

LCFF Budget Overview for Parents

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

CDS Code: 30 66464 6120356

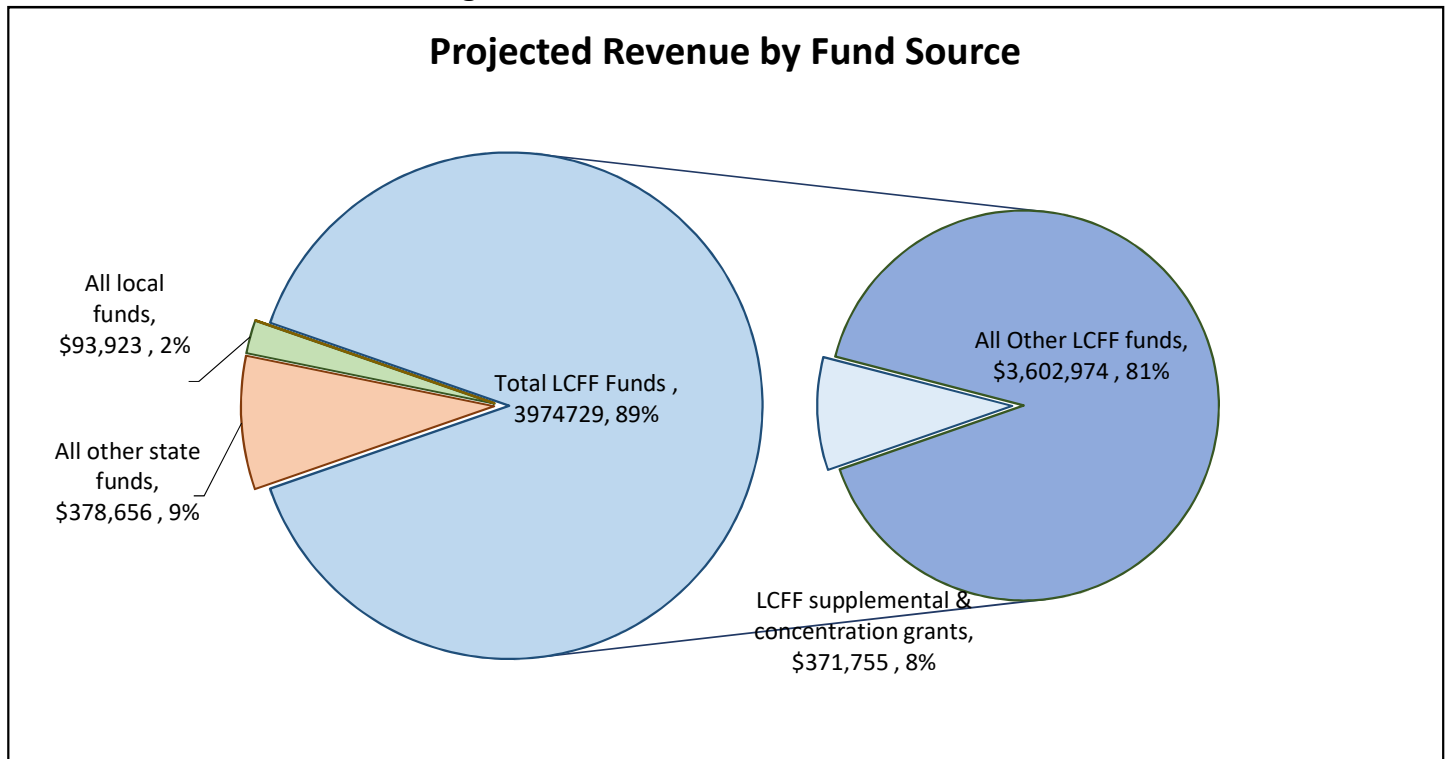
School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

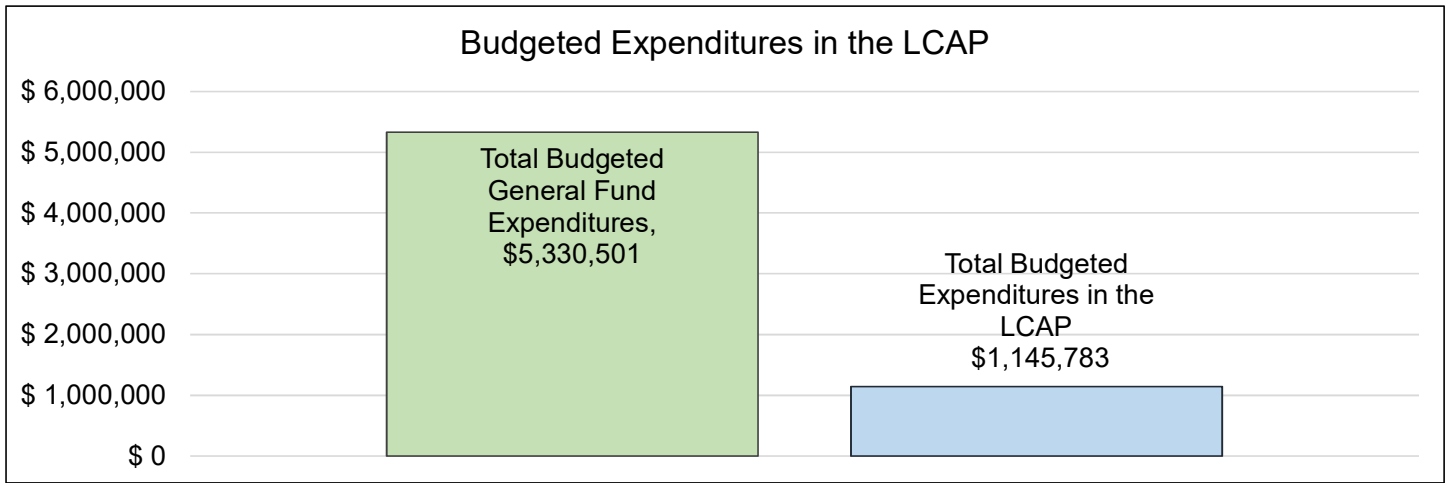


This chart shows the total general purpose revenue Opportunities For Learning Capistrano expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning Capistrano is \$4,447,308.00, of which \$3,974,729.00 is Local Control Funding Formula (LCFF), \$378,656.00 is other state funds, \$93,923.00 is local funds, and \$0.00 is federal funds. Of the \$3,974,729.00 in LCFF Funds, \$371,755.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Opportunities For Learning Capistrano plans to spend \$5,330,501.00 for the 2026-27 school year. Of that amount, \$1,145,783.00 is tied to actions/services in the LCAP and \$4,184,718.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

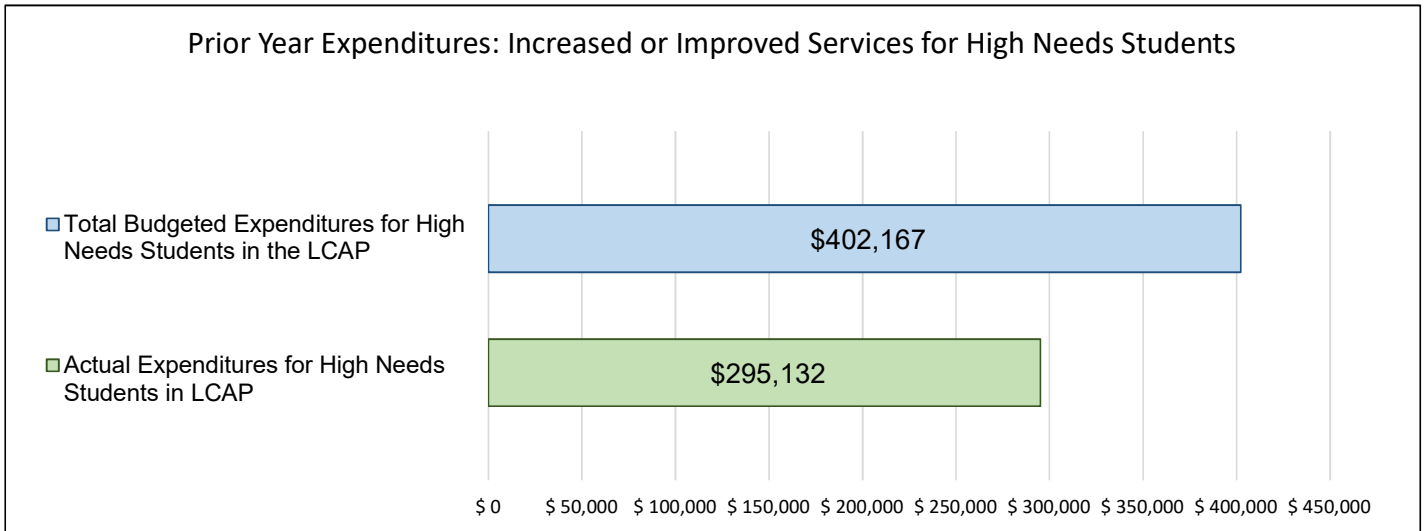
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not funded through LCAP, facility operations and upkeep, software and licensing agreements, audit and compliance costs, and central office or network service fees.

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

In 2026-27, Opportunities For Learning Capistrano is projecting it will receive \$371,755.00 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 \$371,755.00 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 2025-26



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 2025-26, Opportunities For Learning Capistrano's LCAP budgeted \$402,167.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Capistrano actually spent \$295,131.57 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$107,035.43 had the following impact on Opportunities For Learning Capistrano's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted \$402,167 for high needs students in our LCAP. As of March 2026, we have spent \$295,131.57. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

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@ofschools.org (949) 248-1282

Plan Summary 2026-27

General Information

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

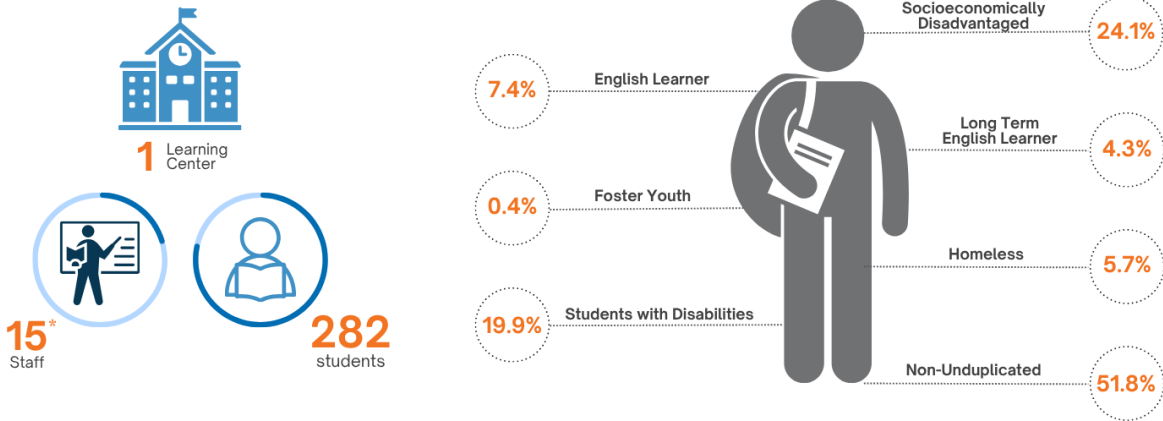
OFL Capistrano 2026-27

LOCAL CONTROL & ACCOUNTABILITY PLAN

CHARTER DEMOGRAPHIC & BUDGETING



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.



Overall, 40.5% of students were identified as part of a high-risk population, with 11% identified as credit deficient at enrollment.

*Reported staff counts represent employees whose primary assignment (50% or greater) is dedicated to this charter.

Opportunities For Learning Capistrano (OFL Capistrano) is a public charter school serving students in grades 7 through 12 in Southern Orange County. As an independent study program, we provide a personalized alternative to the traditional school setting for students who benefit from greater flexibility, individualized attention, and targeted academic and social-emotional support. Instruction is delivered through both in-person and virtual modalities, allowing us to meet the diverse learning needs of our students and families.

Our mission is to create a personalized educational choice for all students, connecting them with educators who empower and inspire them to achieve their goals and make their dreams a reality. This mission drives every aspect of our program and reflects our commitment to student-centered learning.

OFL Capistrano takes pride in the meaningful relationships staff build with students and families. As a smaller LEA, we are able to foster a positive, supportive environment where every student is known, valued, and respected. Staff members strive to become more than teachers—they serve as mentors who hold high expectations while providing high levels of academic and social-emotional support. We take intentional steps to understand each student’s strengths, needs, interests, and aspirations, and we use that knowledge to develop individualized learning plans that promote both academic achievement and personal growth.

Our educational program centers on three core objectives:

- Providing a comprehensive learning experience aligned with the Common Core State Standards and graduation requirements;
- Supporting students who may struggle in traditional school environments by offering flexible pacing, differentiated instruction, and targeted interventions; and
- Cultivating self-motivated, lifelong learners who take ownership of their education.

Staff work diligently to ensure students have access to the tools, resources, and services necessary for success. This includes academic intervention, credit recovery opportunities, college and career readiness support, and social-emotional resources designed to promote resilience, confidence, and well-being. We actively engage students in the development and monitoring of their educational plans, fostering accountability and empowering them to take meaningful ownership of their learning journey.

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

OFL Capistrano utilized Learning Recovery Emergency Block Grant (LREBG) funds to support students who experienced academic and social-emotional challenges resulting from the lasting impacts of the COVID-19 pandemic. These one-time state funds were fully expended prior to the start of the 2025–26 school year and after the development of the LCAP. As a result, actions associated with these funds will not be included in the 2026–27 LCAP; however, the overall goals related to student learning recovery and support will continue to be addressed through the plan.

Reflections: Annual Performance

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

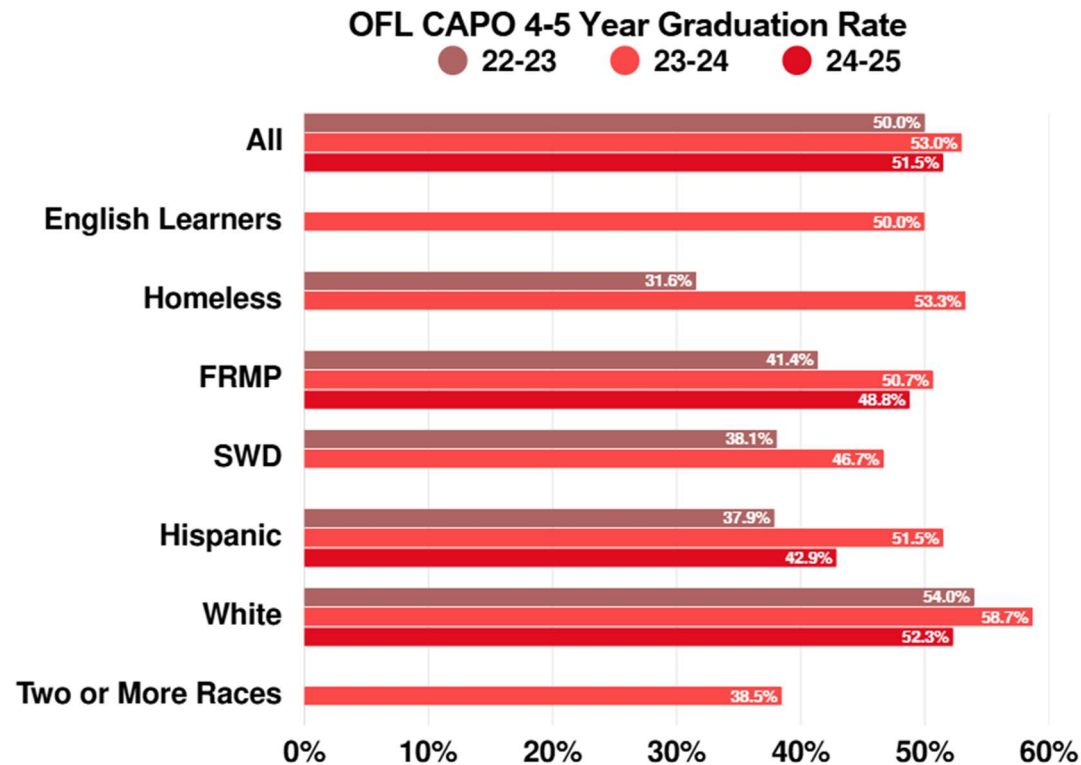
As part of the LCAP development process, OFL Capistrano conducted a comprehensive review of the 2023, 2024, and 2025 California School Dashboard and local performance data to evaluate areas of success and ongoing challenges. This reflection highlights key areas of progress, persistent needs, and targeted interventions designed to address both specific student groups and schoolwide priorities.

Through this review, OFL Capistrano identified specific performance indicators and student groups requiring focused attention, particularly subgroups that received the lowest performance level on one or more state indicators. These findings continue to inform the charter's efforts to close achievement gaps, improve graduation rates, and strengthen academic outcomes for all students.

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

Based on the 2023, 2024, 2025 California School Dashboard, an area of focus for the school continues to be on its 4/5th Year Graduation Rates. In this performance indicator, the school received a red rating, indicating very low performance. Additionally, increased support and resources are needed, particularly for socioeconomically disadvantaged students, White students, and Hispanic students, as emphasized by their performance on the 2025 California School Dashboard. Graduation rates for these three subgroups declined, as illustrated in the infographics below.

Graduation Rates: (This section of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting)



Mathematics and English Language Arts: OFL Capistrano did not receive a performance color on the California School Dashboard for Mathematics or English Language Arts and has identified these areas as priorities based on declines in both indicators. Mathematics performance is 106.2 points below standard (↓ 34.3 points), and ELA performance is 1.6 points above standard (↓ 8 points).

School Climate (Areas to Nurture): 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 (particularly related to peer pressure and social media influence), as indicated by staff, student, and parent responses. Additionally, 59.2% of students report that they have peers they can talk to, and only 52.8% report looking forward to interacting with other students. Furthermore, 43.3% of parents indicated that their child participates in extracurricular activities or events and has made a new friend at school. These findings highlight the need to strengthen student connectedness through targeted Social-Emotional Learning and engagement strategies.



Altitude: School Climate Survey Overview
Opportunities For Learning Capistrano
Results: High Level Data Overview

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.

● Staff ● Students ● Parents

School Rules & Environment

Areas to Nurture



43.3%

"My child participates in extracurriculars or events."

Student & Family Engagement



48.3%

"My child rarely compares themselves to others online."

Peer Pressure



48.6%

"I have met new friends at my school."

Student Connections with Students



52.8%

"I look forward to interacting with other students (in person or online)."

Student Connections with Students



43.3%

"My child has made new friends at my school."

Student Connections with Students



43.3%

"My child can say no to online pressures."

Peer Pressure



40.8%

"I have participated in extra-curricular activities or school-sponsored events."

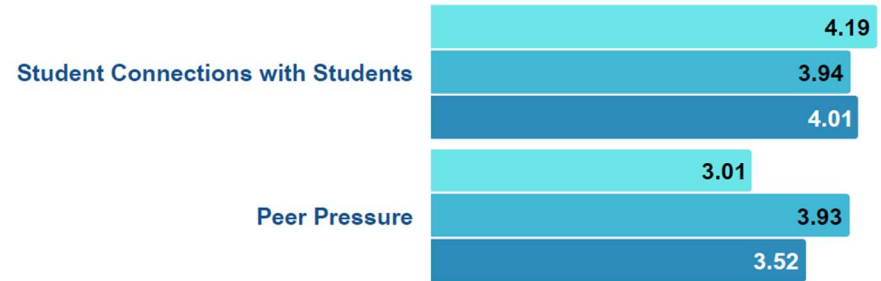
Student & Family Engagement



59.2%

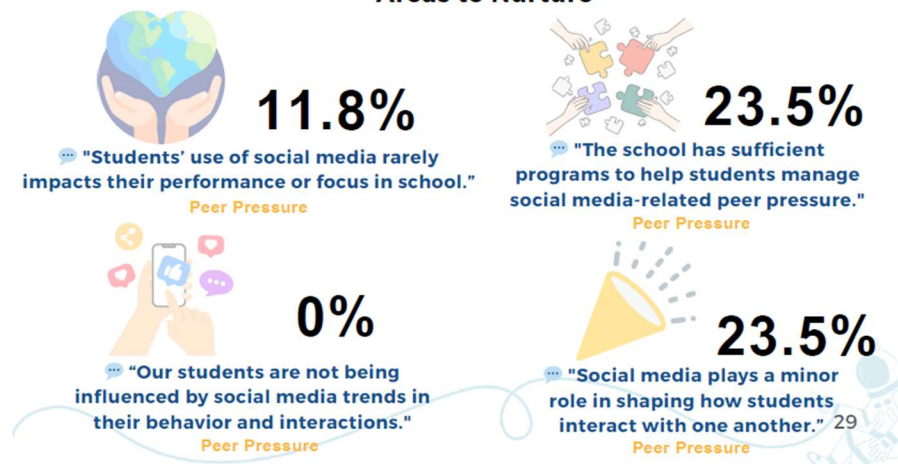
"There are students I can talk to, whether during in-person or online classes."

Student Connections with Students



Areas to Nurture

Areas to Nurture



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.

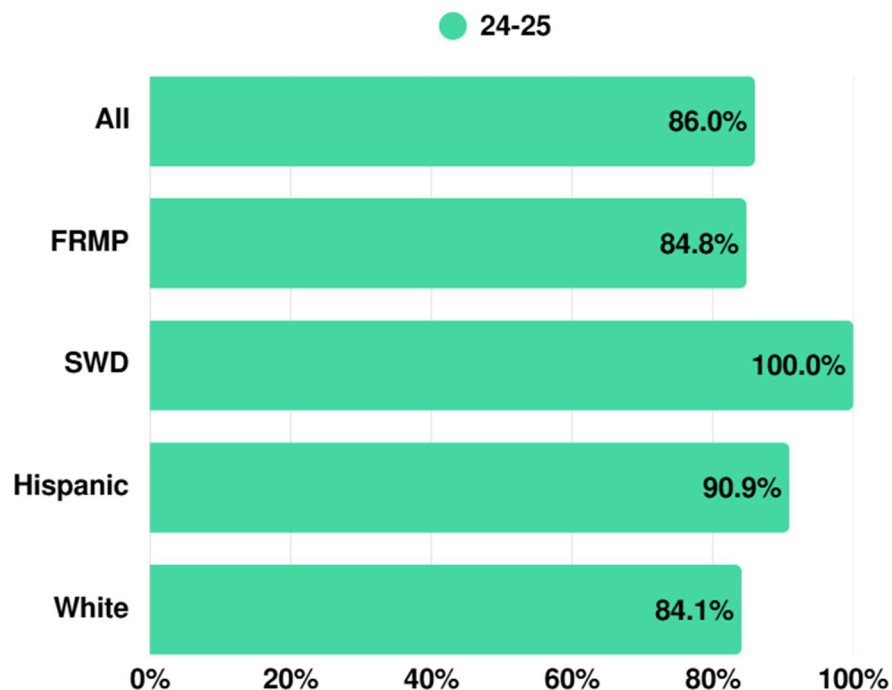
Upon review of the 2025 California School Dashboard and local data, OFL Capistrano has determined its areas of strength as the following:

Dashboard Alternative School Status (DASS): The DASS One-Year Graduation Rates continue to exceed the school’s 4/5-Year Graduation Rates, demonstrating the school’s ability to serve and support its high risk student population in completing their graduation requirements. In the 2024–25 school year, the DASS One-Year Graduation Rate was 86%, compared to 92.3% reported on the 2024 California School Dashboard for the 2023-2024 school year. While this represents a decline from the prior year, the rate remains strong and reflects the school’s continued focus on supporting students toward timely graduation upon senior status.

Although one-year graduation rates declined across reported student subgroups, these results provide an opportunity for the LEA to further strengthen targeted interventions and re-engagement strategies. Subgroup performance included Hispanic students at 90.9% (↓ 3.5%), socioeconomically disadvantaged students at 84.8% (↓ 4.5%), and White students at 84.1% (↓ 4.4%). Students with Disabilities reported a graduation rate of 100%; however, this subgroup did not generate a reportable rate in the previous year due to subgroup size.

Overall, the school continues to maintain higher one-year graduation rates across all subgroups when compared to 4/5-Year Graduation Rates. These results reflect staff dedication to supporting students in achieving graduation while also highlighting areas where continued focus and targeted support can further improve outcomes for all students.

OFL CAPO 1 Year Graduation Rate



College/Career Readiness: The school is proud to report an improvement in its College and Career Indicator, moving from an Orange performance level on the 2024 California School Dashboard to Yellow on the 2025 Dashboard. This increase reflects the focused efforts of the postsecondary counselor and instructional team, who implemented targeted monitoring and support to better prepare students for postsecondary success. Overall, the College and Career Indicator increased by 2.9%, with 15.8% of students demonstrating college or career readiness. Positive gains were also observed among several student groups, including socioeconomically disadvantaged students, who reached 12.8% prepared (\uparrow 1.3%), and White students, who reached 19% prepared (\uparrow 1.5%). These improvements reflect the school's continued commitment to strengthening college and career readiness through intentional guidance, monitoring of student progress, and expanded opportunities for students to meet preparedness measures.

EL Learner Progress: OFL Capistrano does not have a statistically significant number of English Learner (EL) students to receive a color rating on the Reclassification Indicator of the California School Dashboard. However, the school has achieved a 100% reclassification rate for the past two years. Additionally, internal school indicators show that this subgroup continues to make progress in core course completion, with average credits earned thus far this school year of 7.5 in ELA, 7.4 in Math, 6.6 in Science, and 6.6 in Social Science. Student progression for EL students is averaging 89.6%, with continued support from the EL instructional team.

Chronic Absenteeism: Due to the small size of this subgroup, the LEA continues to closely monitor chronic absenteeism for middle school students, as the performance of even one student can significantly impact the subgroup's outcomes in either a positive or negative direction. Although Student Progression and attendance rates declined in the 2024–25 school year compared to the 2023–24 school year, current data

for the 2025–26 school year shows improvement. Thus far, middle school Student Progression is at 95.1% across all academic months, and attendance has reached 100% for this subgroup based on the school’s local attendance metrics.

Student Progression: OFL Capistrano’s local indicator, Student Progression, measures the rate at which students complete the minimum program requirements related to earning high school credits each academic month. Year to date, an average of 91.6% of all students have completed at least four high school credits per academic month. Student Progression rates are also strong across student subgroups, with all groups performing above 88%. Current rates include: English Learners at 89.6%, Long-Term English Learners at 88.8%, Socioeconomically Disadvantaged students at 90%, Students with Disabilities at 90.3%, Foster Youth at 96.1%, and Homeless Youth at 92.5%.

Educational Partner Engagement: For the 25-26 school year, OFL Capistrano made positive gains in educational partner engagement. Overall the school had good response rates for school surveys that informed the 2026-2027 LCAP development. Educational Partner Engagement Survey Participation Rates: Parents 42%, Students 92%, and Staff 100%
School Climate Survey Participation Rates: Parents 32.1%, Students 75.9%, and Staff 100%.

School Climate (Areas of Strength): Based on a review of state and local indicators, and as reflected in the infographics below, OFL Capistrano demonstrates a positive school climate with strengths in multiple areas. Suspension rates (0%) and dropout rates (2.9% HS/MS) remain low, reflecting a supportive and conducive learning environment. According to family surveys, teacher-student relationships are identified as a particular strength of the school. Students report a strong sense of physical safety, and staff value and respect diversity within the school community.

Furthermore, 98.3% of parents appreciate the school’s effective support, and 100% recognize the efforts staff put into creating a safe learning environment for students. Additionally, 93.7% of students feel respected and cared for by their teachers, emphasizing the school’s commitment to their well-being and academic success, while 94.4% of students report feeling safe at school. Moreover, 100% of staff report feeling supported through professional development opportunities, collaboration with leadership, clear expectations, effective communication, and an overall professional environment.

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

Data Visualized

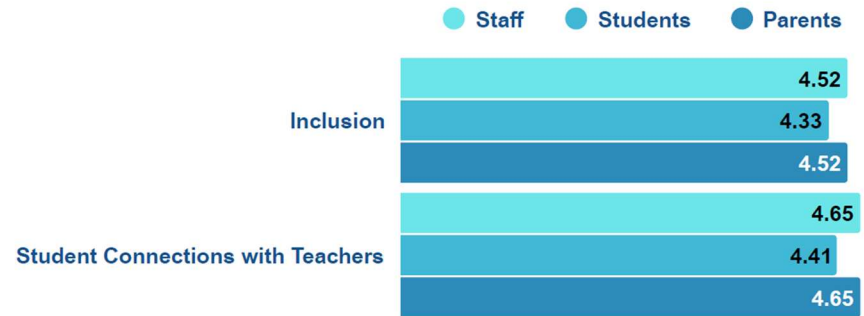
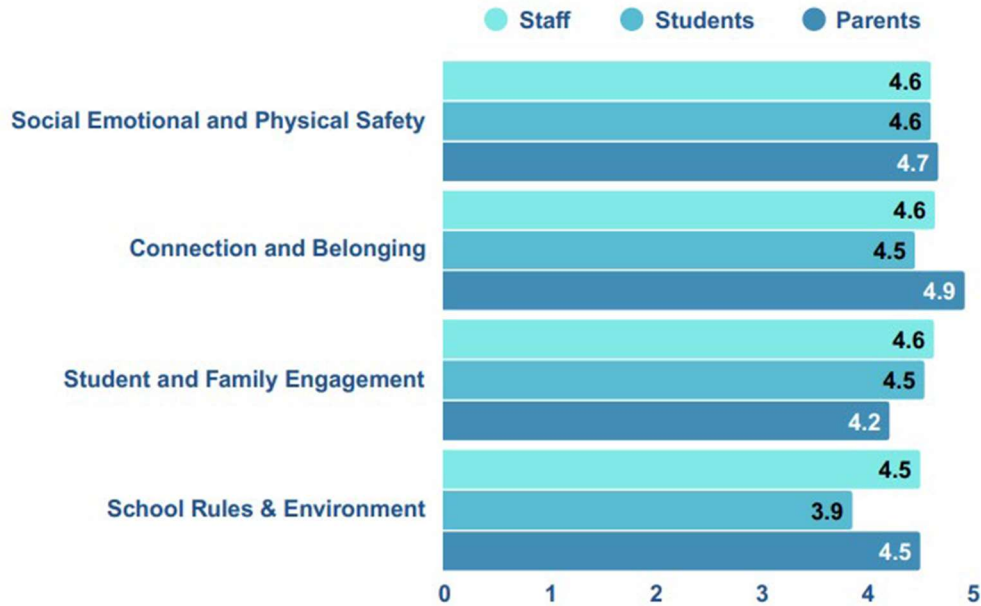
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Key strengths include:

- 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:

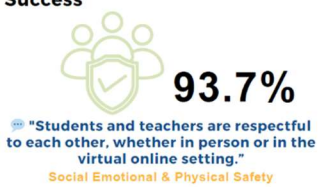
- Student-teacher relationships.
- Fairness and clarity of school rules and environment.
- Perceptions of peer pressure, especially related to social media.



Student Voice Highlights

The following section reveals the percentage of students that answered they "Agree" or "Strongly Agree" to the statements below.

Areas of Success



Results: Staff Staff Voice Highlights

The following section reveals the percentage of staff that answered they "Agree" or "Strongly Agree" to the statements below.

Areas of Success



Parents Voice Highlights

The following section reveals the percentage of parents that answered they "Agree" or "Strongly Agree" to the statements below.

Areas of Success



Note for the School Climate Survey: 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. Scores 0 - 1.9: Indicates significant concerns or challenges in this area. A score in this range suggests that immediate attention and action may be needed to address the issues raised by respondents. 2.0 - 2.9: Indicates areas of concern. This range suggests that while there may be some positive aspects, improvement is necessary to meet the needs of the school community. 3.0 - 3.9: Indicates a moderate level of satisfaction. A score in this range suggests that the school climate is generally positive but may benefit from targeted interventions to further enhance experiences. Scores between 4.0 - 4.5: Indicates a strong performance. A score in this range reflects a mostly positive experience, with only minor areas for improvement. 4.6 - 5.0: Indicates excellence. A score in this range reflects a highly positive and supportive school climate, with respondents expressing strong satisfaction in this area.

Learning Recovery Emergency Block Grant (LREBG) Fund:

OFL Capistrano does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

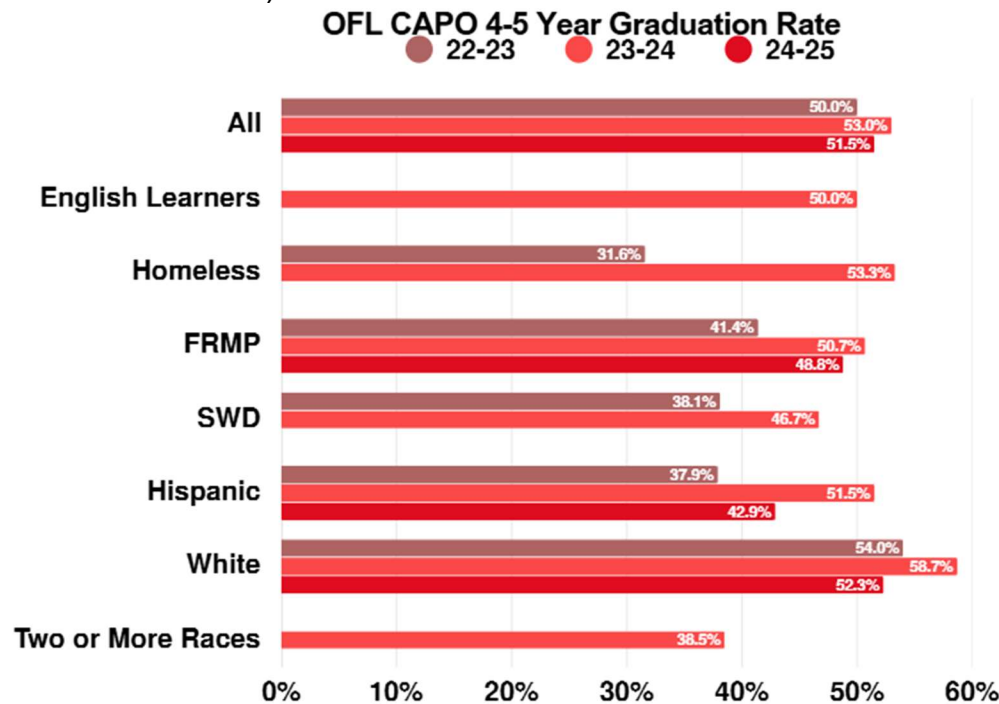
Support for Identified Schools

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 (4th- and 5th-year cohorts) is 51.5%, reflecting a 4% decrease from the 2021–22 to 2024–25 average. Since the three-year average remains below 68%, the school has been identified for Comprehensive Support and Improvement (CSI) for the 2026-2027 school year.

In response, the charter has engaged in a reflective and data-driven process, incorporating key insights from current practices into its school improvement efforts. The school has also shared data with educational partners and collaborated to address areas of underperformance identified on the California School Dashboard. Additionally, the LEA has opted to accept CSI funding for the 2026–2027 school year to further support efforts to improve graduation rates and strengthen systems of academic and social-emotional support for students.

These findings directly inform the development of the CSI plan and the targeted actions included in Goal 1, which focus on improving graduation rates through a comprehensive approach that includes expanded interventions, strengthened academic and social-emotional supports, increased student engagement, enhanced access to technology, and building effective monitoring systems, as outlined in the CSI actions (Action 4: Expanded Instructional Capacity and Extended Learning Opportunities to Accelerate Credit Completion; Action 5: Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts; and Action 6: Expanded Access to Technology and Data Systems to Support At-Promise Student Cohorts).



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 2026–2027 Local Control and Accountability Plan (LCAP) with CSI/SPSA requirements. Input from the Parent Advisory Committee and other educational partners was actively sought to ensure comprehensive and responsive school plans that address the needs of all students.

To effectively meet ESSA requirements, the plan incorporates educational partner feedback through comprehensive surveys conducted once per semester, as well as various engagement events throughout the year. This input informed the selection of evidence-based interventions and strategies to improve graduation rates and overall student performance outcomes.

OFL Capistrano has further integrated the goals, metrics, and actions outlined in its 2026–2027 LCAP to ensure alignment and meet CSI/SPSA requirements. This integrated approach supports a cohesive and strategic effort to improve student outcomes and enhance overall school performance.

Comprehensive Needs Assessment Findings:

Graduation Rates:

Hispanic student graduation rates (4- and 5-year combined) declined from 51.5% to 42.9%, despite an increase of nine students in the graduation cohort. The number of 5-year graduates decreased from 8 to 5. While there was notable growth from 37.9% to 51.5% between 2023 and 2024, this progress was not sustained in 2025. Additionally, alternative graduation outcomes increased from 2023 to 2024 but declined in 2025.

White student graduation rates (4- and 5-year combined) decreased from 58.7% to 52.3%, while the number of students in the graduation cohort increased significantly from 46 in 2024 to 65 in 2025. Despite this growth, the school saw an increase of seven additional graduates in 2025. The one-year graduation rate declined by 10% from 2023 to 2024. Additionally, alternative graduation outcomes increased from 2023 to 2024 but declined in 2025.

Socioeconomically disadvantaged student graduation rates (4- and 5-year combined) decreased slightly from 50.7% in 2024 to 48.8% in 2025. During this time, the graduation cohort increased by 19 students, representing approximately a 28% increase. Additionally, there was a decrease in the number of 5th-year graduates.

Special Education student graduation rates have shown consistent improvement across both the 4- and 5-year cohort and the 1-year graduation rate over time. From 2024 to 2025, the number of students included in the 4- and 5-year graduation cohort increased by approximately 73%, while the number of students in the 1-year graduation cohort doubled.

Mathematics

Over the past two years, English Learner and Long-Term English Learner students demonstrated growth, with average GLE scores increasing by 1.5 years. Core course completion in mathematics and science improved from the 2023–24 school year but remains below 2022–23 levels.

Socioeconomically disadvantaged students showed overall growth in mathematics. While the percentage of students “nearly meeting” standards decreased by 14% from 2022–23 to 2023–24, it rebounded with a 10% increase in 2024–25. Math GLE growth increased each year, and the average scaled score rose slightly from 2518.2 in 2022–23 to 2523.0 in 2024–25. Additionally, the percentage of students achieving “standard exceeded” on the Math SBAC increased consistently, with a total gain of 5.46% over two years.

In 2024–25, 0% of students scored “standard not met” on the CAST, reflecting continued progress in science achievement. Special Education students demonstrated strong growth in mathematics, with average GLE performance increasing by 2.4 grade levels over the past two years.

Foster Youth students demonstrated significant growth in mathematics, with average GLE performance increasing by 4.9 grade levels over the past two years.

Core course completion in mathematics has shown consistent improvement over the past three years, for our Homeless Youth subgroup.

English Language Arts:

Socioeconomically disadvantaged students showed improvement in ELA performance, with average SBAC scores increasing by 11.8 points from 2023–24 to 2024–25; however, scores remain 5.8 points below 2022–23 levels.

Special Education students demonstrated steady growth in ELA, with average GLE increasing by 2.1 grade levels and average growth increasing by 0.6 over the past two years.

Foster Youth students demonstrated significant growth in ELA, with average reading GLE increasing by 2.8 grade levels and overall GLE scores increasing by 5.2 grade levels from 2022–23 to 2024–25. Although there was a slight dip in both average GLE score (-0.2) and growth (-0.1) in 2023–24, overall trends indicate strong progress over time.

College and Career:

White students demonstrated strong performance on the College and Career Indicator (CCI), with 88.9% meeting the “Prepared” level on the SBAC in 2023. Data also shows a polarized trend, as students were typically either fully “Prepared” or “Not Prepared,” with similar patterns observed in UC/CSU completion data in both 2023 and 2025.

Socioeconomically disadvantaged and Hispanic students demonstrate lower levels of CCI preparedness compared to all students, while White students perform above the overall average. In 2025, A–G data reflects a polarized trend, with approximately 70% of students either meeting the “Prepared” level or classified as “Not Prepared,” with little representation in between.

School Climate:

98.3% of parents appreciate the school’s effective support, and 100% recognize the efforts staff put into creating a safe learning environment for students. 93.7% of students feel respected and cared for by their teachers, emphasizing the school’s commitment to their well-being and academic success, while 94.4% of students report feeling safe at school. Moreover, 100% of staff report feeling supported through professional development opportunities, collaboration with leadership, clear expectations, effective communication, and an overall professional environment.

59.2% of students report that they have peers they can talk to, and only 52.8% report looking forward to interacting with other students. Furthermore, 43.3% of parents indicated that their child participates in extracurricular activities or events and has made a new friend at school.

Comprehensive Needs Assessment Root Cause Analysis Findings:

Graduation Rates:

The root cause of students not meeting 4- and 5-year graduation timelines is that many students enter the program already credit deficient based on their initial high school enrollment (9th grade entry date). As a result, students are required to complete additional coursework to stay aligned with their graduating cohort, which can impact motivation and persistence. As a credit recovery program, the school is designed to support students in regaining academic progress; however, this process often requires additional time, effort, and targeted support for students to get back on track or remain on pace for graduation within the 4- or 5-year cohort.

Mathematics (SBAC):

The root cause of the majority of students not meeting Math SBAC standards is the need for more consistent implementation, monitoring, and refinement of math interventions to ensure maximum effectiveness. Additionally, students would benefit from increased opportunities to engage with and apply mathematical concepts through standards-aligned instruction and practice.

English Language Arts (ELA):

The root cause of low ELA SBAC performance is the need for increased exposure to academic vocabulary and Depth of Knowledge (DOK)-aligned skills, along with the development of student confidence in ELA. Variability in curriculum rigor and limited alignment across instructional materials may impact students' access to grade-level content and opportunities to develop formal language skills. Inconsistent implementation of ELA instructional strategies and competing instructional priorities may also limit a focused emphasis on ELA skill development.

College and Career Indicator (CCI):

The root causes of low CCI preparedness include students entering the program with credit deficiencies and a need for increased awareness of postsecondary options and pathways. Students would benefit from earlier and more consistent exposure to college and career opportunities, as well as support in developing long-term goals beyond high school. Additionally, the school serves a high percentage of students within special populations who may require more targeted support to meet CCI preparedness levels.

There is also a need to strengthen systems and resources that support college and career readiness. This includes providing staff with additional tools and training to effectively guide students across multiple postsecondary pathways, as well as aligning counseling practices to prioritize CCI readiness from the beginning of a student's enrollment.

Credit Attainment (5+ Credits):

The root cause of students not consistently meeting the 5+ credit attainment benchmark is the need for strengthened systems that support executive functioning skills, structured progress monitoring, and consistent access to direct instruction. Limited protected time for focused live instruction, without competing demands, may impact students' ability to fully engage in learning and complete coursework.

Additionally, there is a need for more clearly defined systems for credit attainment, including consistent expectations, progress monitoring structures, and accountability practices. Staff would benefit from targeted professional development in supporting executive functioning skills, along with increased instructional support and expanded opportunities for live instruction. Establishing clear and consistent language around expectations and progress may further support student understanding and success within the program.

Comprehensive Needs Assessment Prioritized Need/ Identified Trends/Themes:

The following five areas of focus will serve as the charter’s priorities for the upcoming school year:

Graduation Rate:

Strengthen student connection to their graduating cohort and increase awareness of academic progress to improve motivation and support on-time completion within the four- or five-year timeline.

Mathematics:

Decrease the number of students performing at the “Standard Not Met” level on the SBAC through foundational skill building, meaningful exposure to mathematical concepts, and exposure to more testing platforms.

English Language Arts (ELA):

Increase SBAC ELA performance for all eligible 11th-grade students through ELA course completion and growth in reading.

College and Career:

Increase student credit attainment (5+ credits per month) to support college and career readiness for all students.

School Climate:

Strengthen student engagement and connectedness to support progress in all academic areas with an emphasis on peer- to peer connections to provide supportive and enriching educational experience for students, families, and staff.

Successes/Strengths:

Data indicates several areas of strength across the school. DASS One-Year Graduation Rates continue to exceed 4/5-Year Graduation Rates, demonstrating the school’s effectiveness in supporting students toward completion once they reach senior status. Additionally, College and Career Indicator (CCI) performance improved by 2.9%, with 15.8% of students meeting preparedness levels, resulting in an increase from Orange in 2024 to Yellow in 2025. Educational partner feedback also reflects a positive school climate, with strong relationships, safety, and support systems identified as key strengths.

Challenges/Concerns:

Despite these successes, challenges remain in improving 4/5-Year Graduation Rates, which are necessary to meet ESSA requirements and exit Comprehensive Support and Improvement (CSI) status. Specific student groups—including socioeconomically disadvantaged, White, and Hispanic students—continue to demonstrate lower graduation outcomes and require targeted support. Although the school did not receive a performance color on the California School Dashboard for Mathematics or English Language Arts, both have been identified as priority areas due to declines in performance. Mathematics performance is 106.2 points below standard (↓ 34.3 points), and ELA

performance is 1.6 points above standard (↓ 8 points). While overall school climate is positive, peer-to-peer relationships and student connectedness were also identified as areas for growth for the school.

Trends Over Time:

Trends indicate that while the school is successful in supporting students toward graduation in the final year, earlier intervention and sustained support across grade levels are needed to improve long-term graduation outcomes. Academic performance in Mathematics and ELA shows areas of decline, reinforcing the need for strengthened instructional practices and targeted interventions. CCI data shows gradual improvement, reflecting increased focus on postsecondary readiness. School climate data remains consistently strong, with ongoing opportunities to strengthen student engagement and peer connections.

These trends will directly inform the development of the LCAP goals by prioritizing improved graduation rates, increased academic achievement in Mathematics and ELA, strengthened college and career readiness, and enhanced student engagement.

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. Data pulled included:

- California Dashboard
- CAASPP/SBAC/CAST
- Renaissance Star benchmark assessments
- ELPAC/RFEP Data
- 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 Fall/Spring 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 January 26, 2026.

Community Members

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

Resource Inequities Review

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

Graduation rate disparities persist among socioeconomically disadvantaged (48.8%, ↓1.9%), White (52.3%, ↓6.4%), and Hispanic students (42.9%, ↓8.7%), all performing below All Students (51.5%, ↓1.5%) as reflected on the 2025 California School Dashboard. These gaps indicate inequitable access to consistent academic support, timely credit recovery opportunities, and early intervention systems. Students in these subgroups are more likely to enter the program credit-deficient and may not receive the same level of targeted cohort tracking, individualized planning, and engagement support needed to remain on track for 4- and 5-year graduation.

Mathematics performance data highlights systemic inequities across subgroups, with Hispanic students performing 93.3 points below standard, socioeconomically disadvantaged students 86.5 points below standard, and White students 130.5 points below standard. These outcomes suggest inequitable access to consistent, math instruction, intervention supports, and opportunities for skill development. Variability in access to targeted math interventions, structured instructional time, and differentiated resources may contribute to performance gaps.

While overall CCI performance improved to “Yellow,” disparities remain for socioeconomically disadvantaged students (19% prepared) and White students (12.8% prepared), who remained at the “Orange” level. These differences indicate inequitable access to college and career readiness opportunities, including A–G course completion, dual enrollment, career pathways, and individualized postsecondary planning. Additionally, students may lack early exposure to college and career options and consistent guidance aligned to their long-term goals.

Disparities in ELA performance are evident, with Hispanic students performing 13.1 points below standard, socioeconomically disadvantaged students 9.8 points below standard, and White students 4 points below standard, with a significant decline of 37.7 points for White students. These trends suggest inequitable access to consistent literacy instruction, academic vocabulary development, and targeted reading interventions. Differences in instructional focus, access to literacy supports, and opportunities to engage with grade-level texts may contribute to these performance gaps.

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

Graduation Rate Inequities (Highest Priority):

Disparities among socioeconomically disadvantaged, Hispanic, and White students indicate inequitable access to early intervention, credit recovery, and consistent cohort tracking systems. Addressing gaps in timely identification of credit deficiencies and strengthening individualized graduation planning should be a top priority to improve 4- and 5-year graduation outcomes and meet ESSA requirements.

Mathematics Achievement Gaps:

Significant performance gaps across all subgroups reflect inequities in access to consistent, high-quality math instruction, intervention supports, and structured learning time. Priority should be placed on expanding math interventions, increasing opportunities for skill application, and ensuring equitable access to targeted instructional support.

College and Career Readiness (CCI) Disparities:

Lower preparedness levels among socioeconomically disadvantaged and White students highlight inequities in access to A–G coursework, dual enrollment, CTE pathways, and postsecondary planning. The LEA should prioritize early and ongoing college and career guidance, as well as increased access to pathway opportunities for all students.

ELA/Literacy Support Gaps:

Persistent gaps in ELA performance indicate inequitable access to academic vocabulary development, literacy interventions, and consistent implementation of effective instructional strategies. Strengthening literacy supports and ensuring alignment of curriculum and instruction across settings should be a key focus area.

Student Engagement and Cohort Connectedness:

Data suggests that some student groups experience lower levels of engagement and connection to their academic progress and graduating cohort. This impacts motivation, credit attainment, and long-term outcomes. Increasing student engagement through targeted supports, relationship-building, and clear progress monitoring systems should be prioritized.

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

Evidence-Based Interventions

The selection and continuation of evidence-based interventions were informed by the Comprehensive Needs Assessment, local data analysis, and educational partner input. These processes identified the need to sustain and enhance interventions that have previously

contributed to positive student outcomes, while also expanding supports to address ongoing academic needs. CSI funding will be used to implement the following:

Expanded Instructional Capacity and Extended Learning Opportunities to Accelerate Credit Completion (Goal 1 Action 4)

The LEA will expand instructional capacity and provide extended learning opportunities to accelerate credit attainment and improve graduation outcomes for CSI-identified students, particularly 4th- and 5th-year seniors and other at-risk cohorts.

The LEA will fund a Math Tutor position to provide targeted, small-group and individualized instruction for students who have not yet met math graduation requirements. This support will focus on foundational skill gaps, standards mastery, and successful completion of required coursework.

An Academic Specialist position will be established to coordinate and deliver targeted academic interventions across content areas. The Academic Specialist will:

- Support the design and implementation of credit recovery and intervention programs
- Provide coaching and support to teachers on evidence-based instructional strategies
- Monitor student progress and ensure alignment between interventions and student needs
- Facilitate data-driven instructional planning and collaboration among staff

The LEA will also fund two Area Teachers to expand instructional support for both students and staff. These teachers will:

- Provide targeted interventions and push-in/pull-out support for students at risk of falling behind on courses
- Collaborate with instructional staff to differentiate instruction and support diverse learning needs
- Increase capacity to serve students in credit recovery and skill building

Additionally, the LEA will provide additional duty compensation for instructional staff to support a Night School program for 4th- and 5th-year cohorts. These extended learning opportunities will:

- Offer flexible scheduling options for students who need to recover credits outside the traditional school day
- Increase access to credit recovery, intervention coursework, and graduation support services
- Provide structured, supervised academic support to ensure course completion

This action is aligned with CSI requirements as it targets identified root causes, including low credit attainment rates, gaps in foundational skills, and limited access to intervention time. It implements evidence-based strategies such as high-dosage tutoring, extended learning time, and targeted instructional support, while building system capacity to deliver coordinated, data-driven interventions for identified student groups. Additionally, it supports ongoing progress monitoring and continuous improvement through expanded staffing and structured intervention systems.

Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts (Goal 1 Action 5)

The LEA will implement a comprehensive, tiered system of support focused on improving graduation outcomes for CSI-identified students, particularly 4th- and 5th-year seniors and other credit-deficient cohorts. This action integrates academic intervention, social-emotional support, and cohort-based engagement strategies.

The LEA will provide Empower U licenses, delivering a Tier 2, credit-bearing intervention program with 1:1 coaching for students who are off track to graduate. This structured program combines academic support with mentoring to accelerate credit recovery, build executive functioning skills, and ensure students remain on a viable path toward graduation.

To strengthen student engagement and persistence, the LEA will fund cohort-focused events, trips, certifications, and resources designed to build a sense of belonging, increase motivation, and connect students to postsecondary pathways. These activities will support the development of strong peer networks and reinforce the relevance of completing high school.

Additionally, the LEA will establish a Social Worker position to provide targeted, intensive support to students. The Social Worker will:

- Deliver individual and group counseling focused on barriers to graduation (e.g., attendance, trauma, mental health, family challenges)
- Coordinate case management and wraparound services, including connections to community resources
- Support attendance improvement efforts and re-engagement strategies for chronically absent students
- Collaborate with staff to implement Multi-Tiered Systems of Support (MTSS) and ensure alignment between academic and social-emotional interventions

This action is aligned with CSI requirements as it directly addresses root causes identified in the needs assessment, including credit deficiency, disengagement, chronic absenteeism, and unmet social-emotional needs. It implements evidence-based, tiered interventions that integrate academic and non-academic supports, while building staff and system capacity to provide coordinated, data-driven supports for identified student groups. Additionally, it supports continuous monitoring and improvement through structured intervention programs and case management.

Expanded Access to Technology and Data Systems to Support At-Promise Student Cohorts (Goal 1 Action 6)

The LEA will implement a comprehensive technology and data infrastructure initiative to improve graduation outcomes for 4th- and 5th-year seniors identified through the CSI process. This action includes the provision of 1:1 touchscreen Chromebooks to ensure continuous access to curriculum, credit recovery platforms, and intervention support aligned to individual student needs. Devices will remove barriers to learning by allowing students to engage in coursework both during and beyond the school day.

Additionally, the LEA will invest in technology enhancements to support instructional delivery and targeted interventions for CSI-identified student cohorts. These enhancements will ensure that students participating in credit recovery and interventions have equitable access to the digital tools and platforms necessary to complete graduation requirements.

To ensure effective implementation and monitoring, the LEA will strengthen systems for tracking and monitoring student progress, including enhancements to data platforms that allow staff to monitor credit accrual, course completion, attendance, and intervention effectiveness in real time. These systems will support the use of early warning indicators and enable staff to identify students at risk of not graduating, adjust interventions, and evaluate program effectiveness.

This action is aligned with CSI requirements as it addresses root causes of low graduation rates, including limited access to instructional materials and inconsistent monitoring of student progress. It implements evidence-based practices, such as increased access to technology

to support personalized learning and data-driven decision-making. Additionally, it supports continuous improvement cycles by enabling staff to monitor outcomes and refine interventions for student groups.

OFL Capistrano reviewed evidence-based resources, including the What Works Clearinghouse (WWC) and Evidence for ESSA, to ensure selected interventions are grounded in rigorous research and aligned with the school's independent study model. The WWC serves as a trusted federal resource for identifying effective educational practices that meet ESSA evidence standards.

Data analysis indicated that continued support in Literacy, English Language Arts, and Mathematics remains critical to improving student achievement and graduation rates. Additionally, research on high-dosage tutoring demonstrates strong positive effects on student learning, particularly for at-risk students. Studies show that frequent, small-group or one-on-one tutoring can significantly accelerate academic growth and help address learning loss, with measurable gains in both reading and mathematics achievement.

Educational partner feedback, gathered through surveys and the Parent Advisory Committee, reinforced the need to continue existing interventions while expanding access to tutoring and academic support. These interventions are especially important within the independent study model, where students must have foundational literacy and math skills to fully access the curriculum.

In response to identified needs, OFL Capistrano will continue to implement and expand the following evidence-based interventions:

[High Dosage Tutoring](#) (ESSA Tier 2 – Moderate Evidence):

Supported by multiple rigorous studies and meta-analyses demonstrating significant positive effects on student achievement, particularly for students performing below grade level.

[Freckle by Renaissance](#) (ESSA Tier 2 – Moderate Evidence):

Adaptive learning platforms and computer-assisted instruction models have been shown to produce positive effects on student learning outcomes, particularly when aligned with individualized skill development.

[iLit ELD Curriculum](#) (ESSA Tier 2 – Moderate Evidence):

The program integrates visual, auditory, and engaging text-based instruction using high-interest fiction and non-fiction materials. It incorporates the research-based Sheltered Instruction Observation Protocol (SIOP) framework to address both academic and language needs. iLit also provides real-time student data, allowing for differentiated instruction tailored to individual language proficiency levels. Research indicates strong outcomes, with students demonstrating significant gains in vocabulary, sentence comprehension, and overall reading comprehension compared to peers not enrolled in the program.

[Goalbook](#) (ESSA Tier 2- Moderate Evidence):

Intervention which integrates education research into a holistic solution that blends technology, professional development, services, and support to improve the effectiveness of educators. Goal Book helps educators identify present levels, write standards-aligned IEP goals, and use effective UDL strategies. Evidence has shown significant positive correlation between Goalbook usage and improved student academic performance and teacher retention.

For the 2026–2027 school year, the LEA will expand its approach by incorporating additional evidence-based strategies:

[Empower U](#) (ESSA Tier 3 – Promising Evidence):

Social-emotional learning programs have demonstrated positive impacts on student behavior, engagement, and academic outcomes when implemented consistently across school settings. Empower U focused on building student resilience, mental wellbeing, and motivation by using 1:1 coaching, online lessons, and a learn-reflect-feedback loop to help students manage stress and improve behavioral health.

All CSI-funded interventions will be regularly monitored using student outcome data to ensure effectiveness and inform continuous improvement.

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 the implementation of its Comprehensive School Improvement plan through structured, ongoing cycles throughout the year. Implementation is tracked through quarterly progress reports shared with the Parent Advisory Committee, Board of Trustees, and OFL staff, as well as through monthly Professional Learning Communities within each department. These check-ins allow educators to review student progress, instructional practices, and the implementation of targeted supports.

The effectiveness of interventions and supports will be evaluated using multiple data sources, including participation and completion rates of identified evidence-based interventions and strategies, high-dosage tutoring records, and overall school performance data. PLCs provide a collaborative space for staff to analyze these data sets, assess the impact of current strategies, and identify areas where supports are effective or need adjustment.

Findings from these reviews will be directly applied to refine actions and allocate resources where they are most needed. Staff will regularly review processes, update instructional approaches, and adjust support structures to better meet student needs and align with the CSI plan. Communication with families will also be expanded across multiple platforms to ensure transparency and ongoing engagement in school improvement efforts.

The effectiveness of the school improvement plan in meeting ESSA Graduation Rate requirements will continue to be measured using the following indicators outlined in the 2024–2027 LCAP:

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

Through this structured approach, OFL Capistrano ensures that interventions are data-informed, student outcomes are continuously evaluated, and instructional strategies are adapted to maximize success. This commitment supports closing opportunity gaps, improving graduation rates, and fostering academic and postsecondary readiness 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>Monthly School Leadership Meetings were held to allow the leadership team to monitor and track student outcomes related to LCAP goals, metrics, and actions. The leadership team also provided input during the Comprehensive Needs Assessment process, helping to identify key needs and priorities to be addressed within the LCAP.</p> <p>Weekly Teacher/Staff Meetings (Eagle Blocks) provided staff with regular opportunities to share input on school improvement initiatives, discuss student progress, and contribute to the ongoing development of the 2026–2027 LCAP.</p> <p>A formal Comprehensive Needs Assessment (CNA) meeting with all staff was conducted on January 26, 2026. During this meeting, both quantitative and qualitative data were reviewed to identify root causes, potential resource inequities, and priority areas of focus for the upcoming school year.</p>
Parents/Guardians & Students	<p>Student Achievement Chats and Parent Conferences were held from January 7–13, 2026, providing students and families with opportunities to identify needs and offer input on actions to strengthen the academic program and ensure the social-emotional support necessary to promote student engagement and positive outcomes.</p> <p>Additionally, educational partner surveys conducted during the Fall window (October 25–November 11, 2025) and the Spring window (February 2–March 20, 2026) allowed all educational partner groups—including staff, students, and parents—to provide feedback on school programs, areas of need, barriers to engagement, and the overall learning environment.</p>

Governing Board	<p>Board meetings were held on September 15, 2025; November 17, 2025; January 20, 2026; March 23, 2026; and May 15, 2026, to provide opportunities for public comment on decisions related to the instructional program and school improvement efforts for OFL Capistrano, including, but not limited to, LCAP goals, metrics, actions, and budget allocations. The Board of Directors received regular updates on the development of the LCAP and progress toward establishing goals, metrics, and actions.</p> <p>Additionally, the Board was informed of the school’s identification for Comprehensive Support and Improvement and was provided opportunities to offer input and feedback to school leadership prior to the adoption of the LCAP. The LEA ensured transparency throughout the process by providing timely access to LCAP materials and opportunities for meaningful public participation.</p> <p>Below is a summary of the process used to review and adopt the charter’s 2026–2027 LCAP in alignment with Education Code requirements:</p> <ul style="list-style-type: none"> • 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 May 7, 2026, at least 72 hours in advance of the scheduled Board meeting at which the draft LCAP was presented for review and public comment. • 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 15, 2026 Board Meeting. • The LEA adopted the Local Control and Accountability Plan during a public meeting, in accordance with Education Code section 52060(b)(2) or 52068(b)(2). Adoption occurred at the June 22, 2026 Board Meeting, where the Board approved the 2026–2027 LCAP.
Parent Advisory Committee	<p>Parent Advisory Committee meetings held on September 30, 2025; November 18, 2025; February 10, 2026; and April 28, 2026 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.</p>
Community Members (SELPA, Authorizer)	<p>OFL Capistrano consulted with its SELPA representative and Capistrano USD, the charter school’s authorizer, on April 28, 2026, providing both with opportunities to offer input and feedback on all components of the LCAP, including goals, metrics, actions, and allocations.</p>

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 2026-27 LCAP reflects the valuable input of our educational partners—parents, students, staff, and community members. Through surveys, consultations, collaborative discussions, and meetings, their feedback directly influenced the refinement of goals, metrics, actions, and resource allocations to align with the school’s priorities and emerging needs.

Goal 1: Postsecondary Preparedness and Graduation
Feedback from educational partners emphasized the importance of addressing inequities and supporting students’ readiness for college and career opportunities. In response, the school maintained its focus on increasing the 4/5th year 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 supporting this goal were shaped by partner feedback:

- Action 1: Post-Secondary Planning Cohorts, targeted interventions, and additional resources address gaps identified in the CNA.
- Action 2: Professional Development for Post-Secondary Counselors responds to the need for enhanced guidance and support for students.
- Action 3: Specialized instructional resources and professional development for Designated ELD instruction were refined to ensure equitable access for English Learners.
- Action 4: Expanded Instructional Capacity and Extended Learning Opportunities to Accelerate Credit Completion
- Action 5: Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts
- Action 6: Expanded Access to Technology and Data Systems to Support At-Promise Student Cohorts

These actions directly reflect the priorities and concerns raised by educational partners and are supported through strategic allocation of resources to maximize impact.

Goal 2: Academic Achievement in Core Subjects

Ongoing analysis of local and state assessment data in Mathematics and English Language Arts, combined with educational partner feedback, highlighted the need for targeted academic support to prepare students for postsecondary success. Feedback prioritized continued investment in the following areas:

- Action 1: Tutoring Support and Services for students needing academic reinforcement
- Action 2: Educational Technology to enhance instructional delivery and accessibility
- Action 3: Professional Development to strengthen staff capacity and address performance disparities
- Action 4: Broad Course of Study to ensure diverse learning opportunities

Parents and instructional staff advocated for the continuation of tutoring supports (Actions 1) and emphasized the importance of professional development (Action 3). These recommendations guided both the selection and prioritization of resources within the LCAP to ensure effective use of available funding.

Goal 3: School Climate and Community Engagement

Survey results and educational partner feedback highlighted strengths in teacher-student relationships, safety, and inclusion, while also identifying areas for growth, including peer-to-peer interactions, online safety, and student engagement. Key findings included:

- Students: 93.7% feel respected and cared for by their teachers, emphasizing the school's commitment to student well-being and academic success, while 94.4% report feeling safe at school.
- Students: 59.2% report that they have peers they can talk to, and only 52.8% report looking forward to interacting with other students.

- Parents: 43.3% indicated that their child participates in extracurricular activities or events and has made a new friend at school.
- Parents: 98.3% appreciate the school's effective support, and 100% recognize the efforts staff put into creating a safe learning environment.
- Staff: Highlighted the influence of social media on student academic performance and peer interactions.
- Staff: 100% report feeling supported through professional development opportunities, collaboration with leadership, clear expectations, effective communication, and an overall professional environment.

Based on these insights, Goal 3 actions were refined to enhance school climate by:

- Strengthening interventions and promoting positive peer interactions
- Expanding staff training on student engagement practices and social-emotional support
- Enhancing communication and engagement with families to foster collaboration and inclusion

Throughout the development process, educational partner feedback directly influenced the adoption, refinement, and prioritization of goals, metrics, actions, and expenditures. Input shaped decisions about which interventions and supports would be most impactful, how professional development is delivered, and where resources are allocated to address gaps and inequities. Actions targeting unduplicated student groups were prioritized to ensure equity, including adjustments in staffing, instructional supports, and interventions.

By actively incorporating the perspectives of parents, students, staff, and community members, the 2026-27 LCAP represents a collaborative, responsive, and dynamic plan. It ensures that every student receives the academic, social, and emotional support necessary to succeed and achieve their postsecondary goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	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: All Students: 55% White Students: 59% Socioeconomically Disadvantaged: 46.4%	Focus

State Priorities addressed by this goal.

- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

Based on findings from the 2025 California School Dashboard, OFL Capistrano recognizes the continued need to improve graduation rates and college and career preparedness. The school’s graduation rate of 51.5%—a decrease of 1.5 percentage points from the previous year—underscores ongoing challenges and reinforces its designation under Comprehensive Support and Improvement (CSI) for not meeting the ESSA graduation standard of 68%. Disaggregated data highlights that specific student subgroups are disproportionately impacted:

- Hispanic Students: 42.9% graduated, a decrease of 8.7%
- Socioeconomically Disadvantaged (SED) Students: 48.8% graduated, a decrease of 1.9%
- White Students: 52.3% graduated, a decrease of 6.4%

These outcomes emphasize the need for equity-driven supports to close opportunity gaps and ensure all students achieve successful postsecondary outcomes.

The College and Career Indicator (CCI) shows modest progress: 15.8% of all students are prepared, an increase of 2.9 percentage points. Subgroup performance includes:

- SED Students: 12.8% prepared, maintained within 1.3 percentage points
- White Students: 19% prepared, maintained within 1.5 percentage points

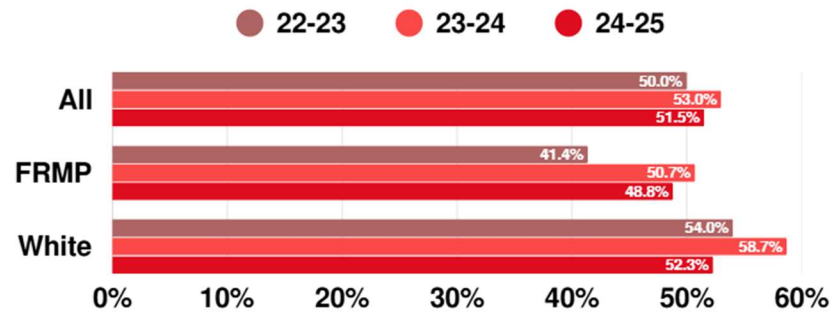
Although overall preparedness remains a priority, these gains demonstrate progress in targeted interventions.

In response to these findings, OFL Capistrano has implemented and continues to refine a series of responsive actions designed to support graduation and postsecondary readiness:

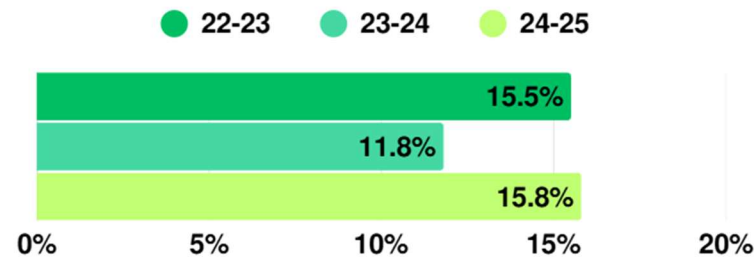
- Targeted Intervention and Support Services: Focused academic support, tutoring, and counseling aimed at students at risk of not graduating or being underprepared for postsecondary opportunities.
- Professional Development: Training for staff to strengthen instructional practices, graduation tracking, and strategies aligned with the College and Career Indicator.
- Enhanced Student Engagement Initiatives: Programs designed to engage students in goal-setting, academic planning, and college/career readiness activities, with particular attention to subgroups with lower performance on the Dashboard.

These strategies align with OFL Capistrano’s mission to graduate every student prepared for postsecondary success. By focusing on equity, providing targeted support, and continuously monitoring student progress, the school remains committed to closing achievement gaps, increasing graduation rates, and equipping students with the skills and confidence necessary to succeed beyond high school.

OFL CAPO 4-5 Year Graduation Rate



College and Career Indicator



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: All Students: 92.3% White Students: 88.5% Socioeconomically Disadvantaged: 89.3%	2025 CA Dashboard Data: All Students:86 % White Students: 84.10% Socioeconomically Disadvantaged: 84.8%	The charter will maintain an average DASS Graduation Rate of 85% or higher throughout the 2024-27 LCAP cycle	Dashboard Data: All Students:7.6%↓ White Students: 12.5%↓ Socioeconomically Disadvantaged: 5.2↓
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.	2025-26 Data: 7 students have completed a dual enrollment course thus far. Spring semester is still in session and 15 additional students are set to complete a course.	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.	Data: 1↑ student completed a dual enrollment course

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)	2025-26 Data: 52 students are enrolled or planning on enrolling in a college or trade school (65.82% of eligible students)	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 enhances college & career readiness and improves our graduation rates.	36/48 graduates in the 22-23 SY was 75%. ↓9.18%
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)	N/A - The LEA has yet to have a numerically significant English Learner Population (less than 11 students on 2025 CA Dashboard)	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

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Throughout the 2025–26 academic year, all actions under Goal 1 were substantially implemented as described in the adopted LCAP. The charter focused on delivering postsecondary planning cohorts, as well as interventions and resources designed to remove barriers impacting student graduation and college and career readiness. The Postsecondary Counselor participated in professional development to strengthen her capacity to support students’ graduation pathways, provide resources for staff and students, and stay informed on updates related to seniors and post-graduation options. Additionally, designated English Language Development (ELD) instruction, curriculum, resources, and targeted professional development were provided to support English Learner (EL) students.

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

Successful Implementation:

Seniors participated in the college readiness (CREW) cohort, receiving additional support with financial aid, college applications, and mentorship opportunities, which contributed to graduation efforts. The LEA achieved an 86% one-year graduation rate.

Students engaged in academic and postsecondary planning with staff and the Postsecondary Counselor, contributing to the maintenance of dual enrollment participation and approximately 59% of students committing to enroll in a college or trade school after graduation.

Support for English Learner (EL) students was strengthened through the EL Department by providing staff training on effective strategies to meet student needs. This included small group instruction, targeted skill-building workshops, additional tutoring, and supplemental resources. These efforts supported the development of English language skills and contributed to progress in core course completion and reclassification rates.

Implementation Challenges:

Staffing changes required adjustments in the delivery of support for EL students. However, the EL Department, through the school's educational service provider, was able to ensure continuity of services and provide necessary training for teachers to continue supporting this subgroup effectively.

As the LEA transitions into the 2026–27 LCAP cycle, it will continue to build on these actions to further improve graduation rates and strengthen college and career readiness for all students.

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 1, with a minor deviation in Action 3 due to staffing changes, as previously described. A material difference between budgeted and estimated actual expenditures occurred in Action 3, as the full salary allocated for the EL Specialists was not expended due to staff vacancy. However, there was no reduction in services, as responsibilities were reassigned to existing staff and supplemented with external support to ensure continuity of EL services.

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 (Action 1- Post-Secondary Planning Cohorts, Interventions and Resources, Action 2- Professional Development for Post- Secondary Counselor, and Action-3 Instruction, Curriculum, Resources, and PD tailored for ELD instruction) has demonstrated positive trends across several key indicators. The LEA observed another solid one-year graduation rate, a slight increase in dual enrollment participation, and an increase in the number of students pursuing postsecondary options. Additionally, academic performance among English Learner (EL) students improved, as evidenced by increases in reclassification rates and student progression. However, continued focus is needed to improve 4- and 5-year graduation rates and ensure growth and equitably experienced across all student groups.

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 that expand their postsecondary options through improved graduation rates and college and career preparedness. For the 2026–2027 school year, the LEA will incorporate CSI-funded actions (Action 4: Expanded Instructional Capacity and Extended Learning Opportunities to Accelerate Credit Completion; Action 5: Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts; and Action 6: Expanded Access to Technology and Data Systems to Support At-Promise Student Cohorts) to further strengthen efforts to increase graduation rates among students and meet ESSA graduation rate requirements.

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.	\$77,200	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.	\$3,000	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.	\$14,200	Yes

Action #4	Expanded Instructional Capacity and Extended Learning Opportunities to accelerate credit completion	<p>The LEA will expand instructional capacity and provide extended learning opportunities to accelerate credit attainment and improve graduation outcomes for CSI-identified students, particularly 4th- and 5th-year seniors and other at-promise cohorts. This includes hiring a Math Tutor to provide targeted small-group and individualized instruction to support completion of math graduation requirements, and an Academic Specialist to coordinate credit recovery and intervention programs, support teachers with evidence-based strategies, and monitor student progress using data-driven practices.</p> <p>Additionally, the LEA will hire two Area Teachers to provide targeted interventions, push-in/pull-out support, and increased capacity for credit recovery programs. The LEA will also provide additional duty compensation for teachers to support Night School for 4th- and 5th-year cohorts, offering flexible scheduling and structured academic support to increase credit recovery and graduation completion.</p>	\$286,500	No
Action #5	Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts	<p>The LEA will provide Empower U licenses to deliver a Tier 2, credit-bearing intervention program with 1:1 coaching for students who are off track to graduate, supporting credit recovery and skill development. To increase engagement and persistence, the LEA will fund cohort-based events, trips, certifications, and resources that promote belonging and connection to postsecondary pathways.</p> <p>Additionally, the LEA will establish a Social Worker position to provide counseling, case management, and wraparound services; support attendance and re-engagement efforts; and collaborate with staff to implement MTSS and align academic and social-emotional interventions.</p>	\$325,028	No

Action #6	Expanded Access to Technology and Data Systems to Support At-Promise Student Cohorts	<p>The LEA will implement a comprehensive technology and data systems initiative to improve graduation outcomes, particularly for 4th- and 5th-year seniors. This includes providing 1:1 touchscreen Chromebooks to ensure continuous access to curriculum, credit recovery programs, and targeted interventions, as well as investing in technology enhancements to support instructional delivery and equitable access for students participating in CSI funded interventions.</p> <p>Additionally, the LEA will strengthen data systems to track and monitor student progress, including credit accrual, course completion, attendance, and intervention effectiveness. These enhanced systems will support the use of early warning indicators to identify at-promise students, inform timely interventions, and evaluate program impact.</p>	\$142,500	No
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Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
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 Academic Standards
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

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

2025 California School Dashboard Highlights:

- Mathematics: 106.2 points below standard, a decrease of 34.3 points from the prior year.
- English Language Arts: 1.6 points above standard, a decrease of 8 points from the prior year.

Mathematics performance data highlights systemic inequities across subgroups, with Hispanic students performing 93.3 points below standard, socioeconomically disadvantaged students 86.5 points below standard, and White students 130.5 points below standard. These outcomes suggest inequitable access to consistent, math instruction, intervention supports, and opportunities for skill development.

Variability in access to targeted math interventions, structured instructional time, and differentiated resources may contribute to performance gaps.

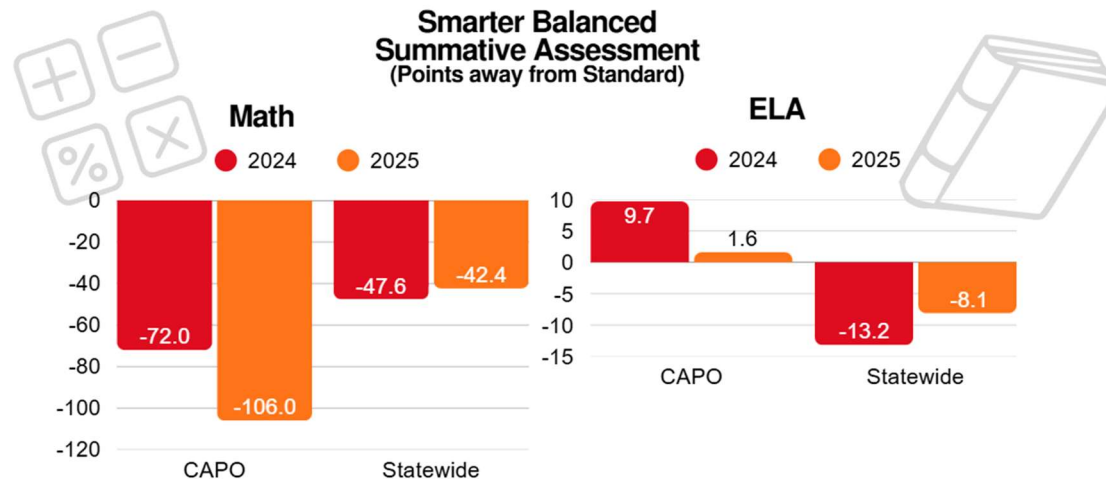
Disparities in ELA performance is evident, with Hispanic students performing 13.1 points below standard, socioeconomically disadvantaged students 9.8 points below standard, and White students 4 points below standard, with a significant decline of 37.7 points for White students. These trends suggest inequitable access to consistent literacy instruction, academic vocabulary development, and targeted reading interventions. Differences in instructional focus, access to literacy supports, and opportunities to engage with grade-level texts may contribute to these performance gaps.

The above results and trends indicate both Mathematics and ELA continued to require focused attention, particularly for student subgroups who may be experiencing disparities in achievement.

Actions to Support Growth in Mathematics and ELA:

- Expanded Tutoring Services – Targeted support in Mathematics and ELA to help students meet or exceed grade-level standards.
- Professional Development – Training for staff focused on enhancing instructional strategies, differentiation, and evidence-based practices to improve outcomes.
- Broad Course of Study – Offering differentiated instructional options through a robust curriculum catalog to meet diverse learning needs.
- Educational Technology – Continued investment to remove digital barriers, strengthen instructional engagement, and improve access to learning resources.

These efforts are intended to address achievement gaps, support equitable outcomes, and ensure all students are prepared for academic success and postsecondary opportunities. Additional local data, subgroup performance, and assessment results will be updated throughout the year to track progress and refine strategies.



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	Spring 2026 Internal Data: Average for ALL students thus far this school year: ELA 8.2 units Math 6.5 units Science 5.8 units	Over a three-year period, students will complete an average of 6 units in ELA, 5 units in Math, and 6 units in Science.	Internal Data: Average for ALL students thus far this school year: ELA 2.4↑ units Math 1.68↑ units Science 0.31↑ units
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)	Spring 2026 Internal Data: 1.0 Average GLE Growth (7-12)	Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all students will average 1.0 in English.	Internal Data: 0.3↑ Average GLE Growth (7-12)
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)	Spring 2026 Internal Data: 1.5 Average GLE Growth (7-12)	Over the three-year LCAP cycle, the Grade Level Equivalency (GLE) growth for all students will average 1.25 in math.	No change
Metric# 4	Student Progression	Spring 2024 Internal Data: 83.8% Average Monthly Student Progression	Spring 2025 Internal Data: 88.9% Average Monthly Student Progression	Spring 2026 Internal Data: 91.9% Average Monthly Student Progression	Student progression will average 86% over the three-year LCAP cycle.	Internal Data: 8.1%↑ Average Monthly Student Progression

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All actions under Goal 2 were substantially implemented, with the exception of Action 5 (Targeted Student Support and Resources for Learning Recovery under LREBG), funded through LREBG, was not implemented due to funds being expended prior to the start of the 2025–26 school year and after the development of the LCAP.

During the second 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 afterschool instructional support. The school also continued to provide professional development for teachers to improve academic performance, particularly for students needing additional support in Mathematics and English Language Arts.

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

Successful Implementation:

Students had access to afterschool tutoring support across all academic subjects.

The instructional program was enhanced through the use of educational technology and subscriptions that supported student learning and engagement. Continued investment in this area helped reduce technology barriers, increase access to the academic program, and improve engagement among students and educational partners.

The school expanded its course offerings to provide a broader and more differentiated course of study that meets the diverse needs of its student population.

Implementation Challenges:

Due to funding shifts, Action 5 was not implemented. This action will be removed for the 2026–2027 school year and addressed in the Goal 2 “Changes” section.

These actions contributed to improved student access to academic supports, increased engagement in learning, and strengthened opportunities for students to make progress toward meeting course completion and academic performance goals.

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 actions outlined in Goal 2, with implementation adjustments to Action 1 and non-implementation of Action 5. Action 5 was not implemented due to LREBG funds being fully expended prior to the start of the 2025–26 school year, following the development of the LCAP. Additionally, Action 1 was adjusted as the school was unable to identify a viable tutoring

platform to replace its previous offering. In response, certificated staff provided supplemental academic support to ensure continuity of services for students.

As a result, there is a notable difference between budgeted and estimated actual expenditures for Actions 1 and 5 during the 2025–26 school year. However, there was no reduction in services, as alternative supports were implemented to meet student needs. Expenditures for Actions 2, 3, and 4 remain aligned with the original budgeted amount and are 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 (Action 1- Tutoring Support and Services, Action 2- Educational Technology, Action 3- Professional Development, and Action 4- Broad Course of Study) is demonstrated by progress across multiple local metrics. The charter has shown improvement in all Goal 2 measures, including increased average core course completion rates, growth in Math GLE (1.5) and ELA GLE (1.0), and a Student Progression rate of 91.9% thus far this school year. Additionally, all students demonstrated gains in average core course completion, with ELA at 8.2 units, Math at 6.5 units, and Science at 5.8 units compared to the previous school year.

Although OFL Capistrano did not receive a performance color for Mathematics or English Language Arts on the 2025 California School Dashboard, local indicators and data trends indicate that additional support is needed in these core academic areas. While current strategies under Goal 2 are effectively supporting progress on local measures, these results highlight the need to strengthen and refine instructional practices and interventions to ensure that gains translate into improved outcomes on state assessments.

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 26-27 school year, the school has removed Action 5 (Targeted Student Support and Resources for Learning Recovery- LREBG) under Goal 2 because LREBG funds were exhausted. Reflection on implementation and student outcome data indicated that many of the supports previously funded through this action have been integrated into ongoing instructional practices and student support systems. To ensure continuity of services, the school will continue providing targeted academic intervention, tutoring, and instructional support through existing Goal 2 actions and site-based supports. This adjustment reflects a shift toward sustaining effective academic support through long-term funding sources and integrated intervention practices.

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	\$5,000	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	\$13,200	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.	\$14,200	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.	\$48,000	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
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.

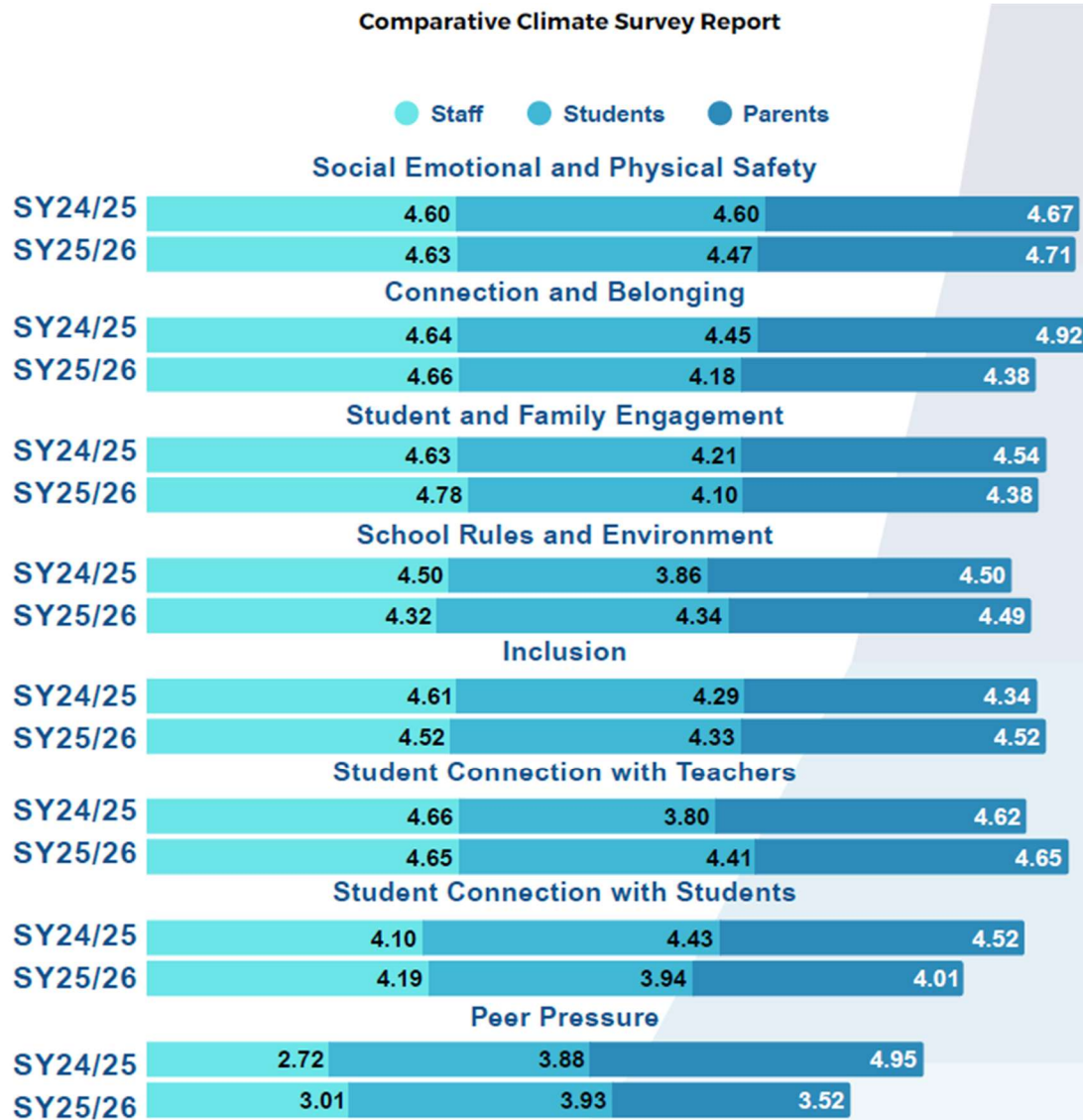
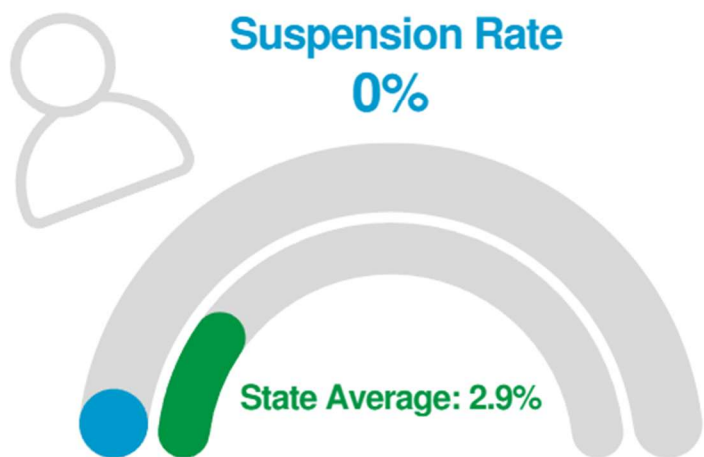
Based on a review of state and local indicators, OFL Capistrano continues to prioritize a positive school climate, emphasizing student safety, supportive teacher-student relationships, and a commitment to diversity and inclusivity. Key areas of strength include:

- Student well-being: Low suspension and dropout rates indicate a safe and supportive learning environment.
- Teacher-student relationships: Feedback from families and students highlights strong connections that contribute to engagement and academic success.
- School culture: Staff actively promote respect and inclusivity, fostering a welcoming and collaborative community.
- Administrative support: Staff feel supported through professional development opportunities, collaboration with leadership, clear expectations, effective communication, and an overall professional environment.

Educational partners have also identified areas for continued growth:

- Peer-to-peer relationships: Strengthening student collaboration and connectedness.
- Online safety: Addressing concerns related to social media and digital interactions.
- Student engagement: Promoting a positive and enjoyable learning environment.

These insights guide OFL Capistrano’s ongoing efforts to enhance school climate, student engagement, and overall well-being. By refining practices and interventions, the school remains committed to fostering an inclusive, safe, and empowering learning environment for all students and staff.



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	Fall 2025 Survey Data (Altitude): Student 3.94 Staff 4.19 Family 4.01	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 0.24↑ Staff 0.11 ↓ Family 0.11↑
Metric# 2	Suspension Rates	Fall 2023 Ca Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended at least one day	Fall 2025 CA Dashboard: 0% suspended at least one day	Suspension rates will be maintained below 2%, ensuring our blue rating on the California Dashboard	No change
Metric# 3	Dropout Rates	Spring 2024 Internal Data: 2.9% (MS & HS)	Spring 2025 Internal Data: 2.5% (MS & HS)	Spring 2026 Internal Data: 3.3%	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)	Average for 25-26 School Year: 78.1% (as of month 9)	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.	2.9%↓

<p>Basic Services: Teaching Assignment Monitoring Outcomes</p>	<p>2023 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 22.8% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>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</p>	<p>2024 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 25.2% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>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</p>	<p>2025 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 30.1% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>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</p>	<p>Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 23% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 	<ul style="list-style-type: none"> • Clear (% of teaching FTE): 7.3%↑ • Textbook Insufficiencies: no change • Facilities Inspections: no change • Number of Uniform Complaints: no change
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		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.	California under the Education Code reference mentioned above for alternative 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.	California under the Education Code reference mentioned above for alternative settings. Using this report in the 2024-25 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 2025-26

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

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

All Goal 3 actions were implemented as described in the adopted LCAP, with no substantive deviations in implementation during the 2025–26 school year. The charter continued to focus on promoting a positive school climate for all educational partners through engagement initiatives, social-emotional learning opportunities, and expanded mental health support.

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

Successful Implementation:

Students participated in a variety of activities designed to strengthen peer relationships and promote school connectedness. These included field trips, workshops, college tours, and school events such as Senior Day, Prom, Autism Awareness activities, Brunch and Blooms, Back to School Night, and Parent Conferences. These opportunities contributed to building a welcoming and inclusive school community.

The school continued to strengthen local partnerships with organizations such as a food pantry, Saddleback College, and the local WIOA branch, providing students with access to additional resources and postsecondary planning support.

Student groups, including Safe Space and Student Council, provided opportunities for leadership, peer support, and student voice.

Resources were allocated to increase family engagement through events and designated staff support, particularly for Parent Advisory Meetings and school activities.

Special Education students received targeted mental health support from the school psychologist to address social-emotional needs impacting academic performance.

School climate data reflects positive outcomes, including Fall 2025 Survey results (Students: 3.94, Staff: 4.19, Families: 4.01), a 0% suspension rate on the Fall 2025 California Dashboard, and a low dropout rate of 2.7% (MS 0%, HS 2.7%). Middle school Student Progression (chronic absenteeism proxy) averaged 95.9% during the 2025–26 school year.

Implementation Challenges:

While the school increased opportunities for peer-to-peer interaction through activities and events, survey results indicate that student engagement and connectedness remain areas for growth. A slight decline in student and family perceptions of peer interaction (School Climate Survey 2024-2025 vs 2025-2026) suggests that additional or more targeted strategies may be needed to increase the effectiveness of these efforts.

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 significant differences between budgeted and estimated actual expenditures for the 2025–26 school year, with the exception of Action 4. For this action, the school was able to administer the school climate survey at no additional cost, resulting in a variance between the budgeted and actual expenditures. All other expenditures associated with this goal remain aligned with the original budgeted amount and are on track.

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

Overall, the actions under Goal 3 (Action 1- Social Emotional Development, Action 2- Educational Partner Engagement, Action 3- Mental Health and Wellness for SWD, and Action 4- School Climate Survey) have been effective in maintaining a positive school climate, as evidenced by strong survey results, low suspension rates, and low dropout rates. These outcomes indicate that current strategies are successfully supporting a safe and supportive learning environment. However, data also suggests a need to further strengthen peer relationships and student connectedness. In response, the LEA will build on existing efforts by refining and expanding targeted engagement opportunities and social-emotional supports to increase student participation and enhance overall school climate outcomes.

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 safe, inclusive, and collaborative learning environment that leverages the collective expertise of all educational partners and strengthens capacity-building efforts 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	\$166,955	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	\$25,000	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	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.	\$5,000	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$371,755	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.318%	11.969%	\$400,174.54	22.158%

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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Goal 1
Action #1
Action #2

Analysis from the Comprehensive Needs Assessment (CNA), California School Dashboard, Resource Inequity Review, and educational partner feedback highlights that socioeconomically disadvantaged students continue to face barriers that limit full participation in instructional programs and post-secondary planning.

Key barriers include:

- Transportation challenges impacting attendance and access to school-based resources.
- Limited access to technology necessary for coursework, research, and college/career planning.
- Insufficient knowledge of available academic and career supports, including counseling services.
- Limited awareness of post-secondary options, such as college, vocational programs, and career pathways.
- Gaps in time-management, goal-setting, and long-term planning skills required for success beyond high school.

Performance Data Highlights:

- On the 2025 California Dashboard, the socioeconomically disadvantaged student group received a RED designation for 4-/5-year graduation rates, reflecting a 1.9% decline with 48.8% students graduating, indicating a persistent gap.
- The same subgroup received an ORANGE designation on the 2025 College and Career Indicator with 12.8% preparedness rate, underscoring ongoing needs for post-secondary readiness support.

Goal 1, Action 1 – Post-Secondary Planning Cohorts, Interventions, and Resources

How the Action Addresses Identified Needs: Provides structured support for socioeconomically disadvantaged students through cohort-based planning, individualized interventions, and monitoring systems. Reduces barriers to graduation, post-secondary awareness, and college/career pathway access while promoting engagement and long-term planning skills.

Why LEA-Wide:

Ensures equitable access for all students regardless of site or circumstance, maintains consistency in graduation and post-secondary planning systems, and embeds early identification and intervention for unduplicated student groups.

Goal 1, Action 2 – Professional Development for Post-Secondary Counselor

How the Action Addresses Identified Needs: Strengthens counselor expertise in supporting historically underserved students, including socioeconomically disadvantaged students. Builds capacity in college access, financial aid literacy, career pathway advising, and intervention strategies to improve post-secondary readiness.

Why LEA-Wide:

Ensures consistent, high-quality advising practices across the LEA, promotes equitable access to post-secondary guidance, and sustains systems that support graduation and college/career outcomes for all students.

While these actions are principally directed toward socioeconomically disadvantaged

Metric 1: One-Year Graduation Rate (DASS)

Maintain an average DASS Graduation Rate of 85% or higher

Metric 2: Dual Enrollment Participation (Target by 2027)

An average of 10 eligible students successfully complete dual enrollment courses, enhancing college readiness and improving our graduation rates.

Metric 3: College & Trade School Enrollment (Target by 2027)

An average of at least 10% of eligible students will successfully enroll in a College or Trade school program as their post-secondary plan enhances college & career readiness and improves our graduation rates.

These findings confirm that targeted interventions remain necessary. By continuing Actions 1 and 2 from the 2025–26 cycle, the charter maintains a data-informed, equity-centered approach aimed at removing barriers, improving graduation outcomes, and strengthening post-secondary preparedness for socioeconomically disadvantaged students.

students, they are implemented charter-wide to maximize impact and support overall graduation outcomes. Offering these strategies LEA-wide ensures all students have equitable access to high-quality post-secondary guidance and intervention resources.

Continuing these actions in the 2026–27 LCAP provides continuity in addressing the needs of socioeconomically disadvantaged students while leveraging data-informed insights from prior years to sustain progress. This approach demonstrates a strategic commitment to equity, graduation success, and post-secondary readiness, ensuring that every student has the resources and support needed to thrive.

<p>Goal 2 Action #1 Action #2 Action #3 Action #4</p>	<p>Analysis from the Comprehensive Needs Assessment (CNA), Resource Inequity Review, California School Dashboard, and educational partner feedback indicates that socioeconomically disadvantaged students continue to face barriers that impact academic outcomes in Mathematics and English Language Arts (ELA).</p> <p>Key findings include:</p> <ul style="list-style-type: none"> • Achievement gaps: Average grade-level performance for 12th grade socioeconomically disadvantaged students remains below standard, with reading at an average Grade Level Equivalent (GLE) of 11.1 and mathematics at 11.0, indicating persistent gaps compared to all other grade levels within the same subgroup and “All student” group. • Monitoring gaps: Dashboard indicators show that this subgroup continues to perform below standard (86.5 points below in Math and 9.8 points below standard in ELA), highlighting the need for targeted intervention. • Access and engagement barriers: Students face challenges accessing tutoring, differentiated instruction, educational technology, and a broad course of study, which are essential for improving academic outcomes. • Disproportional outcomes: Socioeconomically disadvantaged students continue to experience consistent gaps in performance, participation, and engagement relative to their peers. 	<p>Goal 2, Action 1 – Tutoring Support and Services How the Action Addresses Identified Need(s):</p> <ul style="list-style-type: none"> • Provides targeted tutoring in Mathematics and ELA to deliver personalized intervention for students needing additional support. • Supports unduplicated student groups, specifically socioeconomically disadvantaged students, who may lack access to outside academic resources. • Helps close achievement gaps in core subjects and reinforces classroom instruction with differentiated support. <p>Why LEA-Wide</p> <ul style="list-style-type: none"> • Ensures equitable access to tutoring services for all students across the charter. • Maintains instructional consistency while allowing targeted interventions for high-need subgroups. • Supports systemwide academic growth and helps reduce disparities in Math and ELA outcomes. <p>Goal 2, Action 2 – Educational Technology How the Action Addresses Identified Need(s):</p> <ul style="list-style-type: none"> • Provides students and staff with essential technology, digital resources, and subscriptions to facilitate modern, adaptive learning. • Integrates technology-driven instructional strategies to improve engagement, accessibility, and participation for socioeconomically disadvantaged and other high-need students. • Supports differentiated learning and real-world application of skills in core subjects. 	<p>Metric 1: Core Course Completion (Target by 2027) Students will complete an average of: ELA – 6 units Math – 5 units Science – 6 units</p> <p>Demonstrates consistent engagement in core academic courses and supports long-term proficiency in ELA, Math, and Science.</p> <p>Metric 2: English Grade Level Equivalency (GLE) Growth (Target by 2027) Average GLE growth of 1.0 for all students</p> <p>Measures improvement in literacy skills and reduces achievement gaps for unduplicated student groups.</p> <p>Metric 3: Math Grade Level Equivalency (GLE) Growth (Target by 2027) Average GLE growth of 1.25 for all students</p> <p>Supports steady progress in mathematical proficiency and addresses learning gaps for socioeconomically disadvantaged students and other high-need groups.</p>
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Because these trends remain consistent, the charter continues to implement Goal 2 Actions 1–4, which are principally directed toward socioeconomically disadvantaged students. These actions focus on tutoring, educational technology, professional development, and access to a broad course of study, ensuring schoolwide implementation for equity and consistency in addressing academic gaps and improving outcomes in ELA and Mathematics.

Why LEA-Wide

- Ensures all students have equitable access to technology and digital learning tools.
- Promotes consistent instructional practices across the charter.
- Strengthens systemwide capacity for digital equity and effective use of educational technology.

Goal 2, Action 3 – Professional Development

How the Action Addresses Identified Need(s)

- Provides ongoing training for educators to improve instructional effectiveness in Math, ELA, and SEL.
- Focuses on differentiated instruction, inclusive practices, and strategies tailored for high-need students.
- Builds staff capacity to address achievement gaps and meet the academic and social-emotional needs of unduplicated student groups.

Why LEA-Wide

- Ensures all staff across the charter are equipped with consistent, research-based instructional strategies.
- Maintains equity in educator capacity to serve diverse learners effectively.
- Supports sustainability of high-quality instruction and systemwide improvements in student outcomes.

Goal 2, Action 4 – Broad Course of Study

How the Action Addresses Identified Need(s)

- Ensures all students have access to a rigorous, standards-aligned curriculum in English, Science, Mathematics, and Career Technical Education (CTE).

Metric 4: Student Progression Rate (Target by 2027)

Maintain an average student progression rate of 86%

Monitors overall instructional effectiveness and ensures students are on track for graduation and post-secondary readiness.

- Expands academic offerings and provides differentiated learning opportunities to support students at all skill levels.
- Targets achievement gaps in Math and reading while strengthening post-secondary readiness for high-need students.

Why LEA-Wide

- Guarantees equitable access to a broad and rigorous curriculum for all students.
- Supports systemwide instructional consistency and long-term academic growth.
- Reinforces a schoolwide approach while maintaining targeted supports for unduplicated student groups.

While these actions are principally directed toward socioeconomically disadvantaged students, they are implemented charter-wide to support overall student achievement. Math proficiency gaps span multiple subgroups, and reading disparities persist across grade levels, making a schoolwide approach essential. This ensures that all students receive the academic support they need, while targeted interventions continue to address the unique needs of high-need subgroups.

By continuing these actions in the 2026-27 LCAP, the charter reaffirms its commitment to closing achievement gaps and improving Math and ELA outcomes for socioeconomically disadvantaged students. Given that needs assessment findings remain consistent, this strategy remains the most effective approach for promoting academic growth and increasing proficiency levels across the school.

<p>Goal 3 Action #1 Action #2 Action #4</p>	<p>Analysis from the Comprehensive Needs Assessment (CNA), Resource Inequity Review, California School Dashboard, and educational partner feedback indicates that unduplicated student groups—including English Learners (ELs), Foster Youth, and socioeconomically disadvantaged students—face barriers that impact school engagement, peer relationships, and overall school climate.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> English Learners: Language barriers limit engagement with school offerings, participation in decision-making, and the ability to build strong peer and staff connections. Foster Youth: Instability in home and school environments affects engagement and connectedness, making it harder to build relationships in the independent study setting. Socioeconomically Disadvantaged Students: Limited access to school engagement opportunities restricts full participation in the school community and extracurricular activities. Disproportional outcomes and engagement gaps: These trends highlight consistent barriers to inclusion and participation for unduplicated students compared to their peers. <p>Because these trends remain consistent with previous LCAP cycles, the charter continues the implementation of Goal 3 Actions 1, 2, and 4, which are principally directed toward unduplicated students. These actions focus on social-emotional development, educational partner engagement, and school climate monitoring, and are implemented schoolwide for</p>	<p>Goal 3, Action 1 – Social-Emotional Development (SEL) How the Action Addresses Identified Need(s)</p> <ul style="list-style-type: none"> Provides SEL resources to enhance student well-being, strengthen school connectedness, and build peer relationships. Targets unduplicated student groups—ELs, Foster Youth, and socioeconomically disadvantaged students—who face barriers to engagement and connectedness. Offers access to counseling, mentorship programs, and SEL-integrated instruction to address isolation, disengagement, and social-emotional needs. <p>Why LEA-Wide</p> <ul style="list-style-type: none"> Ensures all students benefit from a positive, inclusive, and supportive school climate. Maintains consistency in SEL support and engagement strategies across the charter. Embeds a systemwide approach that strengthens student well-being while addressing the specific needs of unduplicated student groups. <p>Goal 3, Action 2 – Educational Partner Engagement How the Action Addresses Identified Need(s)</p> <ul style="list-style-type: none"> Expands engagement opportunities for parents, students, and community partners through structured platforms for feedback and collaboration. Ensures unduplicated student groups—ELs, Foster Youth, and socioeconomically disadvantaged students—and their 	<p>Metric 1: School Climate Survey – Peer Relationship Dimension (Target by 2027) Students – 4.0 average Staff – 5.0 average Families – 4.0 average</p> <p>Measures improvement in peer relationships and overall school connectedness for all students, including ELs, Foster Youth, and socioeconomically disadvantaged students.</p> <p>Metric 2: Suspension Rates (Target by 2027) Maintain rates below 2%</p> <p>Supports a positive and safe school climate while reducing disproportional disciplinary outcomes for unduplicated student groups.</p> <p>Metric 3: Dropout Rates (Target by 2027) Maintain rates below 3% for middle and high school students</p> <p>Ensures continued student retention, engagement, and progress toward graduation for at-risk populations.</p> <p>Metric 4: Middle School Student Progression Rate – Chronic Absenteeism (Target by 2027)</p>
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equity and consistency, ensuring that all students benefit from a positive, inclusive, and supportive learning environment.

families have a voice in shaping school policies and programs.

- Strengthens school-home connections, which are critical for at-risk students to receive the academic and social-emotional support they need.

Why LEA-Wide

- Guarantees equitable engagement opportunities for all families across the charter.
- Supports consistency in feedback and decision-making structures across sites.
- Promotes a schoolwide culture of collaboration, inclusion, and community partnership while addressing the needs of high-need student groups.

Goal 3, Action 4 – School Climate Survey

How the Action Addresses Identified Need(s)

- Monitors school climate, student engagement, and peer relationship trends by gathering input from students, families, and staff.
- Identifies areas where unduplicated students—ELs, Foster Youth, and socioeconomically disadvantaged students—may feel disconnected or underserved.
- Provides actionable data to guide targeted interventions and improve school climate outcomes.

Why LEA-Wide

- Ensures all students' voices are included in school improvement initiatives.
- Maintains consistent schoolwide monitoring and feedback systems.
- Strengthens overall engagement, connectedness, and positive school

Average progression rate of 82%

Monitors chronic absenteeism and supports interventions to increase engagement and connectedness for Middle school students.

		<p>climate while continuing to address the needs of at-risk student groups.</p> <p>While these actions are principally directed toward socioeconomically disadvantaged students, English Learners, and Foster Youth, they are implemented charter-wide to ensure that all students benefit from a positive and inclusive school climate. Findings from the Comprehensive Needs Assessment highlight that promoting engagement and school connectedness is essential for overall student success. A schoolwide approach maintains strong educational partner engagement and SEL support, benefiting the entire school community while addressing the specific needs of high-need student subgroups.</p> <p>By maintaining these actions in the 2026-27 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>	
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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 Learners (ELs) represent a small portion of the school population. While detailed data is limited due to privacy constraints, Comprehensive Needs Assessment (CNA) findings, internal student performance data, and educational partner feedback indicate that EL students have unique needs that require targeted interventions.</p> <p>Key needs include:</p> <ul style="list-style-type: none"> • Academic Gaps: EL students must simultaneously develop English proficiency while mastering grade-level content. Limited access to content-specific vocabulary can hinder engagement with core subjects, standardized assessments, and college/career readiness. • Systemic Barriers: Limited access to advanced coursework, and reduced opportunities in dual enrollment or CTE pathways create inequities in academic outcomes. • Engagement & Stability Needs: Social and cultural adaptation challenges affect participation in school activities, peer interactions, and overall engagement. Targeted socio-emotional supports are essential to foster inclusion and sustained academic engagement. • Disparities Evidence: Persistent disparities in credit attainment, core course completion, and proficiency in ELA highlight the need for differentiated support to ensure equitable access to academic opportunities. <p>To address these challenges, the school continues to implement Goal 1, Action 3, which provides tailored instruction, curriculum, resources, and professional development for designated ELD instruction, ensuring that EL</p>	<p>Goal 1, Action 3 – English Learner (EL) Support</p> <p>How the Action Addresses Identified Need(s)</p> <ul style="list-style-type: none"> • Provides tailored support for EL students through an ELD department that oversees direct instruction and individualized intervention to develop literacy, comprehension, and English language acquisition skills. • Implements the iLit curriculum as the designated ELD instructional framework, ensuring specialized instruction aligned with student proficiency levels and academic content needs. • Offers professional development for staff on EL instructional strategies, differentiation techniques, and best practices, building teacher capacity to support ELs across all content areas. • Holds reclassification events to recognize student progress, reinforce engagement, and motivate continued language proficiency growth. • Each element of this action is data-informed, targets gaps identified in the CNA, and addresses the specific barriers EL students face in mastering English while accessing grade-level content. <p>Why Exclusively for This Group</p> <ul style="list-style-type: none"> • These services are principally directed and exclusively provided to EL students because general classroom instruction does not fully address the unique academic and language acquisition needs of this group. • EL students face systemic barriers—including language proficiency, limited content-specific vocabulary, and challenges in engagement—that require 	<p>Metric 4: English Learner (EL) Reclassification Rate (Target by 2027)</p> <p>Average of 20% of eligible EL students reclassified by the end of the 2026–27 school year (contingent on a statistically significant EL population).</p> <p>Measures progress in English proficiency, ensuring EL students successfully transition to mainstream academic courses and improve overall academic outcomes.</p>
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	<p>students receive the academic and socio-emotional supports necessary to close achievement gaps. This approach is data-informed, promotes equitable access, and directly targets the persistent disparities faced by EL students.</p>	<p>specialized instruction and individualized support.</p> <ul style="list-style-type: none"> • The action ensures equitable outcomes, promotes academic progress and personal growth, and addresses persistent disparities in literacy, reclassification rates, and school participation. • By providing targeted interventions not available to the broader student population, the charter fulfills both legal obligations and data-verified needs, ensuring EL students receive the support necessary to succeed academically and socially. <p>By continuing these actions in the 2026-27 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 enhancing EL student success and language acquisition efforts.</p>	
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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.

Goal 1, Action 3 – Instruction, Curriculum, Resources, and Professional Development for Designated ELD Instruction

This action is principally directed toward English Learner (EL) students, addressing their unique academic and language acquisition needs. EL students require targeted interventions to develop English proficiency while mastering grade-level content, access content-specific vocabulary, and fully engage in school programs. Goal 1, Action 3 provides tailored instruction, curriculum, resources, and professional development to ensure equitable outcomes for this student group.

Methodology:

The LEA calculated the contribution of this action by identifying the specific needs of English Learner (EL) students through data analysis and aligning resource allocation to address those needs. A total of \$14,200 was designated for supplemental ELD curriculum, instructional

resources, and professional development to strengthen designated ELD services. This investment was determined based on the scope of services required to address identified barriers to accessing grade-level content.

Resource Allocation:

EL Department (5%): \$13,200
Curriculum, Resources, and PD: \$1,000
Total Contribution: \$14,200

Services Included:

Designated ELD instruction support provided by the ELD department through our educational service provider
Implementation of the iLit curriculum to support literacy and language acquisition
Reclassification events to recognize EL student progress and reinforce engagement
Professional development for staff on ELD instructional strategies, differentiation, and best practices

Justification:

This action exclusively supports EL students, providing tailored, individualized interventions that address language proficiency, content access, and engagement barriers. It ensures equitable outcomes, academic progress, and personal growth while fulfilling data-verified needs and legal obligations. The methodology confirms that 3.82% of the LEA's MPP is met through this limited action, contributing to the LEA's overall 10.32% allocation for improving services for unduplicated students in 2026–27.

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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 460,167.00	\$ 337,749.08

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	\$ 67,301
1	2	PD for Post-Secondary Counselor	Yes	\$ 2,000	\$ 763
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	Yes	\$ 77,000	\$ 35,835
2	1	Tutoring Support and Services	Yes	\$ 10,000	\$ 34
2	2	Educational Technology	Yes	\$ 30,000	\$ 18,732
2	3	Professional Development	Yes	\$ 20,000	\$ 14,105
2	4	Broad Course of Study	Yes	\$ 35,000	\$ 30,314
2	5	Targeted Student Support and Resources for Learning Recovery (LREBG)	No	\$ 38,000	\$ -
3	1	Social Emotional Development	Yes	\$ 112,667	\$ 97,639
3	2	Educational Partner Engagement	Yes	\$ 38,000	\$ 30,408
3	3	Mental Health and Wellness with targeted emphasis on Student with Disabilities	No	\$ 20,000	\$ 42,618
3	4	School Climate Survey	Yes	\$ 2,500	\$ -

2025-26 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)
\$ 349,564	\$ 402,167	\$ 295,132	\$ 107,035	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	\$ 67,300.62	0.000%	0.000%
1	2	PD for Post-Secondary Counselor	Yes	\$ 2,000	\$ 763.04	0.000%	0.000%
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	Yes	\$ 77,000	\$ 35,835.34	0.000%	0.000%
2	1	Tutoring Support and Services	Yes	\$ 10,000	\$ 33.99	0.000%	0.000%
2	2	Educational Technology	Yes	\$ 30,000	\$ 18,732.45	0.000%	0.000%
2	3	Professional Development	Yes	\$ 20,000	\$ 14,105.31	0.000%	0.000%
2	4	Broad Course of Study	Yes	\$ 35,000	\$ 30,313.63	0.000%	0.000%
3	1	Social Emotional Development	Yes	\$ 112,667	\$ 97,639.44	0.000%	0.000%
3	2	Educational Partner Engagement	Yes	\$ 38,000	\$ 30,407.75	0.000%	0.000%
3	4	School Climate Survey	Yes	\$ 2,500	\$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,343,463	\$ 348,589	10.370%	20.796%	\$ 295,132	0.000%	8.827%	\$ 400,174.54	11.969%

2026-27 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 %)
2026-27	\$ 3,602,974	\$ 371,755	10.318%	11.840%	22.158%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 371,755	\$ 20,000	\$ -	\$ 754,028	\$ 1,145,783.00	\$ 463,500	\$ 682,283

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	Low-Income	ALL SCHOOLS	ONGOING	\$ 55,000	\$ 22,200	\$ 77,200	\$ -	\$ -	\$ -	\$ 77,200	0.000%
1	2	PD for Post-Secondary Counselor	ALL	Yes	LEA-wide	Low-Income	ALL SCHOOLS	ONGOING	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	EL	Yes	Limited	English Learners	ALL SCHOOLS	ONGOING	\$ -	\$ 14,200	\$ 14,200	\$ -	\$ -	\$ -	\$ 14,200	0.000%
1	4	Expanded Instructional Capacity and Extended Learning Opportunities to Accelerate Credit Completion (CSI)	ALL	No			ALL SCHOOLS	ONGOING	\$ 286,500	\$ -	\$ -	\$ -	\$ -	\$ 286,500	\$ 286,500	0.000%
1	5	Targeted Student Support Systems and Credit Recovery Interventions for At-Promise Cohorts (CSI)	ALL	No			ALL SCHOOLS	ONGOING	\$ 100,000	\$ 225,028	\$ -	\$ -	\$ -	\$ 325,028	\$ 325,028	0.000%
1	6	Expanded Access to Technology and Data Systems to support At-Promise Student Cohorts(CSI)	ALL	No			ALL SCHOOLS	ONGOING	\$ -	\$ 142,500	\$ -	\$ -	\$ -	\$ 142,500	\$ 142,500	0.000%
2	1	Tutoring Support and Services	ALL	Yes	LEA-wide	Low-Income	ALL SCHOOLS	ONGOING	\$ 2,000	\$ 3,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
2	2	Educational Technology	ALL	Yes	LEA-wide	Low-Income	ALL SCHOOLS	ONGOING	\$ -	\$ 13,200	\$ 13,200	\$ -	\$ -	\$ -	\$ 13,200	0.000%
2	3	Professional Development	ALL	Yes	LEA-wide	Low-Income	ALL SCHOOLS	ONGOING	\$ -	\$ 14,200	\$ 14,200	\$ -	\$ -	\$ -	\$ 14,200	0.000%
2	4	Broad Course of Study	ALL	Yes	LEA-wide	Low-Income	ALL SCHOOLS	ONGOING	\$ -	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000	0.000%
3	1	Social Emotional Development	ALL	Yes	LEA-wide	All	ALL SCHOOLS	ONGOING	\$ -	\$ 166,955	\$ 166,955	\$ -	\$ -	\$ -	\$ 166,955	0.000%
3	2	Educational Partner Engagement	ALL	Yes	LEA-wide	All	ALL SCHOOLS	ONGOING	\$ 20,000	\$ 5,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	0.000%
3	3	Mental Health and Wellness with targeted emphasis on Student with Disabilities	SWD	No			ALL SCHOOLS	ONGOING	\$ -	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000	0.000%
3	4	School Climate Survey	ALL	Yes	LEA-wide	All	ALL SCHOOLS	ONGOING	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$ 3,602,974	\$ 371,755	10.318%	11.840%	22.158%	\$ 371,755	0.000%	10.318%	Total:	\$ 371,755	
									LEA-wide Total:	\$ 357,555
									Limited Total:	\$ 14,200
									Schoolwide	\$ -

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 Resources	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 77,200	0.000%
1	2	PD for Post-Secondary Counselor	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 3,000	0.000%
1	3	Instruction, Curriculum, Resources, and Professional Development tailored for Designated ELD Instruction	Yes	Limited	English Learners	ALL SCHOOLS	\$ 14,200	0.000%
2	1	Tutoring Support and Services	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 5,000	0.000%
2	2	Educational Technology	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 13,200	0.000%
2	3	Professional Development	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 14,200	0.000%
2	4	Broad Course of Study	Yes	LEA-wide	Low-Income	ALL SCHOOLS	\$ 48,000	0.000%
3	1	Social Emotional Development	Yes	LEA-wide	All	ALL SCHOOLS	\$ 166,955	0.000%
3	2	Educational Partner Engagement	Yes	LEA-wide	All	ALL SCHOOLS	\$ 25,000	0.000%
3	4	School Climate Survey	Yes	LEA-wide	All	ALL SCHOOLS	\$ 5,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFL Capistrano

Date Resource Inequity Review was conducted: 1/26/26

Guidance & Instructions

Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 need to be actionable. For purposes of resource inequity, “actionable” refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template

Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

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

- Graduation rate disparities persist among socioeconomically disadvantaged, White, and Hispanic students, with declines reflected on the 2025 California School Dashboard.
- Mathematics performance indicates a need for additional support across all subgroups and grade levels. Hispanic students performed 93.3 points below standard, socioeconomically disadvantaged students 86.5 points below standard, and White students 130.5 points below standard.
- The College and Career Indicator (CCI) for all students improved to a “Yellow” performance level. However, disparities remain, as socioeconomically disadvantaged students (19% prepared) and White students (12.8% prepared) remained at the “Orange” performance level.
- Disparities in ELA/Reading performance are also evident. Hispanic students performed 13.1 points below standard, socioeconomically disadvantaged students 9.8 points below standard, and White students 4 points below standard, with a notable decline of 37.7 points for this subgroup.

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

<p>2. 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
<p>3. 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
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>NA</p>

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFL- Capistrano

School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

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)]

OFL Capistrano engaged a broad range of educational partners in the Comprehensive Needs Assessment (CNA) process, including administrators, general education teachers, special education specialists, postsecondary counselors, support staff, parents, and students. These partners participated in a multi-phase process designed to ensure meaningful input and collaboration in identifying areas of need and developing responsive actions.

The CNA process included the following steps: (1) gathering and compiling relevant data to inform the analysis; (2) engaging in whole-group and small-group data analysis sessions to identify key areas of focus; (3) conducting a Root Cause Analysis to better understand the underlying factors contributing to identified needs; (4) developing measurable outcomes to address root causes; and (5) completing a Resource Inequity Review to evaluate access to supports and services across student groups.

Parents and students contributed to the process through participation in the Parent Advisory Committee, educational partner surveys, parent conferences, and feedback shared during family engagement events. The results of the Comprehensive Needs Assessment will be presented to the Parent Advisory Committee on April 28, 2026, ensuring transparency and continued educational partner involvement in the development of the LCAP.

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
- CAASPP/SBAC/CAST
- Renaissance Star benchmark assessments
- ELPAC/RFEP Data
- 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 (Fall/Spring)
- Staff/ Department meetings
- Parent Conferences
- Family Engagement Events
- School leadership meetings
- Collaborative meetings with educational partners
- Parent Advisory Committee Meetings

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 Rates:

- Hispanic student graduation rates (4- and 5-year combined) declined from 51.5% to 42.9%, despite an increase of nine students in the graduation cohort. The number of 5-year graduates decreased from 8 to 5. While there was notable growth from 37.9% to 51.5% between 2023 and 2024, this progress was not sustained in 2025. Additionally, alternative graduation outcomes increased from 2023 to 2024 but declined in 2025.

- White student graduation rates (4- and 5-year combined) decreased from 58.7% to 52.3%, while the number of students in the graduation cohort increased significantly from 46 in 2024 to 65 in 2025. Despite this growth, the school saw an increase of seven additional graduates in 2025. The one-year graduation rate declined by 10% from 2023 to 2024. Additionally, alternative graduation outcomes increased from 2023 to 2024 but declined in 2025.
- Socioeconomically disadvantaged student graduation rates (4- and 5-year combined) decreased slightly from 50.7% in 2024 to 48.8% in 2025. During this time, the graduation cohort increased by 19 students, representing approximately a 28% increase. Additionally, there was a decrease in the number of 5th-year graduates.
- Special Education student graduation rates have shown consistent improvement across both the 4- and 5-year cohort and the 1-year graduation rate over time. From 2024 to 2025, the number of students included in the 4- and 5-year graduation cohort increased by approximately 73%, while the number of students in the 1-year graduation cohort increased by approximately 200%.

Mathematics

- Over the past two years, English Learner (EL) and Long-Term English Learner (LTEL) students demonstrated growth, with average GLE scores increasing by 1.5 years. Core course completion in mathematics and science improved from the 2023–24 school year but remains below 2022–23 levels
- Socioeconomically disadvantaged (FRMP) students showed overall growth in mathematics. While the percentage of students “nearly meeting” standards decreased by 14% from 2022–23 to 2023–24, it rebounded with a 10% increase in 2024–25. Math GLE growth increased each year, and the average scaled score rose slightly from 2518.2 in 2022–23 to 2523.0 in 2024–25. Additionally, the percentage of students achieving “standard exceeded” on the Math SBAC increased consistently, with a total gain of 5.46% over two years.
- In 2024–25, 0% of students scored “standard not met” on the CAST, reflecting continued progress in science achievement.
- Special Education students demonstrated strong growth in mathematics, with average GLE performance increasing by 2.4 grade levels over the past two years.
- Foster Youth students demonstrated significant growth in mathematics, with average GLE performance increasing by 4.9 grade levels over the past two years.
- Core course completion in mathematics has shown consistent improvement over the past three years, for our Homeless Youth subgroup.

English Language Arts:

- Socioeconomically disadvantaged students showed improvement in ELA performance, with average SBAC scores increasing by 11.8 points from 2023–24 to 2024–25; however, scores remain 5.8 points below 2022–23 levels.
- Special Education students demonstrated steady growth in ELA, with average GLE increasing by 2.1 grade levels and average growth increasing by 0.6 over the past two years.

- Foster Youth students demonstrated significant growth in ELA, with average reading GLE increasing by 2.8 grade levels and overall GLE scores increasing by 5.2 grade levels from 2022–23 to 2024–25. Although there was a slight dip in both average GLE score (-0.2) and growth (-0.1) in 2023–24, overall trends indicate strong progress over time.

College and Career:

- White students demonstrated strong performance on the College and Career Indicator (CCI), with 88.9% meeting the “Prepared” level on the SBAC in 2023. Data also shows a polarized trend, as students were typically either fully “Prepared” or “Not Prepared,” with similar patterns observed in UC/CSU completion data in both 2023 and 2025.
- Socioeconomically disadvantaged and Hispanic students demonstrate lower levels of CCI preparedness compared to all students, while White students perform above the overall average. In 2025, A–G data reflects a polarized trend, with approximately 70% of students either meeting the “Prepared” level or classified as “Not Prepared,” with little representation in between.

School Climate:

- 98.3% of parents appreciate the school’s effective support, and 100% recognize the efforts staff put into creating a safe learning environment for students. 93.7% of students feel respected and cared for by their teachers, emphasizing the school’s commitment to their well-being and academic success, while 94.4% of students report feeling safe at school. Moreover, 100% of staff report feeling supported through professional development opportunities, collaboration with leadership, clear expectations, effective communication, and an overall professional environment.
- 59.2% of students report that they have peers they can talk to, and only 52.8% report looking forward to interacting with other students. Furthermore, 43.3% of parents indicated that their child participates in extracurricular activities or events and has made a new friend at school.

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 five areas of focus will serve as the charter’s priorities for the upcoming school year:

Graduation Rate:

Strengthen student connection to their graduating cohort and increase awareness of academic progress to improve motivation and support on-time completion within the four- or five-year timeline.

Mathematics:

Decrease the number of students performing at the “Standard Not Met” level on the SBAC through foundational skill building, meaningful exposure to mathematical concepts, and exposure to more testing platforms.

English Language Arts (ELA):

Increase SBAC ELA performance for all eligible 11th-grade students through ELA course completion and growth in reading.

College and Career:

Increase student credit attainment (5+ credits per month) to support college and career readiness for all students.

School Climate:

Strengthen student engagement and connectedness to support progress in all academic areas with an emphasis on peer- to peer connections

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.

- **Graduation Rate**

The root cause of students not meeting 4- and 5-year graduation timelines is that many students enter the program already credit deficient based on their initial high school enrollment (9th grade entry date). As a result, students are required to complete additional coursework to stay aligned with their graduating cohort, which can impact motivation and persistence. As a credit recovery program, the school is designed to support students in regaining academic progress; however, this process often requires additional time, effort, and targeted support for students to get back on track or remain on pace for graduation within the 4- or 5-year cohort.

- **Mathematics (SBAC):**

The root cause of the majority of students not meeting Math SBAC standards is the need for more consistent implementation,

monitoring, and refinement of math interventions to ensure maximum effectiveness. Additionally, students would benefit from increased opportunities to engage with and apply mathematical concepts through standards-aligned instruction and practice.

- **English Language Arts (ELA):**

The root cause of low ELA SBAC performance is the need for increased exposure to academic vocabulary and Depth of Knowledge (DOK)–aligned skills, along with the development of student confidence in ELA. Variability in curriculum rigor and limited alignment across instructional materials may impact students’ access to grade-level content and opportunities to develop formal language skills. Inconsistent implementation of ELA instructional strategies and competing instructional priorities may also limit a focused emphasis on ELA skill development.

- **College and Career Indicator (CCI):**

The root causes of low CCI preparedness include students entering the program with credit deficiencies and a need for increased awareness of postsecondary options and pathways. Students would benefit from earlier and more consistent exposure to college and career opportunities, as well as support in developing long-term goals beyond high school. Additionally, the school serves a high percentage of students within special populations who may require more targeted support to meet CCI preparedness levels.

There is also a need to strengthen systems and resources that support college and career readiness. This includes providing staff with additional tools and training to effectively guide students across multiple postsecondary pathways, as well as aligning counseling practices to prioritize CCI readiness from the beginning of a student’s enrollment.

- **Credit Attainment (5+ Credits):**

The root cause of students not consistently meeting the 5+ credit attainment benchmark is the need for strengthened systems that support executive functioning skills, structured progress monitoring, and consistent access to direct instruction (DI). Limited protected time for focused live instruction, without competing demands, may impact students’ ability to fully engage in learning and complete coursework.

Additionally, there is a need for more clearly defined systems for credit attainment, including consistent expectations, progress monitoring structures, and accountability practices. Staff would benefit from targeted professional development in supporting executive functioning skills, along with increased instructional support and expanded opportunities for live instruction. Establishing clear and consistent language around expectations and progress may further support student understanding and success within the program.

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/Strengths:

Data indicates several areas of strength across the school. DASS One-Year Graduation Rates continue to exceed 4/5-Year Graduation Rates, demonstrating the school's effectiveness in supporting students toward completion once they reach senior status. Additionally, College and Career Indicator (CCI) performance improved by 2.9%, with 15.8% of students meeting preparedness levels, resulting in an increase from Orange in 2024 to Yellow in 2025. Educational partner feedback also reflects a positive school climate, with strong relationships, safety, and support systems identified as key strengths.

Challenges/Concerns:

Despite these successes, challenges remain in improving 4/5-Year Graduation Rates, which are necessary to meet ESSA requirements and exit Comprehensive Support and Improvement (CSI) status. Specific student groups—including socioeconomically disadvantaged, White, and Hispanic students—continue to demonstrate lower graduation outcomes and require targeted support. Additionally, the school did not receive a performance color on the California School Dashboard for Mathematics or English Language Arts, and both have been identified as priority areas due to declines in performance. Mathematics performance is 106.2 points below standard (↓ 34.3 points), and ELA performance is 1.6 points above standard (↓ 8 points). While overall school climate is positive, peer-to-peer relationships and student connectedness were also identified as areas for growth.

Trends Over Time:

Trends indicate that while the school is successful in supporting students toward graduation in the final year, earlier intervention and sustained support across grade levels are needed to improve long-term graduation outcomes. Academic performance in Mathematics and ELA shows areas of decline, reinforcing the need for strengthened instructional practices and targeted interventions. CCI data shows gradual improvement, reflecting increased focus on postsecondary readiness. School climate data remains consistently strong, with ongoing opportunities to strengthen student engagement and peer connections.

These trends will directly inform the development of the LCAP goals by prioritizing improved graduation rates, increased academic achievement in Mathematics and ELA, strengthened college and career readiness, and enhanced student engagement and

connectedness. As a result, the LEA will focus on implementing targeted interventions, expanding support for identified student groups, and strengthening systems that promote both academic success and a positive school climate.

These trends will directly inform the development of the LCAP goals by prioritizing increased graduation rates, strengthened college and career readiness, and enhanced student engagement and connectedness. As a result, the LEA will focus on implementing targeted interventions, expanding support for identified student groups, and strengthening systems that promote both academic success and a positive school climate.

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).

