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
Orange County Classical Academy	Miguel Mendoza, Director of School Development	Miguel.Mendoza@orangecountyclassicalacademy.org; 626-201-6591

Plan Summary 2026-2027

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.

Orange County Classical Academy (OCCA) is Orange County's only tuition-free, TK-12, Classical Education charter school that is a Hillsdale K12 member school in the state of California. OCCA's goal is to prepare future citizens through a content-rich, liberal arts and sciences curriculum dedicated to the pursuit of both the intellectual and moral virtues dedicated to the pursuit of wisdom, academic excellence, and the moral and intellectual virtues. Scholars enjoy a classical liberal arts curriculum encompassing history, literature, math and science, the visual and performing arts, foreign language, and college preparatory electives.

The Mission of Orange County Classical Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

Reflections: Annual Performance

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

Since the submission of the OCCA Local Control and Accountability Plan last year, OCCA has received its 2024-25 state student assessment results showing notable improvements from the previous school year, 2023-24. This year, OCCA's Chronic Absentee rate significantly dropped to 1.1% from the rate of 3.1% last year.

OCCA's performance has met most of its desired outcomes for the 2025-26 school year, saving for those state assessment results that are yet to be released for this school year. OCCA continues to ensure availability of instructional materials to its students, and excellent upkeep of its facilities. Its measures for parent satisfaction continue to exceed, by significant margins, with parent approval rates well above 90% across all five specified categories – mission, school safety, academics, communications, and parent participation. Most other relevant measures,

such as attendance, suspension and dropout rates, and percent of students returning have also met OCCA's desired outcomes for 2025-26. Many by significant margins.

Of all OCCA's performance metrics, the significant departure in desired performance was limited to teacher credentialing and subject matter assignments. This year, OCCA was informed by its authorizer, OCDE, that there was a discrepancy in our credentialing assignments according to state reporting. After review, we found the disparity was due primarily to the assignment of a few teachers with intern status. While our review of this year's credentialing and assignment rate have improved over last years', we have updated our class assignments process and anticipate further significant improvement in the metric going forward.

Additionally, OCCA was placed on the Williams Monitoring Review at the beginning of 2025-26 school year due to the credentialing needs. Although the reason was solely based on teacher credentials, the Williams Monitoring Review required a series of thorough inspections and audits as required by the county. At the beginning of the school year, OCDE conducted a facility inspection as well as an inspection of instructional materials per the Williams Monitoring Review requirement. OCCA received a report of 100% compliance related to instructional materials, but facility inspection was marked with a few deficiencies that include: items placed on top of shelves, light fixture, and overhead storage. Within three days of the inspection, all of the deficiencies listed have been corrected.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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	On April 6th, 100% of OCCA's staff received a presentation on the LCAP, followed by an opportunity to provide feedback and input on the LCAP through an anonymous survey.
Parents	At our April 8th Coffee with the Headmaster, parents were given a presentation on the LCAP and their role in offering stakeholder input into its goals and actions. A school wide parental survey was then sent out that asked parents how OCCA performs across key educational categories and offered parents an opportunity to make recommendations relevant to each of these topics.
Students	In April, our students starting in third grade were prompted to engage in feedback directed to offer their input into the LCAP. A summary of that feedback was then discussed with OCCA's staff members to gain a deeper understanding of student recommendations.
OCCA Board	On April 17th, OCCA board members were also asked to take the survey, offering their input and feedback towards the LCAP.

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

Among parents, 201 parents took the survey this year which is a significant increase of participation (from 126 survey results from parents during the 2024-25 school year). In general, the survey feedback was extremely positive with strong support from parents for our mission, vision, academics, safety, leadership, communication, parent engagement, and culture. Some of the feedback for our team to further reflect included more attentiveness from our front office team and a more clear communication approach from the school in general.

Among students, areas of recommended attention included more effective and consistent discipline management, finding more effective ways to engage students on matters of behavior as well as more practically effective ways of nurturing the virtues.

Staff input recommended professional development focusing on areas of growth such as grammar instruction, behavior support for para-teachers, IA training in curriculum, and additional staffing, resources and support for SPED student populations.

Board input suggested a strong sense of confidence in its mission, rigorous academics, and the dedication of its teachers and leadership. They appreciate the school's consistent communication and the many ways parents can stay involved. At the same time, they see opportunities to improve in areas like safety visibility, creating more inclusive parent involvement, and strengthening communication from the board.

These recommendations were adopted into the 2025-26 LCAP, including professional development for the topics listed above, additional staff support for EL, SPED and IEP student populations, additional instructional assistants.

Goals and Actions

Goal #1

Goal #	Description	Type of Goal
1	**All students will receive Classical Education instruction provided by credentialed teachers and support staff, and our facility will be maintained in good repair**.	**Broad Goal**

State Priorities addressed by this goal.

Teachers appropriately assigned, fully credentialed in subject areas and for pupils they are teaching.

School facilities are in good repair.

An explanation of why the LEA has developed this goal.

As a high performing charter school, our LEA prioritizes the basic essentials of meeting state compliance. This includes hiring all staff members with appropriate credentials, especially credentialed teachers who believed in our classical mission and curriculum and who also understood the state standards. Classical curriculum prioritizes instruction in the liberal arts and sciences (Literacy, Literature, Writing, Grammar, History, Geography, Math, Science, Music, Art, Latin, and Recitation). As a Hillsdale K12 member school we have access to the substantive trainings and materials provided by their program to develop a robust classical program and culture. While OCCA may not teach Common Core Standards directly, classical education prepares students to meet all of the state standards. And, in addition to credentials and materials, maintaining a safe and clean campus is essential for any well operating school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	87.9%	94.12%	100%	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	+5.88%
2	Provide required curriculum, learning materials recommended by Hillsdale College's K12 Education to 100% of students.	100%	100%	100%	100% of students will have access to curriculum and learning materials recommended by Hillsdale College's K12 Education.	None
3	Health and Facility Checklist Section of the Annual OCDE Oversight Report.	Exemplary	Exemplary	Rating: Good	Meet all facilities requirements in the Health and Facility Checklist Section of the Annual OCDE Oversight Report.	Dropped to Good from Exemplary

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.

Implementation of Goal #1 was consistent with planned actions and we have met each goal successfully overall. In reflecting on the goal that emphasized the importance of offering further enrichment of Parental satisfaction, as shown in our parent surveys reinforce our growth as a school in collaboration with its parent community. Further, gains have been achieved in reducing absenteeism, particularly chronic absenteeism since last year. Opportunities for Fine Arts and Music, our team analyzed the significant growth of our Fine Arts department that would deviate from the needs of this goal. Our team further reflected on changes to this goal that would more directly benefit our students, given our needs. Additionally, our team had to also further reflect on the stricter requirements around teacher credentialing, especially after we have been placed on the Williams Monitoring Review.

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 difference between the budgeted expenditures and the estimated actual expenditures is mainly due to a $3,000,000 facility expansion project that was included in the budget. The project involved developing a second campus for grades 6–12, allowing OCCA to expand through 12th grade and create additional enrollment capacity at the lower school campus. Because the project was completed during the previous summer, the associated costs were not incurred during the current fiscal year and therefore are not reflected in the estimated actual expenditures. This timing difference accounts for the majority of the variance between budgeted and actual expenditures.

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

We have otherwise successfully implemented the actions for 2025-26 effectively.

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.

One of the changes we have made is around Action #2 which was originally planned to implement extended field trip opportunities for students specifically around Fine Arts and Music. Due to the school implementing a much more robust Fine Arts and Music program through theatre, ensembles, choir, and various Art classes & clubs, the school decided to revise this goal into offering further opportunities for students to experience enrichment related to Science. Action #7 is also an action that will likely be removed in the future, as proper credentialing is a strict requirement at our school and we don’t want to encourage teachers to pursue required credentials through incentives such as tuition reimbursement.

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	Staff Professional Development in Classical Education	22 days of professional development to be allotted throughout the school year to include sessions in classical education and the liberal arts. In addition, teachers and administrators will receive focused training at lead retreats and attend trainings offered by Hillsdale College's K12 Program as well as specialized training in teacher implementation of Socratic Seminar in the classroom.	20,000	[No]
Action #2	Additional field trips for Music and Fine Arts enrichment.	Funds for 2 field trips per year for each school grade, and 1 field trip for lower school grades TK-5th, and one field trip per year for upper school grades 6-10 which will include overnight field trips that are centered around Science.	80,000	[No]
Action #3	Custodians	Increasing team of custodians to 6 to help maintain a clean campus.	178,795	[No]
Action #4	Campus Monitors	Increasing team of campus monitors to 15 including two lead campus monitors to help monitor and maintain a safe campus.	324,716	[No]
Action #5	Upper School Campus Development	Major development of the Trinity Campus to accommodate our Middle School students.	3,000,000	[No]
Action #6	Teacher Induction Program	Stipends will be offered to credentialed teachers mentoring teachers in teacher induction program.	20,000	[No]
Action #7	Tuition Reimbursement Program	Tuition reimbursement to be provided to current staff members assigned to teach courses as requested by OCCA.	10,000	[No]
Action #8	Campus Facilities Improvement	Renovations and improvements made on current campuses based on needs and feedback received from OCDE.	200,000	[No]
Action #9	Campus Furnishings and Facilities Improvement	Includes but not limited to school furnishings, classroom equipment, computers, IT infrastructure, and campus monitoring equipment.	250,000	[No]

Goal #2

Goal #	Description	Type of Goal
2	Increase student achievement through strong instructional supports such as with curriculum, materials, resources, and instruction by highly trained teachers, instructional assistants, and educational specialists. The training provided will focus on developing a high-quality Classical Education and learning through the implementation of the Classical standards that also provide access to the state standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Every pupil has access to stands-aligned materials.

Implementation of adopted academic content and performance standards.

How programs/services enable English learners to access CCSS and ELD standards for purpose of gaining academic content knowledge and English language proficiency.

Statewide Assessment

% EL making progress toward English proficiency.

EL reclassification rate.

Programs and services developed and provided to unduplicated pupils.

Programs and services provided to students with exceptional needs.

% pupils who complete courses for entrance to UC or CSU and CTE.

An explanation of why the LEA has developed this goal.

Foremost among OCCA's priorities is to provide all teachers with the curriculum and training necessary for high quality instruction in each subject. Because the classical education model is a very robust and structured model, it requires training all instructional staff in quality teaching pedagogy, as well as effective implementation in the classroom environment. This is in keeping with our belief that high quality education should always be our priority, and in accordance with our Mission and Vision. We, therefore, will be regularly training teachers on how to best utilize our classical curriculum, so that students are prepared to meet not only our standards as a classical school, but also meet or exceed state standards on all CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SBAC ELA	71.7%	70.57%	Yet to be released	Over 70% of students meeting or exceeding proficiency.	Data unavailable at time of adoption
2	SBAC ELA for subgroups	35.3% SPED 50.0% EL	34.4% SPED 22.22% EL	Yet to be released	Over 30% of students in Special Education meeting or exceeding proficiency. Over 30% of English Learners meeting or exceeding proficiency.	Data unavailable at time of adoption
3	SBAC Math	66%	66.3%	Yet to be released	Over 70% of students meeting or exceeding proficiency.	Data unavailable at time of adoption
4	SBAC Math for subgroups	26.5% SPED 50.0% EL	21.9% SPED 33.33% EL	Yet to be released	Over 30% of students in Special Education meeting or exceeding proficiency. Over 30% of English Learners meeting or exceeding English proficiency.	Data unavailable at time of adoption

5	ELPAC	87.5%	88.9%	Yet to be released	Over 50% will show improvement in their proficiency in English.	Data unavailable at time of adoption
6	EL Reclassification Rate	29.1%	63.9%	31.25%	30% or more English Learners reclassified.	+2.15%
7	Grades 1st – 2nd MAP/NWEA Benchmark Assessments in Reading	N/A	78.5%	82%	70% or more on MAP/NWEA ELA Median Percentile Score Averaged Across Grades 1st-2nd.	+3.5%
8	Grades K – 2nd MAP/NWEA Benchmark Assessments in Math	N/A	84%	84%	70% or more on MAP/NWEA ELA Median Percentile Score Averaged Across Grades K-2nd.	0%
9	Grades 3rd and up CLT Benchmark Assessments Verbal Reasoning	N/A	60.0%	73.3%	60% or more on CLT Verbal Median Percentile Score Averaged Across Grades 3 and Up.	+13.3%
10	Grades 3rd and up CLT Benchmark Assessments Quantitative Reasoning	N/A	51.0%	70.4%	Over 60% or more on CLT Quantitative Reasoning Median Percentile Score Averaged Across Grades 3 and Up.	+19.4%

11	Students who complete courses in accordance with CSU and UC university entrance requirements.	N/A	N/A	Yet to be released	75% of students who take courses in accordance with CSU and UC university entrance requirements successfully pass.	Data unavailable at time of adoption
12	Students who complete courses in accordance with CTE.	N/A	N/A	Yet to be released	75% of students who take CTE courses will successfully pass.	Data unavailable at time of adoption

Goal Analysis for 2025-2026

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.

Actions were successfully implemented for Goal #2. Our existing program, teacher development, and added Instructional Aid and special education staffing have supported our high instructional standards that we uphold at our school. The additional staffing was a prudent decision to prioritize especially with our school being split on three campuses this year. Although the launching of the new benchmark assessments (CLT) was a bit challenging, with many trial and error, the assessment results have been very helpful for our team to use for our analysis. Our team will continue to work with CLT on bringing more opportunities for assessments that are based on the classical standards that we teach.

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 budget included funding for three Education Specialist positions, but only two were filled during the year, which resulted in lower personnel costs than expected. In addition, some expenditures originally budgeted under Goal 2 were reported in Goal 1. Despite these changes, the actions and services under Goal 2 were still implemented to support student success.

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

Added IA and Special Education staffing as well as institution of Departmental Chairs has continued to mature our program with demonstrable results in educational quality and student progress.

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.

We will continue these goals but with increased metrics for implementing CLT assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development	A minimum of 30 days of professional development to be allotted throughout the school year to include sessions in classical education and the liberal arts. In addition, teachers and administrators will receive focused training at lead retreats and attend training offered by Hillsdale College's K12 Program. Topics will include: Instruction, Intervention and General Support Strategies, Grammar Instruction Best Practices, Literacy Instruction, Benchmarks, Reading Screener, Special Education, English Learner Support, Behavioral Management, Subject Specific Professional Development and Grade Specific Professional Development. Costs include stipends for attending Hillsdale Professional Development Training and Travel expenses.	150,000	[No]
Action #2	Assessment Tools	Purchasing Classical Learning Test for benchmark testing.	10,000	[No]
Action #3	PE Materials	Additional funds will be provided for PE and Athletics equipment.	60,000	[No]
Action #4	Instructional Assistants	Increasing team of Instructional Assistants to 13 to support teachers.	520,000	[Yes]
Action #5	SPED Support	Increasing Ed Specialist staff to 3 and paraprofessional staff to 12 for additional support of Special Ed student population.	900,000	[No]
Action #6	Assessment Tools	Classical Learning Test for benchmark testing, K2 Reading Screener, NWEA/MAPS Assessment Tool	30,000	[No]
Action #7	Departmental Chairs	Nine departmental chairs across lower and upper school in ELD, Student Council, Math and Science, Literacy, Visual and Performing Arts.	90,000	[No]
Action #8	Total Curriculum and Materials	All curriculum and materials, including textbooks and all primary and supplementary learning materials.	300,000	[No]

Goals and Actions

Goal #3

Goal #	Description	Type of Goal
3	Student attendance will be maintained at or above 95% as well as support and policies implemented to minimize disruptions in attendance such as chronic absenteeism. All parents will be invited to become true partners in their children's education. We will offer workshops, events, stakeholder engagement trainings, to provide input into utilization of resources and services and decision-making practices at the school, with special attention provided to English Learners and Special Education.	Broad Goal

State Priorities addressed by this goal.

Efforts to seek parent input in making decisions for the district and school sites.

Attendance

Chronic absenteeism

Pupil suspension and expulsion rates

Middle/High School Dropout Rates

Other local measures such as parent/staff/student surveys on sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

Effective parent engagement, participation, and communications are critical to developing a strong school community that aligns with our mission and vision. And strong school-parent partnerships are a critical part of supporting student attendance and success. To ensure we are succeeding in this critical goal we annually survey parents in order to get regular, actionable, feedback to ensure that we continue to meet their needs in a way that is aligned to our Mission and Vision, and school priorities. Further, in order to truly meet the needs of our English Learner and Special Education student population, we include in our program EL and SPED parent engagement events where we receive direct feedback to enhance our programs and support. This includes an ELAC committee as part of our AAC committee.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey on Connectedness to School's Mission & Vision.	100% Approval	99.2% Approval	99.50% Approval	Parent Approval greater than 80%.	-0.5%
2	Parent Survey on School Safety.	98.0% Approval	98.4% Approval	98.51% Approval	Parent Approval greater than 80%.	+0.51%
3	Parent Survey on Academic Program.	99.0% Approval	98.4% Approval	97.52% Approval	Parent Approval greater than 80%.	-1.48%
4	Parent Survey on School Communication.	90.4% Approval	96.8% Approval	95.55% Approval	Parent Approval greater than 80%.	+5.15%
5	Parent Survey on Opportunities to Participate.	92.4% Approval	97.6% Approval	97.52% Approval	Parent Approval greater than 80%.	+5.12%
6	School Attendance	96.5% Attendance	96.9% Attendance	97%	School Attendance greater than 95%.	+0.5%
7	Chronic Absentee Rates	3.91% Chronic Absentee Rate	1.76% Chronic Absentee Rate	0.5%	Chronic Absentee Rate less than 5%.	+3.86%
8	Pupil Suspension Rates	0.53% Pupil Suspension Rate	0.27% Pupil Suspension Rate	0.47%	Pupil Suspension Rate less than 1%.	0.53%
9	Middle School Dropout Rate	0% Middle School Dropout Rate	0%	0%	0% Middle School Dropout Rate.	0%
10	High School Dropout Rate	N/A	0%	0%	0% High School Dropout Rate.	0%
11	Percent Students Returning	96.8% Returning Students	96.4% Returning Students	99%	Percent students returning greater than 95%.	+2.2%

Goal Analysis for 2025-2026

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.

Actions have been executed as planned. Parental satisfaction, as shown in our parent surveys reinforce our growth as a school in collaboration with its parent community. Further, gains have been achieved in reducing absenteeism, particularly chronic absenteeism since last year.

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

Actual expenditures exceeded budgeted expenditures due to the implementation of the ParentSquare communication platform. The platform was adopted to provide a more efficient and user-friendly format for communicating with families, resulting in higher costs than originally anticipated for this goal.

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

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

Action 2 has been merged and incorporated into our lower school meet and greet, upperschool meet and greet, lower school open house, upper school open house, as well as a dedicated Coffee with the Headmaster session where our department lead teachers delivered a classical education training for parents. In reflection on Action 5, our team realized we have allotted too much towards this goal. Moving forward, the budget for Action 5 will be decreased.

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	Parent Engagement Programs	Implement Coffee with the Headmaster / SPEDmaster, ELAC, various Sub-Committee teams, and a staff member dedicated to parent outreach and communications. Further, we will have a minimum of two parent engagement meetings for parents of ELL students and a minimum of two parent engagement meetings for parents of SPED students.	2,000	[No]
Action #2	Parent Classes and Workshops	Will hold multiple workshops and classes each semester covering specific subject matter topics such as Singapore Math, Literacy Essentials, as well as a speaker series on Classical Education, the Liberal Arts and Culture.	2,500	[No]
Action #3	SmartPass	School will use SmartPass Application to track loss of instructional time by tracking time spent out of the classroom.	6,000	[No]
Action #4	Parent Communications Platform	Continue to leverage features on ParentSquare platform for a more efficiently designed format that offers clearer communications to families.	5,000	[No]
Action #5	Attendance Incentive	School will implement quarterly Tier 1 attendance incentive to reinforce a higher attendance rate - whole school and attendance support plans.	5,000	[No]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$411,391	$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
3.701%	0%	$0	3.701%

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
Goal 2 Action #4	Unduplicated students indicate a need for individualized instruction and in-class support, particularly for English learners and SPED students who are also socioeconomically disadvantaged.	Instructional Assistants are placed in classrooms across grade levels to support instruction. While this benefits all students, it is primarily intended for unduplicated students who require intervention. Providing this support schoolwide ensures that all students receive unbiased access to instructional assistance while promoting inclusion and effectiveness.	Will monitor these subgroups through their CAASPP ELA, CAASPP MATH, and ELPAC scores.

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
N/A	N/A	N/A	N/A

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.

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A – OCCA does not receive Additional 15% LCFF Concentration Grant funding	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A – OCCA does not receive Additional 15% LCFF Concentration Grant funding	N/A

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
Orange County Classical Academy	Miguel Mendoza, Director of School Development	Miguel.Mendoza@orangecountyclassicalacademy.org; 626-201-6591

Plan Summary 2026-2027

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Reflections: Annual Performance

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

Since the submission of the OCCA Local Control and Accountability Plan last year, OCCA has received its 2024-25 state student assessment results showing notable improvements from the previous school year, 2023-24. This year, OCCA's Chronic Absentee rate significantly dropped to 1.1% from the rate of 3.1% last year.

OCCA's performance has met most of its desired outcomes for the 2025-26 school year, saving for those state assessment results that are yet to be released for this school year. OCCA continues to ensure availability of instructional materials to its students, and excellent upkeep of its facilities. Its measures for parent satisfaction continue to exceed, by significant margins, with parent approval rates well above 90% across all five specified categories – mission, school safety, academics, communications, and parent participation. Most other relevant measures,

such as attendance, suspension and dropout rates, and percent of students returning have also met OCCA's desired outcomes for 2025-26. Many by significant margins.

Of all OCCA's performance metrics, the significant departure in desired performance was limited to teacher credentialing and subject matter assignments. This year, OCCA was informed by its authorizer, OCDE, that there was a discrepancy in our credentialing assignments according to state reporting. After review, we found the disparity was due primarily to the assignment of a few teachers with intern status. While our review of this year's credentialing and assignment rate have improved over last years', we have updated our class assignments process and anticipate further significant improvement in the metric going forward.

Additionally, OCCA was placed on the Williams Monitoring Review at the beginning of 2025-26 school year due to the credentialing needs. Although the reason was solely based on teacher credentials, the Williams Monitoring Review required a series of thorough inspections and audits as required by the county. At the beginning of the school year, OCDE conducted a facility inspection as well as an inspection of instructional materials per the Williams Monitoring Review requirement. OCCA received a report of 100% compliance related to instructional materials, but facility inspection was marked with a few deficiencies that include: items placed on top of shelves, light fixture, and overhead storage. Within three days of the inspection, all of the deficiencies listed have been corrected.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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	On April 6th, 100% of OCCA's staff received a presentation on the LCAP, followed by an opportunity to provide feedback and input on the LCAP through an anonymous survey.
Parents	At our April 8th Coffee with the Headmaster, parents were given a presentation on the LCAP and their role in offering stakeholder input into its goals and actions. A school wide parental survey was then sent out that asked parents how OCCA performs across key educational categories and offered parents an opportunity to make recommendations relevant to each of these topics.
Students	In April, our students starting in third grade were prompted to engage in feedback directed to offer their input into the LCAP. A summary of that feedback was then discussed with OCCA's staff members to gain a deeper understanding of student recommendations.
OCCA Board	On April 17th, OCCA board members were also asked to take the survey, offering their input and feedback towards the LCAP.

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

Among parents, 201 parents took the survey this year which is a significant increase of participation (from 126 survey results from parents during the 2024-25 school year). In general, the survey feedback was extremely positive with strong support from parents for our mission, vision, academics, safety, leadership, communication, parent engagement, and culture. Some of the feedback for our team to further reflect included more attentiveness from our front office team and a more clear communication approach from the school in general.

Among students, areas of recommended attention included more effective and consistent discipline management, finding more effective ways to engage students on matters of behavior as well as more practically effective ways of nurturing the virtues.

Staff input recommended professional development focusing on areas of growth such as grammar instruction, behavior support for para-teachers, IA training in curriculum, and additional staffing, resources and support for SPED student populations.

Board input suggested a strong sense of confidence in its mission, rigorous academics, and the dedication of its teachers and leadership. They appreciate the school's consistent communication and the many ways parents can stay involved. At the same time, they see opportunities to improve in areas like safety visibility, creating more inclusive parent involvement, and strengthening communication from the board.

These recommendations were adopted into the 2025-26 LCAP, including professional development for the topics listed above, additional staff support for EL, SPED and IEP student populations, additional instructional assistants.

Goals and Actions

Goal #1

Goal #	Description	Type of Goal
1	**All students will receive Classical Education instruction provided by credentialed teachers and support staff, and our facility will be maintained in good repair**.	**Broad Goal**

State Priorities addressed by this goal.

Teachers appropriately assigned, fully credentialed in subject areas and for pupils they are teaching.

School facilities are in good repair.

An explanation of why the LEA has developed this goal.

As a high performing charter school, our LEA prioritizes the basic essentials of meeting state compliance. This includes hiring all staff members with appropriate credentials, especially credentialed teachers who believed in our classical mission and curriculum and who also understood the state standards. Classical curriculum prioritizes instruction in the liberal arts and sciences (Literacy, Literature, Writing, Grammar, History, Geography, Math, Science, Music, Art, Latin, and Recitation). As a Hillsdale K12 member school we have access to the substantive trainings and materials provided by their program to develop a robust classical program and culture. While OCCA may not teach Common Core Standards directly, classical education prepares students to meet all of the state standards. And, in addition to credentials and materials, maintaining a safe and clean campus is essential for any well operating school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	87.9%	94.12%	100%	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	+5.88%
2	Provide required curriculum, learning materials recommended by Hillsdale College's K12 Education to 100% of students.	100%	100%	100%	100% of students will have access to curriculum and learning materials recommended by Hillsdale College's K12 Education.	None
3	Health and Facility Checklist Section of the Annual OCDE Oversight Report.	Exemplary	Exemplary	Rating: Good	Meet all facilities requirements in the Health and Facility Checklist Section of the Annual OCDE Oversight Report.	Dropped to Good from Exemplary

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.

Implementation of Goal #1 was consistent with planned actions and we have met each goal successfully overall. In reflecting on the goal that emphasized the importance of offering further enrichment of Parental satisfaction, as shown in our parent surveys reinforce our growth as a school in collaboration with its parent community. Further, gains have been achieved in reducing absenteeism, particularly chronic absenteeism since last year. Opportunities for Fine Arts and Music, our team analyzed the significant growth of our Fine Arts department that would deviate from the needs of this goal. Our team further reflected on changes to this goal that would more directly benefit our students, given our needs. Additionally, our team had to also further reflect on the stricter requirements around teacher credentialing, especially after we have been placed on the Williams Monitoring Review.

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 difference between the budgeted expenditures and the estimated actual expenditures is mainly due to a $3,000,000 facility expansion project that was included in the budget. The project involved developing a second campus for grades 6–12, allowing OCCA to expand through 12th grade and create additional enrollment capacity at the lower school campus. Because the project was completed during the previous summer, the associated costs were not incurred during the current fiscal year and therefore are not reflected in the estimated actual expenditures. This timing difference accounts for the majority of the variance between budgeted and actual expenditures.

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

We have otherwise successfully implemented the actions for 2025-26 effectively.

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.

One of the changes we have made is around Action #2 which was originally planned to implement extended field trip opportunities for students specifically around Fine Arts and Music. Due to the school implementing a much more robust Fine Arts and Music program through theatre, ensembles, choir, and various Art classes & clubs, the school decided to revise this goal into offering further opportunities for students to experience enrichment related to Science. Action #7 is also an action that will likely be removed in the future, as proper credentialing is a strict requirement at our school and we don’t want to encourage teachers to pursue required credentials through incentives such as tuition reimbursement.

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	Staff Professional Development in Classical Education	22 days of professional development to be allotted throughout the school year to include sessions in classical education and the liberal arts. In addition, teachers and administrators will receive focused training at lead retreats and attend trainings offered by Hillsdale College's K12 Program as well as specialized training in teacher implementation of Socratic Seminar in the classroom.	20,000	[No]
Action #2	Additional field trips for Music and Fine Arts enrichment.	Funds for 2 field trips per year for each school grade, and 1 field trip for lower school grades TK-5th, and one field trip per year for upper school grades 6-10 which will include overnight field trips that are centered around Science.	80,000	[No]
Action #3	Custodians	Increasing team of custodians to 6 to help maintain a clean campus.	178,795	[No]
Action #4	Campus Monitors	Increasing team of campus monitors to 15 including two lead campus monitors to help monitor and maintain a safe campus.	324,716	[No]
Action #5	Upper School Campus Development	Major development of the Trinity Campus to accommodate our Middle School students.	3,000,000	[No]
Action #6	Teacher Induction Program	Stipends will be offered to credentialed teachers mentoring teachers in teacher induction program.	20,000	[No]
Action #7	Tuition Reimbursement Program	Tuition reimbursement to be provided to current staff members assigned to teach courses as requested by OCCA.	10,000	[No]
Action #8	Campus Facilities Improvement	Renovations and improvements made on current campuses based on needs and feedback received from OCDE.	200,000	[No]
Action #9	Campus Furnishings and Facilities Improvement	Includes but not limited to school furnishings, classroom equipment, computers, IT infrastructure, and campus monitoring equipment.	250,000	[No]

Goal #2

Goal #	Description	Type of Goal
2	Increase student achievement through strong instructional supports such as with curriculum, materials, resources, and instruction by highly trained teachers, instructional assistants, and educational specialists. The training provided will focus on developing a high-quality Classical Education and learning through the implementation of the Classical standards that also provide access to the state standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Every pupil has access to stands-aligned materials.

Implementation of adopted academic content and performance standards.

How programs/services enable English learners to access CCSS and ELD standards for purpose of gaining academic content knowledge and English language proficiency.

Statewide Assessment

% EL making progress toward English proficiency.

EL reclassification rate.

Programs and services developed and provided to unduplicated pupils.

Programs and services provided to students with exceptional needs.

% pupils who complete courses for entrance to UC or CSU and CTE.

An explanation of why the LEA has developed this goal.

Foremost among OCCA's priorities is to provide all teachers with the curriculum and training necessary for high quality instruction in each subject. Because the classical education model is a very robust and structured model, it requires training all instructional staff in quality teaching pedagogy, as well as effective implementation in the classroom environment. This is in keeping with our belief that high quality education should always be our priority, and in accordance with our Mission and Vision. We, therefore, will be regularly training teachers on how to best utilize our classical curriculum, so that students are prepared to meet not only our standards as a classical school, but also meet or exceed state standards on all CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SBAC ELA	71.7%	70.57%	Yet to be released	Over 70% of students meeting or exceeding proficiency.	Data unavailable at time of adoption
2	SBAC ELA for subgroups	35.3% SPED 50.0% EL	34.4% SPED 22.22% EL	Yet to be released	Over 30% of students in Special Education meeting or exceeding proficiency. Over 30% of English Learners meeting or exceeding proficiency.	Data unavailable at time of adoption
3	SBAC Math	66%	66.3%	Yet to be released	Over 70% of students meeting or exceeding proficiency.	Data unavailable at time of adoption
4	SBAC Math for subgroups	26.5% SPED 50.0% EL	21.9% SPED 33.33% EL	Yet to be released	Over 30% of students in Special Education meeting or exceeding proficiency. Over 30% of English Learners meeting or exceeding English proficiency.	Data unavailable at time of adoption

5	ELPAC	87.5%	88.9%	Yet to be released	Over 50% will show improvement in their proficiency in English.	Data unavailable at time of adoption
6	EL Reclassification Rate	29.1%	63.9%	31.25%	30% or more English Learners reclassified.	+2.15%
7	Grades 1st – 2nd MAP/NWEA Benchmark Assessments in Reading	N/A	78.5%	82%	70% or more on MAP/NWEA ELA Median Percentile Score Averaged Across Grades 1st-2nd.	+3.5%
8	Grades K – 2nd MAP/NWEA Benchmark Assessments in Math	N/A	84%	84%	70% or more on MAP/NWEA ELA Median Percentile Score Averaged Across Grades K-2nd.	0%
9	Grades 3rd and up CLT Benchmark Assessments Verbal Reasoning	N/A	60.0%	73.3%	60% or more on CLT Verbal Median Percentile Score Averaged Across Grades 3 and Up.	+13.3%
10	Grades 3rd and up CLT Benchmark Assessments Quantitative Reasoning	N/A	51.0%	70.4%	Over 60% or more on CLT Quantitative Reasoning Median Percentile Score Averaged Across Grades 3 and Up.	+19.4%

11	Students who complete courses in accordance with CSU and UC university entrance requirements.	N/A	N/A	Yet to be released	75% of students who take courses in accordance with CSU and UC university entrance requirements successfully pass.	Data unavailable at time of adoption
12	Students who complete courses in accordance with CTE.	N/A	N/A	Yet to be released	75% of students who take CTE courses will successfully pass.	Data unavailable at time of adoption

Goal Analysis for 2025-2026

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.

Actions were successfully implemented for Goal #2. Our existing program, teacher development, and added Instructional Aid and special education staffing have supported our high instructional standards that we uphold at our school. The additional staffing was a prudent decision to prioritize especially with our school being split on three campuses this year. Although the launching of the new benchmark assessments (CLT) was a bit challenging, with many trial and error, the assessment results have been very helpful for our team to use for our analysis. Our team will continue to work with CLT on bringing more opportunities for assessments that are based on the classical standards that we teach.

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 budget included funding for three Education Specialist positions, but only two were filled during the year, which resulted in lower personnel costs than expected. In addition, some expenditures originally budgeted under Goal 2 were reported in Goal 1. Despite these changes, the actions and services under Goal 2 were still implemented to support student success.

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

Added IA and Special Education staffing as well as institution of Departmental Chairs has continued to mature our program with demonstrable results in educational quality and student progress.

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.

We will continue these goals but with increased metrics for implementing CLT assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development	A minimum of 30 days of professional development to be allotted throughout the school year to include sessions in classical education and the liberal arts. In addition, teachers and administrators will receive focused training at lead retreats and attend training offered by Hillsdale College's K12 Program. Topics will include: Instruction, Intervention and General Support Strategies, Grammar Instruction Best Practices, Literacy Instruction, Benchmarks, Reading Screener, Special Education, English Learner Support, Behavioral Management, Subject Specific Professional Development and Grade Specific Professional Development. Costs include stipends for attending Hillsdale Professional Development Training and Travel expenses.	150,000	[No]
Action #2	Assessment Tools	Purchasing Classical Learning Test for benchmark testing.	10,000	[No]
Action #3	PE Materials	Additional funds will be provided for PE and Athletics equipment.	60,000	[No]
Action #4	Instructional Assistants	Increasing team of Instructional Assistants to 13 to support teachers.	520,000	[Yes]
Action #5	SPED Support	Increasing Ed Specialist staff to 3 and paraprofessional staff to 12 for additional support of Special Ed student population.	900,000	[No]
Action #6	Assessment Tools	Classical Learning Test for benchmark testing, K2 Reading Screener, NWEA/MAPS Assessment Tool	30,000	[No]
Action #7	Departmental Chairs	Nine departmental chairs across lower and upper school in ELD, Student Council, Math and Science, Literacy, Visual and Performing Arts.	90,000	[No]
Action #8	Total Curriculum and Materials	All curriculum and materials, including textbooks and all primary and supplementary learning materials.	300,000	[No]

Goals and Actions

Goal #3

Goal #	Description	Type of Goal
3	Student attendance will be maintained at or above 95% as well as support and policies implemented to minimize disruptions in attendance such as chronic absenteeism. All parents will be invited to become true partners in their children's education. We will offer workshops, events, stakeholder engagement trainings, to provide input into utilization of resources and services and decision-making practices at the school, with special attention provided to English Learners and Special Education.	Broad Goal

State Priorities addressed by this goal.

Efforts to seek parent input in making decisions for the district and school sites.

Attendance

Chronic absenteeism

Pupil suspension and expulsion rates

Middle/High School Dropout Rates

Other local measures such as parent/staff/student surveys on sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

Effective parent engagement, participation, and communications are critical to developing a strong school community that aligns with our mission and vision. And strong school-parent partnerships are a critical part of supporting student attendance and success. To ensure we are succeeding in this critical goal we annually survey parents in order to get regular, actionable, feedback to ensure that we continue to meet their needs in a way that is aligned to our Mission and Vision, and school priorities. Further, in order to truly meet the needs of our English Learner and Special Education student population, we include in our program EL and SPED parent engagement events where we receive direct feedback to enhance our programs and support. This includes an ELAC committee as part of our AAC committee.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey on Connectedness to School's Mission & Vision.	100% Approval	99.2% Approval	99.50% Approval	Parent Approval greater than 80%.	-0.5%
2	Parent Survey on School Safety.	98.0% Approval	98.4% Approval	98.51% Approval	Parent Approval greater than 80%.	+0.51%
3	Parent Survey on Academic Program.	99.0% Approval	98.4% Approval	97.52% Approval	Parent Approval greater than 80%.	-1.48%
4	Parent Survey on School Communication.	90.4% Approval	96.8% Approval	95.55% Approval	Parent Approval greater than 80%.	+5.15%
5	Parent Survey on Opportunities to Participate.	92.4% Approval	97.6% Approval	97.52% Approval	Parent Approval greater than 80%.	+5.12%
6	School Attendance	96.5% Attendance	96.9% Attendance	97%	School Attendance greater than 95%.	+0.5%
7	Chronic Absentee Rates	3.91% Chronic Absentee Rate	1.76% Chronic Absentee Rate	0.5%	Chronic Absentee Rate less than 5%.	+3.86%
8	Pupil Suspension Rates	0.53% Pupil Suspension Rate	0.27% Pupil Suspension Rate	0.47%	Pupil Suspension Rate less than 1%.	0.53%
9	Middle School Dropout Rate	0% Middle School Dropout Rate	0%	0%	0% Middle School Dropout Rate.	0%
10	High School Dropout Rate	N/A	0%	0%	0% High School Dropout Rate.	0%
11	Percent Students Returning	96.8% Returning Students	96.4% Returning Students	99%	Percent students returning greater than 95%.	+2.2%

Goal Analysis for 2025-2026

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.

Actions have been executed as planned. Parental satisfaction, as shown in our parent surveys reinforce our growth as a school in collaboration with its parent community. Further, gains have been achieved in reducing absenteeism, particularly chronic absenteeism since last year.

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

Actual expenditures exceeded budgeted expenditures due to the implementation of the ParentSquare communication platform. The platform was adopted to provide a more efficient and user-friendly format for communicating with families, resulting in higher costs than originally anticipated for this goal.

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

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

Action 2 has been merged and incorporated into our lower school meet and greet, upperschool meet and greet, lower school open house, upper school open house, as well as a dedicated Coffee with the Headmaster session where our department lead teachers delivered a classical education training for parents. In reflection on Action 5, our team realized we have allotted too much towards this goal. Moving forward, the budget for Action 5 will be decreased.

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	Parent Engagement Programs	Implement Coffee with the Headmaster / SPEDmaster, ELAC, various Sub-Committee teams, and a staff member dedicated to parent outreach and communications. Further, we will have a minimum of two parent engagement meetings for parents of ELL students and a minimum of two parent engagement meetings for parents of SPED students.	2,000	[No]
Action #2	Parent Classes and Workshops	Will hold multiple workshops and classes each semester covering specific subject matter topics such as Singapore Math, Literacy Essentials, as well as a speaker series on Classical Education, the Liberal Arts and Culture.	2,500	[No]
Action #3	SmartPass	School will use SmartPass Application to track loss of instructional time by tracking time spent out of the classroom.	6,000	[No]
Action #4	Parent Communications Platform	Continue to leverage features on ParentSquare platform for a more efficiently designed format that offers clearer communications to families.	5,000	[No]
Action #5	Attendance Incentive	School will implement quarterly Tier 1 attendance incentive to reinforce a higher attendance rate - whole school and attendance support plans.	5,000	[No]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$411,391	$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
3.701%	0%	$0	3.701%

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
Goal 2 Action #4	Unduplicated students indicate a need for individualized instruction and in-class support, particularly for English learners and SPED students who are also socioeconomically disadvantaged.	Instructional Assistants are placed in classrooms across grade levels to support instruction. While this benefits all students, it is primarily intended for unduplicated students who require intervention. Providing this support schoolwide ensures that all students receive unbiased access to instructional assistance while promoting inclusion and effectiveness.	Will monitor these subgroups through their CAASPP ELA, CAASPP MATH, and ELPAC scores.

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
N/A	N/A	N/A	N/A

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.

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A – OCCA does not receive Additional 15% LCFF Concentration Grant funding	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A – OCCA does not receive Additional 15% LCFF Concentration Grant funding	N/A

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Classical Academy

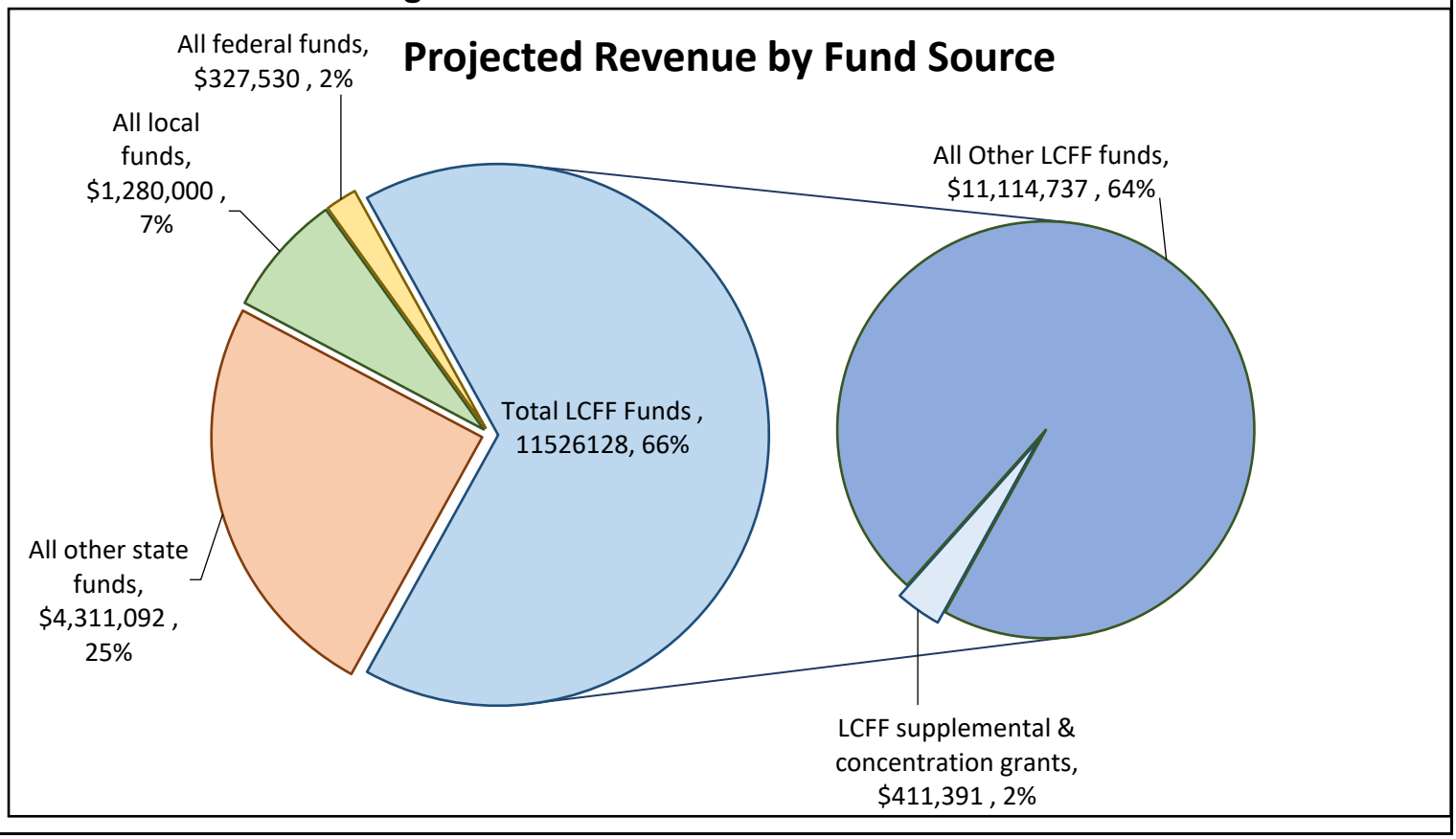
CDS Code: 30 10306 0139964

School Year: 2026-27

LEA contact information: Semi Park, Headmaster, semipark@orangecountyclassicalacademy.org

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

Budget Overview for the 2026-27 School Year

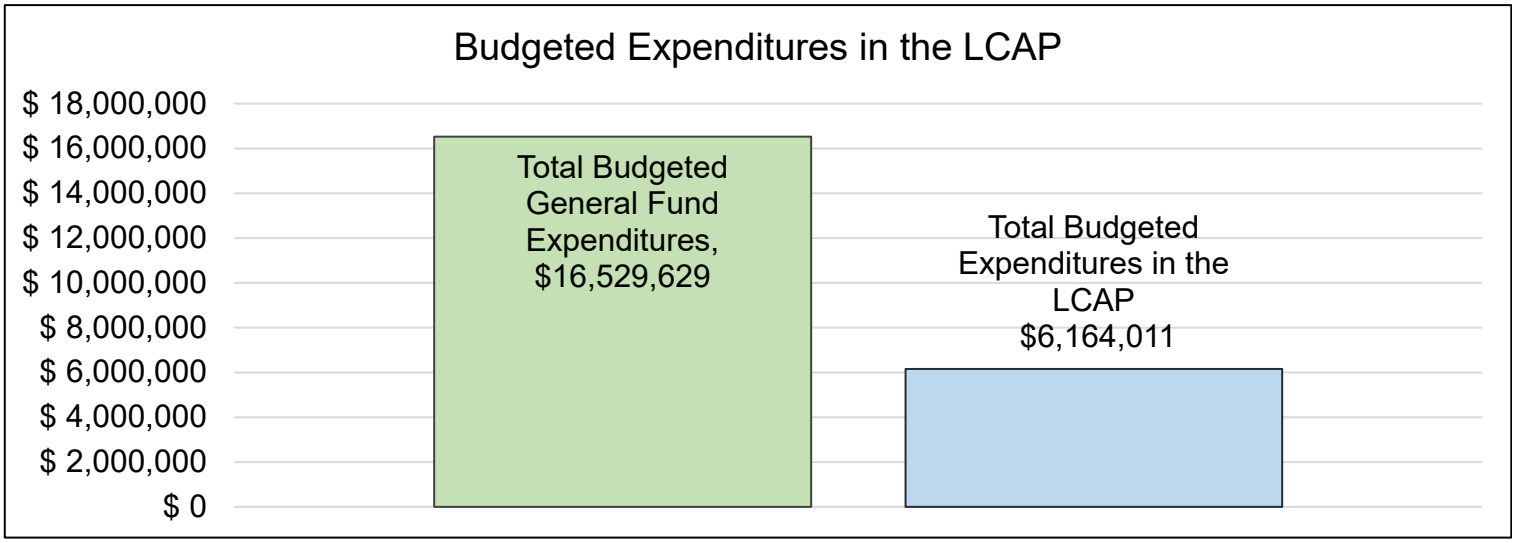


This chart shows the total general purpose revenue Orange County Classical Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Classical Academy is $17,444,749.73, of which $11,526,128.00 is Local Control Funding Formula (LCFF), $4,311,091.61 is other state funds, $1,280,000.00 is local funds, and $327,530.11 is federal funds. Of the $11,526,128.00 in LCFF Funds, $411,391.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Orange County Classical Academy plans to spend $16,529,629.42 for the 2026-27 school year. Of that amount, $6,164,011.00 is tied to actions/services in the LCAP and $10,365,618.42 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

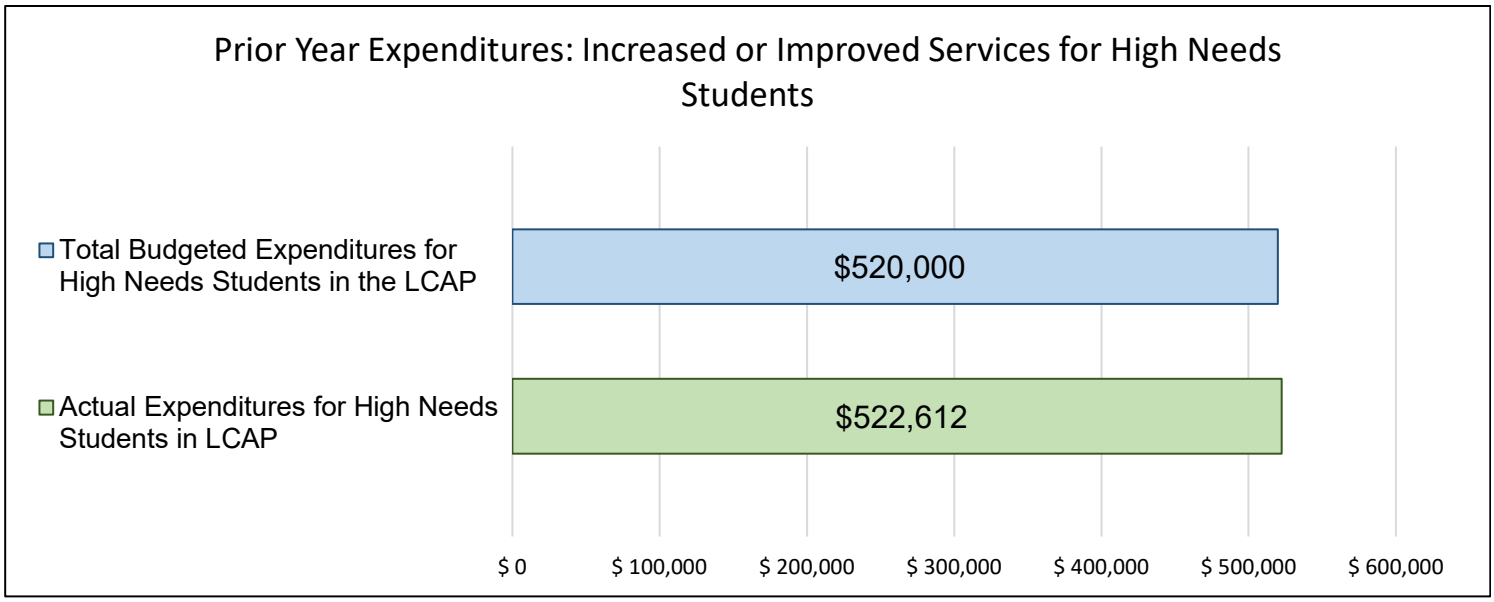
General Fund Budget Expenditures for the school year that are not included in the LCAP include certificated salaries, a portion of classified salaries, employee benefits, instructional materials and supplies, technology purchases, classroom furniture, food expenses, district oversight fee, license fees, dues and memberships, operating expenses such as insurance, lease expense, SPED contractors, accounting and legal fees, business services, student field trips, communication services, and recruitment and advertising fees.

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

In 2026-27, Orange County Classical Academy is projecting it will receive $411,391.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Classical Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Classical Academy plans to spend $520,000.00 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 Orange County Classical Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Classical Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Orange County Classical Academy's LCAP budgeted $520,000.00 for planned actions to increase or improve services for high needs students. Orange County Classical Academy actually spent $522,612.00 for actions to increase or improve services for high needs students in 2025-26.