialist’s time is spent providing direct services to EL students.
Based on this, the LEA allocated 90% of the EL Specialist's salary, accounting for cost-of-living adjustments, toward Goal 1, Action 3.
In addition, the LEA allocated \$10,000 toward supplemental ELD curriculum, resources, and professional development to strengthen designated ELD services.

Resource Allocation:
EL Specialist Salary (90%): \$65,000
Curriculum, Resources, and PD: \$10,000
Total Contribution: \$75,000
Planned Percentage of Improved Services: 18.64%

Services Included:
Direct designated ELD instruction through the EL Specialist
Implementation of iLit curriculum to support language acquisition
Reclassification events to promote EL engagement and celebrate student growth
Professional development for staff on ELD instructional strategies and best practices

Justification:
This action is principally directed toward EL students and represents a meaningful investment in targeted services. The funding allocation is based on a proportional time analysis of the EL Specialist’s role and the estimated costs associated with supporting English learners.

This methodology confirms that 18.64% of the LEA’s Minimum Proportionality Percentage (MPP) is being met through this targeted action. When combined with carryover contributions, the LEA meets the full 20.99% required to increase or improve services for unduplicated students in 2025–26 when also taking LEA-wide actions into consideration.

Additional Concentration Grant Funding

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

The LEA did not receive any additional concentration grant funding due to the demographics of our authorizer being less than the 55% threshold of high needs.

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.

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)		
2025-26	\$ 3,785,464	\$ 402,167	10.624%	10.370%	20.994%		
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 402,167	\$ 58,000	\$ -	\$ -	\$ 460,167.00	\$ 117,000	\$ 343,167

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Post-Secondary Planning Cohorts, Interventions, and Resources	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	\$ 30,000	\$ 45,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	0.000%
1	2	PD for Post-Secondary Counselor	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	0	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for designated ELD instructions	EL	Yes	Limited	English Learners	All Schools	On-going	\$ 67,000	\$ 10,000	\$ 77,000	\$ -	\$ -	\$ -	\$ 77,000	0.000%
2	1	Tutoring Support and Services	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	0	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
2	2	Educational Technology	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
2	3	Professional Development	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	0	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
2	4	Broad Course of Study	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	\$ -	\$ 35,000	\$ 35,000		\$ -	\$ -	\$ 35,000	0.000%
2	5	Targeted Student Support and Resources for Learning Recovery (LREBG)	All	No	LEA-Wide		All Schools	On-going	\$ -	\$ 38,000		\$ 38,000	\$ -	\$ -	\$ 38,000	0.000%
3	1	Social Emotional Development	All	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	On-going		\$ 112,667	\$ 112,667	\$ -	\$ -	\$ -	\$ 112,667	0.000%
3	2	Educational Partner Engagement	All	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	On-going	20000	\$ 18,000	\$ 38,000		\$ -	\$ -	\$ 38,000	0.000%
3	3	Mental Health and Wellness with targeted emphasis on Student with Disabilities	SWD	No	Limited	N/A	All Schools	On-going	\$ -	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000	0.000%
3	4	School Climate Survey	All	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,785,464	\$ 402,167	10.624%	0.000%	10.624%	\$ 402,167	0.000%	10.624%	Total:	\$ 402,167
								LEA-wide Total:	\$ 325,167
								Limited Total:	\$ 77,000
								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	Post-Secondary Planning Cohorts, Interventions, and Resouces	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 75,000	0.000%
2	2	PD for Post-Secondary Counselor	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 2,000	0.000%
3	3	Instruction, Curriculum, Resources, and Professional Development tailored for designated ELD instructions	Yes	Limited	English Learners	All Schools	\$ 77,000	0.000%
2	1	Tutoring Support and Services	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 10,000	0.000%
2	2	Educational Technology	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 30,000	0.000%
2	3	Professional Development	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 20,000	0.000%
2	4	Broad Course of Study	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	\$ 35,000	0.000%
3	1	Social Emotional Development	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	\$ 112,667	0.000%
3	2	Educational Partner Engagement	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	\$ 38,000	0.000%
3	4	School Climate Survey	Yes	LEA-Wide	English Learners and Foster Youth	All Schools	\$ 2,500	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 572,047.00	\$ 517,141.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Post- Secondary Planning Cohorts, Interventions, and Resources	Yes	\$ 75,000	\$ 69,508
1	2	PD for Post-Secondary Counselor	Yes	\$ 2,000	\$ 16
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	Yes	\$ 75,000	\$ 72,279
2	1	Tutoring Support and Services	Yes	\$ 10,000	\$ 15,941
2	2	Educational Technology	Yes	\$ 30,000	\$ 36,609
2	3	Professional Development	Yes	\$ 23,000	\$ 17,522
2	4	Broad Course of Study	Yes	\$ 36,000	\$ 16,462
2	5	Online program instructional staff (LREBG)	No	\$ 80,000	\$ -
2	6	Targeted Student Support and Resources for Learning Recovery (LREBG)	No	\$ 68,600	\$ 62,842
3	1	Social Emotional Development	Yes	\$ 113,249	\$ 156,818
3	2	Educational Partner Engagement	Yes	\$ 37,098	\$ 29,405
3	3	Mental Health and Wellness with targeted emphasis on Student with Disabilities	No	\$ 20,000	\$ 39,739
3	4	School Climate Survey	Yes	\$ 2,100	\$ -

2024-25 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)
\$ 373,611	\$ 403,447	\$ 414,560	\$ (11,113)	0.000%	0.000%	0.000% - 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	Post- Secondary Planning Cohorts, Interventions, and Resources	Yes	\$ 75,000	\$ 69,508.17	0.000%	0.000%
1	2	PD for Post-Secondary Counselor	Yes	\$ 2,000	\$ 15.78	0.000%	0.000%
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	Yes	\$ 75,000	\$ 72,278.88	0.000%	0.000%
2	1	Tutoring Support and Services	Yes	\$ 10,000	\$ 15,941.11	0.000%	0.000%
2	2	Educational Technology	Yes	\$ 30,000	\$ 36,609.34	0.000%	0.000%
2	3	Professional Development	Yes	\$ 23,000	\$ 17,521.57	0.000%	0.000%
2	4	Broad Course of Study	Yes	\$ 36,000	\$ 16,462.21	0.000%	0.000%
3	1	Social Emotional Development	Yes	\$ 113,249	\$ 156,817.72	0.000%	0.000%
3	2	Educational Partner Engagement	Yes	\$ 37,098	\$ 29,405.34	0.000%	0.000%
3	4	School Climate Survey	Yes	\$ 2,100	\$ -	0.000%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,602,804	\$ 373,611	0.000%	10.370%	\$ 414,560	0.000%	11.507%	\$0.00 - No Carryover	0.00% - No Carryover

RESOURCE INEQUITIES REVIEW ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Charter	Date Resource Inequity Review was conducted
OFL- Capistrano	November 2024- April 2025

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs 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/servies/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

What actionable inequities were identified by the Charter during their Resource Inequity Review?

Graduation Rates:

-4 & 5 Year Grad rate for all subgroups was lowest in 2023 (50%) compared to 64.2% in 2022 and 53% in 2024

-One year grad rate, Hispanic students jumped 20% from 2023 to 2024

-Homeless had biggest jump in grad rate compared to other populations (31.6% in 2023, 53.3% in 2024)

-One year graduation rate - 100% of LTEL students graduated in 2024, but the group size is so small that every student's progress has a major effect on the rate. For comparison, only one EL student did not graduate, which caused the rate to go down to 80%.

ELA

-In 2024, all of the standard exceeded scores are higher than in 2023 and 2022, except for our White Student Population

-Hispanic group jumped 5.88% (exceeded) to 21.43% from 2023 to 2024, the biggest jump of any subgroup. Standard met for Hispanic 52.94% 2023 to 21.43% in 2024, more were in standard exceeded. FRMP students, Standard met was 40.9% from 2023 to 12.50% in 2024

-English core completion decreased from 6.56 in 2023 to 6.4 to 2024

MATH

-Math GLE for every grade level between 23-24 they are 1-2 grades below grade level. GLE average for all students stayed at around 9.0 for both 2022-2023 and 2023-2024. Average GLE increased for all grade levels, except 12th grade. 12th grade decreased GLE from 10.2 in 22-23 to 9.4 in 23-24.

-11th grade SBAC had 2.3% standard exceed in 2023 and in 2024 it jumped to 8.16% standard exceeded.

-In CCC Math there was on average higher for 2022/23 except for middle school compared to current year, thus far.

-ELL/LTEL: Math GLE: from 22-23 to 23-24 the GLE went down from 6.5 to 5.9. And the average growth decreased from 2.22 to 1.27. The average number of math units our LTELs completed in 23-24 was 3.4 units. LTEL had a lower average GLE of 5.5 than all ELL at 5.9 for the 23-24 school year. LTELs had an average growth of 0.76 VS ELL had an Average Growth of 1.27.

-FRMP: For SBAC, the FRMP subgroup in 2022 had 0.0% exceeded mastery, in 2023 the standard exceeded 4.5% and in 2024 it was 8.3%. There was an increase of students who did not meet standard from 2023 (59.09%) to 2024 (66.67%). The average growth improved from 0.85 in 22-23 to 1.48 in 23-24. In 2023-2024 (5.6) there is an increase in average units completed from 2021-2022 (4.81), but a decrease from 2022-2023 (5.6)

-SPED: SBAC, in 2024 they are the highest percentage of students who fall into the standard not met. Also, 0.0% of students exceeded standard. GLE: the GLE increased from 2022-2023(6.8) to 2023-2024(7.9). Math CCC: In 2023-2024 it was the lowest average

number of units completed from the three years at 5.3

School Climate/ Chronic Absenteeism

-Lowest school climate area is Peer to Peer relationships

-2023-2024 - Middle School stands out in credit attainment, MSP, and drop out. Credit Attainment and MSP was almost always 100%, however drop out rate was 25% in 23-24.

-# of students that go from 4 units per month to 5+ units drastically changes. 4 units per month = 70%+, 5+ units per month = consistently under 50%

-SPED drop out rate stayed consistent (11.4% 22-23 vs 11.9% 23-24)

-Drop out rate for homeless students is higher than other students (22-23 = 20%, 23-24 = 33.3%)

CCI

-There was an increase in the percent of students who participated in the A-G 22-23 (55.8%) and then following year 23-24 (68.8%)

-There was a drop in the FRMP (-1.2%) for 24 CA dashboard and Hispanic (-2.7%)and White (-3%) with the number of students who were prepared for the 2024 CA Dashboard

- 2023 94% SPED were not prepared and 100% for Homeless

-A-G participation drops 20% from 9th grade to 12th grade as well as who completes A-G (40%)

-White percentage is the highest for CCI for students met prepared

	<p>-For the 2023 CA dashboard, SPED students have the high percentage of students who are not prepared (94.4%)</p> <p>-For the 2023 CA dashboard, 100% of homeless students are not prepared.</p> <p>-The immediate college enrollment rate for OFL-Capo's class of 2023 was 46%. This is below the national average of 52.3% for students from low-income high schools for the same cohort year. For the class of 2024, the immediate enrollment rate is slightly lower at 45%.</p>
<p>Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> • Graduation Rates with emphasis on Socioeconomically Disadvantaged and White students • College and Career Preparedness with emphasis on Socioeconomically Disadvantaged and White students • Math Performance • ELA Performance • Chronic Absenteeism
<p>How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> • Designated ELD Instruction, Curriculum and Resources • Professional Development specifically targeted for subgroups needing additional support in the identified focus areas • Targeted Interventions and Supports • Educational Technology • Social Emotional supports and resources • Educational Partner Engagement • Post- Secondary Planning • Access to additional Tutoring and Counseling (LREBG)
<p>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>

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFL-Capistrano

School Year: 2024-2025

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: 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)]

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our PAC and Student Council committees have engaged in data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, Assistant Principal of Instructional Operations and Leads)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: 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)

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- California Dept. of Education College and Career Data
- CAASPP data (ELA CAST and Math)
- Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Dropout rates)
- EL Reclassification Data
- A-G course enrollment & completion rates
- Educational Partner Surveys and Committee Meetings
- Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- iLit, Achieve 3000 and Exact Path Data
- Student and Family Participation Rates in Events Data
- National Student Clearinghouse

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Graduation Rate

- The 4- & 5-Year Grad rate for all subgroups was lowest in 2023 with overall rates at 50%, compared to 64.2% in 2022 and 53% in 2024. These rates remain below both state local district averages.
- As a DASS school, the 1-year graduation rate serves as a more accurate reflection of our program's impact and the students we serve. In 2022–23, the 1-year graduation rate was 96.3%, and in 2023–24, it was 92.3%.
- Notable improvements were observed among student subgroups. Hispanic students showed a 20% increase in the 1-year graduation rate from 2023 to 2024. Homeless students also demonstrated significant progress, with graduation rates increasing from 31.6% in 2023 to 53.3% in 2024—the largest gain among all groups.
- Additionally, in 2024, 100% of Long-Term English Learners (LTELs) graduated. However, due to the small size of this group, the graduation rate is highly sensitive to individual student outcomes.

College and Career

- There was an increase in the percentage of students who participated in A–G coursework from 55.8% in 2022–23 to 68.8% in 2023–24.
- However, there was a decline in the percentage of students identified as "Prepared" on the 2024 CA Dashboard: a decrease of 1.2% among FRMP students, 2.7% among Hispanic students, and 3% among White students.
- In 2023, 94.4% of students with disabilities (SPED) were not prepared, and 100% of homeless students were also identified as not prepared according to College/Career Indicator (CCI) measures.
- A–G participation drops by 20% from 9th to 12th grade, with only 40% of students completing the full A–G course sequence.
- Among all student groups, White students had the highest percentage of those who met the "Prepared" status on the CCI.
- The immediate college enrollment rate for OFL Capistrano's Class of 2023 was 46%, which is below the national average of 52.3% for students from low-income high schools. For the Class of 2024, the immediate enrollment rate decreased slightly to 45%.

Math Performance

- No color was received for the Math indicator for the CA Dashboard for Fall 2024, however it did indicate All Students as 72 points below standard with an increase of 66.5 points.
- Math GLE: For every grade level in 2023–24, students were performing 1–2 grade levels below. The overall average GLE remained at approximately 9.0 for both 2022–23 and 2023–24.
- The average GLE increased for all grade levels except 12th grade. In 12th grade, GLE decreased from 10.2 in 2022–23 to 9.4 in 2023–24.
- 11th Grade SBAC: In 2023, 2.3% of students exceeded the standard; this increased to 8.16% in 2024.

- Core Course Completion in Math: overall averages were higher in 2022–23 compared to 2023–24, except for middle school students.
- ELL/LTEL Students (Math GLE): GLE decreased from 6.5 in 2022–23 to 5.9 in 2023–24. Average growth declined from 2.22 to 1.27 over the same period. In 2023–24, LTEL students completed an average of 3.4 math units. LTELs had a lower average GLE (5.5) compared to all ELLs (5.9). LTELs had an average growth of 0.76, while ELLs overall had an average growth of 1.27.
- FRMP Students (SBAC and Math): SBAC: 0.0% exceeded standard in 2022; 4.5% in 2023; 8.3% in 2024. There was an increase in students who did not meet the standard, rising from 59.09% in 2023 to 66.67% in 2024. Average growth improved from 0.85 in 2022–23 to 1.48 in 2023–24. Average math units completed increased from 4.81 in 2021–22 to 5.6 in 2023–24, although it stayed the same compared to 2022–23 (5.6).
- SPED Students: SBAC: In 2024, SPED students had the highest percentage of students in the "Standard Not Met" category, with 0.0% exceeding the standard. GLE increased from 6.8 in 2022–23 to 7.9 in 2023–24. Math Core Course Completion: In 2023–24, SPED students had the lowest average number of units completed (5.3) across the three-year span.

English Performance

- No color was received for the ELA indicator on the Fall 2024 California School Dashboard. However, the "All Students" group scored 9.7 points above standard, representing an increase of 14.9 points. In 2024, all of the standard exceeded scores are higher than in 2023 and 2022, except for our White Student Population.
- Hispanic students showed the largest increase among all subgroups, with a 5.88% rise in the "Standard Exceeded" category—from 15.55% in 2023 to 21.43% in 2024. The percentage of Hispanic students who met the standard decreased from 52.94% in 2023 to 21.43% in 2024, due to more students moving into the "Standard Exceeded" category. For FRMP students, the percentage who met the standard declined from 40.9% in 2023 to 12.5% in 2024.
- English core completion decreased slightly from 6.56 in 2023 to 6.4 in 2024.

Science Performance

- No Performance color for 2024, 23.1 points below standard.

Monthly Student Progression (MSP)

- Student Progression measures the rate in which students are completing the minimum program requirements as it relates to high school credits completed every academic month. Year to date on average, 91% of "ALL Students" have completed at minimum 4 high school credits every academic month. Student Progression rates are above 86% for all the following subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Foster Youth.

Core Course Completion Rates

- As of April 2025, Average Core Course Completion Rates are the following for the respective subject area for ALL Students: English 8.0, Mathematics 6.1, Science 5.4, and Social Science 7.4. Subgroups with average 5 and above units completed per subject included Socioeconomically Disadvantaged, Special Education, English Learners and Foster Youth.

Survey Participation Rates and Summary of Results

- Fall Survey Participation Rates: Parents 42%, Students 72%, and Staff 100 %
- Spring School Climate Survey Participation Rates: Parents 25.2%, Students 40.5%, and Staff 100%.
- Based on the review of state and local indicators, overall OFL Capistrano is proving a positive school climate with strengths in various areas. Suspension rates and dropout rates are low, reflecting a supportive and conducive learning environment. According to family surveys, teacher-student relationships are highlighted as a particular strength of the school. Students feel a strong sense of physical security, and staff value and respect diversity within the school community.
- Parents appreciate the school's effective intervention options and recognize the efforts to create a safe learning environment. Students report positive experiences with school activities and interventions, emphasizing the school's commitment to their well-being and academic success. Students reported feeling safe, and 94.9% stated that they feel part of the school community. Additionally, 84% of staff reported feeling prepared for the courses they are assigned and expressed a strong sense of belonging to the school community, while 89% felt supported by the administration.
- After reviewing educational partner feedback and school climate survey results, areas requiring additional attention include improving peer-to-peer relationships and addressing online safety concerns (as it pertains to peer pressure/ social media influence), as indicated in both student and staff survey responses. When it comes to the areas of School Rules and Environment while students generally feel supported, the score suggests that rule enforcement and school organization may benefit from review and communication. Facilities and resources are perceived positively but with room to grow. Additionally, the staff survey indicated a need for additional focus on student enjoyment in school, fostering positive staff-staff relationships, improving student-staff relationships with an emphasis on respect, and promoting innovations in professional development.
- Overall, OFL Capistrano maintains a positive school climate characterized by strong relationships, safety, and effective intervention strategies, contributing to a supportive and enriching educational experience for students, families, and staff.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs 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 following areas of focus will be the charters' priorities in the upcoming school year:

1. Graduation Rate/ College & Career
 - a. Increase graduation rates to meet ESSA requirements and exist CSI/SPSA
 - b. Increase the number of students considered "Prepared" to ensure the LEA is providing a rigorous curriculum to prepare students to meet their postsecondary plans
2. ELA/MATH
 - a. Ensure students obtain the skill necessary to access the curriculum and meet the state academic standards

- b. Promotes student achievement and supports school efforts to meet state priorities and local indicator outcomes
- 3. School Climate/ Chronic Absenteeism
 - a. Promote overall engagement in the school's academic program and supports overall achievement and positive student outcomes
 - b. Promotes a positive learning environment for students and engages educational partners in the decision-making process to continue improving the educational program

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

***Note:** 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.*

Area of Focus #1: Graduation Rate and College & Career

Root Causes:

- Students come into OFL credit deficient and low core course completion
- Students lack motivation and do not have a “why” for gradating or have a low perception of school
- The increase in diversity in the student population has brought more complex needs, including language barriers, special education needs, and socio-economic challenges.
- Many students come in with learning gaps and lack of skills to complete the courses independently.
- SPED students struggle with curriculum and there is a lack of resources/ support curriculum that count as more than an elective
- Students who participate in the A-G pathway may need additional academic support (tutoring, personalized instruction, accommodations) to succeed, especially students from historically underserved backgrounds (SPED, FRMP, Homeless).
- As A-G courses become more challenging, some students may struggle to meet the standards without additional help. This could be particularly difficult for students who enter the pathway without a strong academic foundation.
- While A-G participation has increased, it's possible that students are not receiving adequate preparation for both college and career readiness. This includes career counseling, college application preparation, and post-secondary planning, which may not be universally accessible to all students, especially those in marginalized groups.
- Students in economically disadvantaged and marginalized groups (Hispanic, FRMP, SPED, Homeless) may have limited access to resources such as tutoring, extracurriculars, and other academic supports that can increase preparedness and college access
- Many students, especially those in historically underserved groups (e.g., FRMP, SPED, Homeless, Hispanic), may not have had early or adequate exposure to the various college and career pathways available to them, such as not realizing the importance of taking the right courses, pursuing extracurriculars, or developing the skills needed for success after high school.

Measurable Outcomes:

- Graduation Rate, EL Reclassification, Dual Enrollment and College/Trade School Enrollment

Area of Focus #2: ELA & Math Performance

- Variation in how different groups of students are supported. There appears to be success with Hispanic students, especially those exceeding standards, but other groups, such as FRMP students, saw significant declines. This suggests that targeted efforts have worked for some subgroups but have not been as successful for others.
- For FRMP student's socioeconomic status can have a significant impact on students' academic performance, and FRMP students might be facing additional challenges such as food insecurity, unstable housing, or limited access to tutoring, which could contribute to a drop-in performance.
- The slight decrease in English core completion might reflect curriculum issues, or it could be related to broader challenges such as engagement, student stress, or changes in the academic expectations within English courses.
- The drop in the percentage of students meeting standards could stem from a failure to adequately address the learning gaps in math particularly among at-risk populations.
- The lack of connection between targeted resources—such as direct instruction, tutoring, and intervention programs—and the students who need them most limits their ability to build foundational skills and close learning gaps.
- Students struggle to do math independently and lack motivation to complete math curriculum.
- Students complete courses to pass the test and not to learn the skills and gain a better understanding of the standards.
- Perceptions of math is low with students due to past experiences in math courses.
- Staff not confident in teaching math or giving math courses.

Measurable Outcomes:

- Core Course Completion, English Performance, Math Performance and Student Progression

Area of Focus #3: School Climate/ Chronic Absenteeism

- Independent study students typically have less frequent face-to-face interactions with peers compared to traditional school settings. This limited interaction can make it harder to form and sustain friendships or positive relationships.
- There is lack of facilitation from teachers and staff to incorporate peer to peer interactions
- Students who attend OFL prefer to attend the school to work independently and prefer not to interact with other students
- Many students come to OFL with mental health concerns and social emotional struggles.
- Independent study environments are often structured with a focus on academic progress, with fewer extracurricular activities or social events that are typical in a traditional school setting (e.g., clubs, sports).

Measurable Outcomes:

- School Climate, Suspension Rates, Dropout Rates, MS Progression, and Basic Services

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:

1. Overall educational partners agree that OFL Capistrano maintains a positive school climate characterized by strong relationships, safety, and effective intervention strategies, contributing to a supportive and enriching educational experience for students, families, and staff.
2. Educational partners agreed that maintaining a continued focus on and enhancing resources to support overall social-emotional well-being and mental health will promote a comprehensive approach to learning. This approach ultimately fosters student achievement and facilitates progression towards graduation.

Challenges and Concerns:

1. Closing the gap between 1-year graduation rate and 4/5th Rate with the change in how the state measuring it for DASS schools
2. Need for enhancement in professional learning, curriculum, resource offerings and engagement efforts

Trends and Themes:

1. OFL Capistrano has been placed on CSI due to its three-year average graduation rate falling below 68% for the 4/5th Year cohort, with identified gaps among subgroups, specifically Socioeconomically Disadvantaged and White students. Educational partners agree that addressing this issue is critical for the school's success. By providing students with targeted support, access to a Post-Secondary counselor, and necessary interventions and resources, OFL Capistrano aims to meet ESSA graduation requirements by the 2024-2027 LCAP period. Additionally, the implementation of specific monitoring systems will allow for a more targeted focus on subgroups identified as 'red' on the California Dashboard
2. The College and Career indicator (CCI) for the Fall 2024 CA Dashboard indicates that 11.8% of students are "Prepared with a decline of 3.7%". Our commitment remains steadfast, and we will persistently strive to increase college and career preparedness through ongoing initiatives.
3. Other areas of focus that have been identified and that can enhance overall graduation rate efforts include improving Math and English performance, particularly by emphasizing growth in Average Grade Level Equivalency (GLE), Student Progression and Core Course Completion. This can be achieved through targeted professional development, enriched curriculum offerings, and enhanced instructional resources. Moreover, professional development opportunities should be customized to address instructional and social-emotional gaps identified among subgroups, as indicated by the comprehensive needs assessment data and survey results

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

