

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. This tool allows you to analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2020 Plan Summary

Summary

to serve our students and community and how the LEA serves them.

Oxford Preparatory Academy South Orange County (OPA-SOC) is a center for higher learning where students from Transitional Kindergarten to eighth grade are instructed in college-level academic studies. Our students gain skills to be successful in the global community of the 21st century. Students will meet grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that makes them self-motivated, competent, and lifelong learners. Staff collaboration, continual reflection, and data-based upon on-going performance measures, and recognition of the special learning needs of every child, make Oxford a place where achievement is the norm. Challenges are viewed as temporary obstacles, and success is applauded.

Oxford is authorized by the Capistrano Unified School District. Oxford Preparatory Academy has a current enrollment of 742 students. Oxford's significant student demographics include 18.6% Special Education, 7.6% English Learners, and 11.5% Socioeconomically Disadvantaged. The significant student race/ethnicity subgroups at Oxford Preparatory Academy include 18.6% Hispanic, 16.95% Asian, 7.9% Two or More Races and 52.2% White. All students, including specific subgroups, are the target of Oxford's learning goals for the Local Control Accountability Plan.

Oxford Preparatory Academy's vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue college-level academic studies, as well as gain skills to be successful in the global community of the 21st century. Our students do not just meet, but exceed expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners.

Preparatory Academy we believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop lifelong learning opportunities in a caring educational environment where students are challenged, scholarship is expected, and differences are valued. We fulfill our mission by:

- Emphasizing high academic standards, respect, patriotism, and courtesy
- Implementing the Theory of Multiple Intelligences as part of instruction
- Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction
- Providing a structured environment conducive to learning
- Ensuring on-going teacher and parent training
- Ensuring all students are performing at grade level, based on State Standards
- Ensuring active parent participation and support of school policies and programs
- Maintaining consistent communication between home, school, and community
- Including World Language as part of the curriculum

Teachers and leaders are committed to continuous improvement and participate in ongoing professional development focused on developing engaging lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process. They gain these important skills along with the strong content knowledge needed to be successful in today's world.

Preparatory Academy SOC embraces the Professional Learning Community (PLC) philosophy, in which teachers and site leaders work collaboratively to ensure the success of improving student learning. The California State Standards (CSS) provide the foundation for powerful classroom instruction, effective interventions, and rigorous and relevant curriculum. In addition, OPA-SOC students continue to enjoy a wide variety of elective classes such as music, art, Peer Leadership, World Language, and other enrichment programs that foster well-rounded students. Social emotional well-being continues to be a priority at OPA-SOC, and we monitor all of our programs to ensure that we are meeting the needs of all students.

Highlights

This section briefly summarizes the key features of this year's LCAP.

Increase student academic achievement, social/emotional strength, and engagement through rigorous, engaging, high quality instruction and instruction utilizing the theory of multiple intelligences.

Implement a standards-based curriculum for all students for all core subject areas. ELA - Wonders and Study Sync, Math - Eureka, Science - Amplify, and Social Studies - Meow!

Provide additional instructional materials to enhance student learning and differentiate for individual student needs, including IXL, Renaissance learning, and other digital resources.

Ensure sufficient supplies to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, and other student materials.

Provide foreign language and music instruction to all students in grades K-8, Science lab class, Tae Kwon Do enrichment classes in grade 6, and middle school elective classes to provide enrichment opportunities.

Algebra 1 class for advanced students, ELD classes to support English Learners, and intervention classes to support struggling students in academic areas.

to implement Illuminate to provide data that will help guide instruction for targeted intervention.

and other educational experiences to enhance student learning.

ing and GATE program with differentiated instruction for GATE identified students.

m and resources for students with special needs. Provide Extended School Year program for students with disabilities to decrease social, and emotional regression and provide additional interventions and supports.

ted comprehensive sexual health education curriculum - Positive Prevention Plus.

outreach, SART/SARB, Independent study options to increase attendance and decrease chronic absenteeism. Scholarships and behavior.

eries to store student information and monitor and record discipline issues.

counselor and school psychologist at each site to provide social/emotional support, group and individual intervention, and SEL

Highly qualified staff that participates in professional development focused on 21st century teaching and learning.

lled, credentialed teachers. Highly skilled instructional assistant and instructional support staff to support students with special administrative staff to support student learning.

al development for all teachers and support staff, including science instruction, project-based learning, data analysis and assess

edia assistant to oversee library programs, textbook and resource allocation, and digital media resources.

el PLCs to collaborate on instructional strategies, lesson planning, assessment, etc.

al development stipends to encourage professional growth for teachers and classified staff.

al development for administrators to increase leadership, instruction, and collaboration skills.

o support Physical Education standards.

Safe, secure, well equipped learning environments will be provided for student activities.

hology to support student learning and staff instruction. Chromebook refresh grade 8, classroom technology, teacher computer refresh

mpus supervisors to monitor students during lunch and recess.

odial and facilities staff and services to assure the campus is safe, clean, and well-maintained.

ngerprinting and badge system to assure only authorized people are on campus.

classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Assure adequate physical equipment. Assure adequate science equipment.

and maintenance supplies to assure a clean and well-maintained facility.

ood to support a snack and lunch program, including meals for students on the free and reduced lunch program.

nsive School Safety Plans and regular safety drills. Safety training for staff, including CPR, active shooter, emergency response, etc. Safety preparedness equipment Security cameras and other security equipment.

nfrastructure to support school-wide technology use.

cal policies to assure a balanced budget and finances available for safety, facilities, staffing, and student supports. Develop multiple options that maintain fiscal solvency and establish reserves to ensure financial stability. Back office service provider to create budget, payroll and purchasing, and complete accountability and attendance reports.

All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff and community that strengthen communication and meaningful participation.

cate with parents, families, and the community through a variety of different media, including: Aeries, Website (Finalsite), Google+, and Email.

ognition events to promote student engagement and motivation. Trimester Awards, Cum Laude, OPA Awards, 8th Grade Promotion Recognition.

variety of opportunities for parents to get involved in the school community and provide input into school decisions, including: PTA, Art Masters, Honour Society, Room Parents, and Oxford Showcase.

earner Advisory Council meetings to provide involvement and feedback opportunities for parents of English Learners.

activities to increase enrollment and diversity and to communicate school programs with the community.

parent education opportunities and events, including: Chancellor Chats, Town Hall Meetings, Cyber Safety and Technology, Career program information, Middle school and High school transition Information, and Social/Emotional Learning.

orts, and other activities to promote student involvement and engagement.

Review of Performance

review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward goals, self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Progress

Oxford Preparatory Academy has made ongoing progress in the implementation of the California State Standards. This is evident from the results on the California Assessments of Performance and Progress (CAASPP). In 2017, 89% of our students met or exceeded standards in English Language Arts and 81.8% of students met or exceeded standards in math. In 2018, 84.9% of our students met or exceeded standards in English Language Arts (ELA) and 82% of students met or exceeded standards in math. Oxford Preparatory Academy SOC is committed to ensuring all stakeholders effectively implement the California State Standards. OPA SOC will continue to provide extensive professional development in ELA, mathematical practices and science to continue to foster high academic achievement.

The 2018 CALIFORNIA DASHBOARD report (based on updated information) continues to indicate that our students are performing at a high indicated Dashboard performance level in Mathematics and very high indicated performance in English Language Arts. In addition, we have the highest indicated Dashboard performance level in Chronic Absenteeism. The district's suspension rates have increased slightly, but they are still low.

Chronic Absenteeism – 2% (Status: well below county at 26.4% and state 9%)

Suspension Rates K-8 - YELLOW (Status: Low, Change: Increased)

Learning Progress K-8- (Status: Level 4 - Well Developed 52.4%, Level 3 - Moderately Developed 38.1%)

English Language Arts (3-8) - GREEN (Status: High, Change: Decline)

Mathematics (3-8) - BLUE (Status: High, Change: Maintained)

Oxford Preparatory Academy SOC also looked at the results of our Annual Survey. The school Annual Survey evaluated respondents' perceptions of school facilities, instructional environment, support for student learning, access to resources and programs, our Local Control Accountability Plan, and school climate in general. The survey responses reflect responses from over 550 students, 124 parents, and 48 staff associated with the school. The following key findings from the Annual Survey indicate areas of strength:

Parents expressed a high level of satisfaction with students' educational experience at Oxford Preparatory Academy South Orange County. 88% of the parents that completed the survey "strongly agree" or "agree" that Oxford Preparatory Academy - SOC sets high expectations for students (88% percent), while 87 percent of students and 86% of teachers respond at the same levels of satisfaction. 81 percent of parents "strongly agree" or "agree" that students have access to high quality curriculum and instruction that includes both core and elective courses. 88 percent of parents surveyed "strongly agree" or "agree" with all surveyed aspects of students' educational experience such as quality/challenging curriculum. 88 percent of parents surveyed "strongly agree" or "agree" that OPA SOC is a safe place for students. 86% of parents responded "strongly agree" or "agree" that OPA SOC creates a positive learning environment for students. 85% of parents also "strongly agreed" that teachers and school staff encourage students regularly as well as students trust teachers and staff.

so expressed a high level of satisfaction on the Annual Survey noting that 81% of staff “strongly agree” or “agree” that OPA SOC staff collaboration and teamwork. In addition, 94% of staff survey “strongly agreed” or “agreed” that OPA SOC creates involvement for parents as well as 92% “strongly agreed” or “agreed” that we provide adequate communication with parents. Regarding our students, 88% of students “strongly agreed” or “agreed” that OPA SOC provides adequate learning materials and technology. 94% of students “strongly agreed” or “agreed” that they are provided with a positive learning environment. Technology is common in learning and learning at Oxford Preparatory Academy, with most respondents strongly agreeing or agreeing that students have access to technology that meets their needs. Notably, 93 percent of students either “strongly agree” or “agree” that they have access technology to use.

Using the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take in these areas with the greatest need for improvement?

Needs

Oxford Preparatory Academy South Orange County has performed at High or Very High level on all of the State Performance Indicators with the exception of Suspension Rate. Oxford Preparatory Academy SOC has MET the four Local Performance Indicators including: Basics (Appropriate Staffing, Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities), Implementation of State Academic Standards, Parent Engagement and School Climate. While we have met these performance indicators as aligned with the Ed Code, a hallmark of Oxford Preparatory Academy is a quest for continuous improvement. In all of these metrics, we strive to improve each year.

Key findings from the ANNUAL SURVEY indicate areas of potential improvement for Oxford Preparatory Academy South Orange County.

Stakeholders have lower positive response rates regarding stakeholders input in school goals and activities and providing educational opportunities. For example, 75 percent of parents “strongly agree” or “agree” that Oxford Preparatory Academy SOC encourages parents’ involvement in school activities. In addition, 63 percent of parents “strongly agree” or “agree” that OPA SOC provides adequate parent education opportunities.

Using the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below “Meets Expectations” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Results of Oxford Preparatory Academy South Orange County's California Dashboard Report indicates a few areas where the district needs improvement over the next few years. These include the following indicators:

Rate for:

More Races (Orange)

(Orange)

(Yellow)

Economically Disadvantaged (Orange)

Language Arts (3-8):

2 points however remained 80.1 points above standard.

Oxford Preparatory Academy South Orange County will continue the implementation of high quality professional learning and focusing on hiring highly-qualified professionals as the highest-leverage strategy to support positive student outcomes. OPA-SOC will address these gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroups' performance per all-student. In addition, site administration will be working closely with identified and trained teachers to further support STEM (Mathematics/Science), Literacy (ELA/ELD), and Professional Learning Community (PLC).

California Dashboard data, District Annual Survey results will be used to guide OPA-SOC in determining School Plan for Student Achievement and actions targeting performance gaps.

OPA-SOC will focus on suspension procedures and look more deeply at alternative to suspension practices. A Multi-Tiered System of Supports (MTSS) will be introduced and expanded. During the 2018-19 school year, OPA-SOC was selected to take part in the OCDE MTSS pilot for the 2019-2020 school year. The work of implementing a MTSS system and the work with Professional Learning Communities will continue to have a direct impact on the performance of sub-groups and the performance gaps that exist between different groups.

OPA-SOC will begin implementing a Positive Behavior Intervention Supports (PBIS) and will focus on fidelity of implementation. School Psychologists will work with sites and Intervention Lead Teachers to implement MTSS. Academic Interventions will also be implemented. Instructional coaches and Education Specialists will support academic interventions at sites, intervention materials and online reading interventions, and tools and associated will be implemented to identify and support for at-risk students.

Comprehensive Support and Improvement

With a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must follow the following prompts.

Identified

schools within the LEA that have been identified for CSI.

Support for Identified Schools

How the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based intervention, and identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

Annual Update

Year Reviewed: 2018-19

Provide a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Students will achieve proficiency in the core content areas.

Local Priorities addressed by this goal:

Local Priorities: 1, 2, 4, 7, & 8

Local Priorities: Local priorities addressed by Goal 1 are aligned with the school charter, vision, and goals.

Measurable Outcomes

Expected	Actual
Growth change of + 3 or more points of each subgroup on the CAASPP. Increase the percentage of students meeting and exceeding ELA standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3-8) for each subgroup based on previous year's data.	CA School Dashboard distance from level 3: ELA <ul style="list-style-type: none">All Students: 2018 -80.1 , 2017 -88.3, Target Not MetEL: No data on DashboardSWD: 2018 - 34.1 , 2017 - 41.2 , Target Not MetSED: 2018 -56 , 2017 -69.8 , Target Not MetHispanic: 2018 -56.9 , 2017 - 78.8, Target Not MetWhite: 2018 - 80.9, 2017 - 88.3, Target Not MetAsian: 2018 -105.9 , 2017 -96.6, Target Met Math: <ul style="list-style-type: none">All Students - 2018 - 71.4 , 2017 70.8- , Target Not MetEL: No data on DashboardSWD: 2018 - 22.9 , 2017 -19.8, Target MetSED: 2018 -41 , 2017 - 41.8, Target Not MetHispanic: 2018 -39.7 , 2017-56.3, Target Not MetWhite: 2018 - ,74.1 2017 -67.4, Target Met

	<ul style="list-style-type: none"> ● Asian: 2018 -105 , 2017 - 97.5, Target Met <p>CA School Dashboard Percent Met/Exceeds Standards:</p> <p>ELA:</p> <ul style="list-style-type: none"> ● All Students - 2018 - 84.9%, 2017 - 89% , Target Not Met ● EL: 2018 - 36.2%, No 2017 data ● SWD: 2018 -66%, 2017 -59.6%, Target Met ● SED: 2018 -70%, 2017 -74%, Target Not Met ● Hispanic: 2018 -77%, 2017 - 80%, Target Not Met ● White: 2018 -84%, 2017 - 91%, Target Not Met ● Asian: 2018 - 94%, 2017 - 91%, Target Met <p>Math:</p> <ul style="list-style-type: none"> ● All Students - 2018 - 81.6%, 2017 - 81.8%, Target Not Met ● EL: 2018 - 45%, No 2017 data ● SWD: 2018 -66%, 2017 - 49.9%, Target Met ● SED: 2018 -54%, 2017 - 67.2%, Target Not Met ● Hispanic: 2018 - 69% , 2017 -71.2% , Target Not Met ● White: 2018 - 84%, 2017 - 81%, Target Met ● Asian: 2018 - 88%, 2017 - 91% , Target Not Met
<p>with by maintaining the "Very High" status of the English Learner indicator and increasing by at least 3 points.</p> <p>cores will increase by 1%</p>	<p>English Learner Progress Indicator 2018 - Indicator no longer used, 2017 - 90.9%</p> <p>ELPAC Scores: 2018 - 52.4% (Level 4) 38.1% (Level 3), ELPAC not administered</p>
<p>staff trained in use of adopted programs and assessments for ELA and instructional strategies that align with the Theory of Multiple Intelligences (MI), differentiated instruction (DI), Google classroom, Multi-Tiered System of Supports (MTSS), and Universal Design for Learning</p>	<p>Percentage of staff trained and using MI and DI (only one year of data) 2019 - 100%</p> <p>Percentage of staff trained in use of Wonders/StudySync: 2019 – 100%</p> <p>Percentage of staff trained in use of Eureka Math: 2019 - 92%</p>

	<p>*No professional development in 2019 regarding Google Classroom UDL.</p>
<p>Teachers report mastery on program implementation including, MI, Core NGSS/CC Instruction/lesson differentiation, assessment, technology use, Google classroom. 100% of observations will demonstrate or enhanced instructional strategies to support student learning.</p>	<p>New survey metric in 2018-19. Percent of Teachers reporting: Use of MI - 74% Teaching Common Core Standards - 100% Use of technology - 81% Use of Assessments to guide instruction - 89%</p> <p>A more detailed observation protocol is being developed. No observation data in 2018-19.</p>
<p>Annual Outcomes to meet EC52060(d) not addressed in 2017-</p>	<p>Percentage of teachers appropriately assigned and credentialed 2018-19 - 97% (32/33)(1 teacher not authorized to teach English Learners) Target not Met</p> <p>Percentage of students with access to standards-aligned instructional materials: ELA - 100% (Wonders/StudySync) Target Met Math - 100% (Eureka) Target Met Social Studies - 100% (Reflections) Target Met Science - 100% (Science Fusion) Target Met ELD - 100% (Wonders/iLit) Target met</p> <p>Percentage of English Learners receiving designated and integrated instruction: 100% Target Met</p> <p>English Learner Reclassification rate: 2017-18 - 0% Target not met 2018-19 - 5.7%</p> <p>Attendance Rate: 2017-18 -98%</p>

2018-19 - 96.5%, Target not met

Chronic Absenteeism Rate (10% or more absences):

2017-18 - 2%

2018-19 - 2.4%, Target not met

Truancy Rate (3 or more unexcused absences):

2017-18 - 8.4%

2018-19 - 15.1%, Target not met

Middle School Dropout Rate:

2017-18 - 0%

Percentage of students receiving Math, ELA, Social Studies, Science, Foreign Language, and Physical Education instruction each year:
2017-18 - 100%
2018-19 - 100%

Number of Foreign Languages offered:

2018-19 - 3

Number of students qualifying for placement in accelerated math courses:

2018-19 - 18

Number of accelerated math students successfully completing with a grade of C or better:

2018-19 - 18

Services

Identify the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase, and implement grade aligned English Language Arts for all students in grades TK--8th to support English Language Development and English Learners.	Adopted Wonders and Study Sync for all students in grades TK-8. Also adopted iLit to support English Language Development for English Learners.	\$100,000	\$182,972

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase, and implement the grammar program for grades 6--8.	Did not purchase Hake grammar because Wonders and StudySync have grammar components.	\$4,500	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Quality professional development in areas of Multiple Intelligences, differentiated instruction, guided reading, Classroom/Technology Integration, Multi-Tiered System of Supports, Professional Learning Communities, writing, and curriculum implementation in order to improve student achievement.	Provided professional development for teachers in the areas of differentiated instruction, mathematical practices, Wonders and StudySync implementation, English Language Development, iLit implementation, inclusion, Illuminate	\$7,000	\$8,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and continue implementation of a math curriculum for TK--8th students.	Purchased and continued implementation of the Eureka Math curriculum for grades TK-8	\$40,000	\$17,784

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
adopt, purchase, and implement a writing program TK-8 with benchmark assessments.	Purchased Writing by Design.	\$3,000	\$11,809

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and implement a research--based assessment program, aligned to the core that measures student growth proficiency to provide data that will inform instruction for targeted students.	Purchased Illuminate to provide assessment and data analysis to help guide instruction.	\$12,000	\$4,166

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
release time, coaches for instructional strategies and	Provided math coaching for middle school teachers.	\$50,000	\$1,920

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Targeted Intervention for struggling students before school, during the school day, and after school.	Provided an intervention math course, within the school day, for struggling students in grades 7 and 8.	\$20,000	\$21,216

is

Use a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual and estimated outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goal was met, as most students did achieve academic proficiency in core content areas. Most action steps were completed, although some were modified to better meet student and program needs.

Services that were effectively implemented:

Implemented Wonders and Study Sync for all students in grades TK-8. Also adopted iLit to support English Language Development for English Learners. Provided professional development for teachers in the areas of differentiated instruction, mathematical practices, Wonders and StudySync implementation, English Language Development, iLit implementation, inclusion, Illuminate. Continued implementation of the Eureka Math curriculum for grades TK-8. Used Illuminate to provide assessment and data analysis to help guide instruction. Provided math coaching for middle school teachers.

Services that were not provided or were modified:

Did not purchase Hake grammar because Wonders and StudySync have grammar components. Did not purchase a school-wide writing program as writing is incorporated into the Wonders and StudySync Curriculum.

an intervention math course, within the school day, for struggling students in grades 7 and 8.

the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

s and services provided were effective for assuring that students achieved proficiency in the core content areas.

ademic achievement was well above the state and county average in both ELA and math, and many grade levels performed above average schools.

action continues to be an area of strength and was further improved through the addition of math coaching for the middle school

on Illuminate will allow better use of data to inform instruction and more flexible assessments through the online assessment

material differences between Budgeted Expenditures and Estimated Actual Expenditures.

some material differences between the budgeted and actual expenditures.

tion 1: Budgeted \$100,000, Actual \$190,671 - We did not budget for enough Wonders and StudySync materials. Also, we did not budget for the ELA curriculum, which was necessary to meet the needs of our English learners.

tion 2: Budgeted \$4,500, Actual \$0 - We did not purchase Hake grammar because our adopted ELA curriculum Wonders/StudySync components built in.

tion 3: Budgeted \$7,000, Actual \$8,000 - We changed some of the planned professional development based on student and teacher needs.

tion 4: Budgeted \$40,000, Actual \$17,784 - We only purchased one year of Eureka materials instead of a multiyear adoption.

tion 5: Budgeted \$3,000, Actual \$11,809 - Writing By Design was more expensive than budgeted for.

tion 6: Budgeted \$12,000, Actual \$4,166 - Illuminate was less than budgeted

tion 7: Budgeted \$50,000, Actual \$1,920 - Coaches and release time were only provided for middle school math in 2018-19.

tion 8: Budgeted \$20,000, Actual \$21,216

any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

changed based on stakeholder feedback and analysis of data.

2019-20 Goal 1 - Increase student academic achievement, social/emotional strength, and engagement through rigorous, engaging, and differentiated curriculum and instruction utilizing the theory of multiple intelligences.

metrics and expected outcomes were added or changed for Goal 1 in the 2019-20 LCAP, including the addition of suspension rates, chronic absenteeism, and truancy rates; professional development offerings and attendance; and LCAP survey results.

The Actions and services were also modified for Goal 1, including:

- based curriculum for all students for all core subject areas (Goal 1, Action 1)
- illuminate (Goal 1, Action 6)

The Actions and services were also added for Goal 1, including:

- ental materials to enhance student learning and differentiation (Goal 1, Action 2)
- supplies to facilitate academic achievement (Goal 1, Action 3)
- anguage and music instruction (Goal 1, Action 4)
- 1, ELD, and Intervention classes (Goal 1, Action 5)
- s (Goal 1, Action 7)
- rogram (Goal 1, Action 8)
- m and programs for students with special needs (Goal 1, Action 9)
- ensive Sexual Health Education (Goal 1, Action 10)
- ce programs and student recognition (Goal 1, Action 11)
- r student discipline, attendance, and interventions (Goal 1, Action 12)
- r and psychologist at each site (Goal 1, Action 13)
- lasses for middle school (Goal 1, Action 14)

s and staff will have access to, and achieve mastery in, 21st century learning tools, resources, and skills.

r Local Priorities addressed by this goal:

ties: 1, 2, 4, 7, & 8

ities: Local priorities addressed by Goal 2 are aligned with the school charter, vision, and goals.

Measurable Outcomes

Expected	Actual
<p>h students will have technology tools and access to school Google o access their class Google Classroom and other curriculum ns on a regular basis. K students will share class sets of digital</p>	<p>1:1 technology tools grades 1-8: 2018-19 – 1:1 devices in grades 3-8, Target Met 2018-19 – All students grades 1-8 have access to Google accounts, Target Met 2018-19 – K -2 students have some shared devices, Target Partially</p>
<p>staff trained in use of Google Classroom and implementation of ore curriculum. All teachers will consistently utilize Google n.</p>	<p>2018-19 – All teachers trained and utilizing Google Classroom, Tar Met</p>
<p>assroom teachers report and demonstrate mastery on use of Google n and core curriculum program integration, program atation including NGSS/CC Instruction/lesson differentiation.</p>	<p>New survey metric in 2018-19. Percent of teachers that report always/often:</p> <ul style="list-style-type: none"> ● Teaching the State Standards: 100% ● Using Technology: 80.7% ● Analyzing/Using Assessment Data: 92.5% ● Using Project-Based Learning: 33.3% ● Creating Activities based on Multiple Intelligences: 74.1% ● Incorporating Writing: 81.4% ● Incorporating Collaborative Learning: 81.5%
<p>h of parents, students satisfied and comfortable with technology tools including Google Classroom, communication and access.</p>	<p>New survey metric in 2018-19. Percent of students reporting strongly agree/agree:</p> <ul style="list-style-type: none"> ● Access to technology: 94.1% ● Adequate materials and technology: 88.2% <p>Percent of parents reporting strongly agree/agree:</p> <ul style="list-style-type: none"> ● OPA Provides adequate technology: 71.5%

Teachers will be marked as satisfactory or better in google
 Use, common core implementation/21st century skills
 strategies and use of MI strategies.

Metric no longer used.

Services

Review Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Development and ongoing training for the curriculum, 21st Century Learning using Google Classroom, Resources, and	See Goal 1, Action 3. Provided Aeries, Aesop, Google, and CALPADs training to office staff. Provided Illuminate training to teachers.	\$10,000	\$5,988

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and/or update technology tools (Books and Tablets) for all grade students.	Purchased Macbooks and Chromebooks. Repaired chromebooks.	\$10,500	\$6,205

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
IT and Technology Support Services	Provided IT and technology support services	\$26,000	\$113,705

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Technology Professor/Mentor	Did not provide a technology professor. Technology support services provided support for technology implementation.	\$52,000	\$0
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent education and trainings on technology, Google Classroom and program use to extend learning beyond the classroom	Did not provide parent education classes.	\$5,000	\$0

is

copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual and outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

the overall implementation of the actions/services to achieve the articulated goal.

goal was met, as most students did have access to technology and achieved mastery of 21st Century learning skills. Most actions were completed, although some were modified to better meet student and program needs.

services that were effectively implemented:

Aeries, Aesop, Google, and CALPADs training to office staff.

Macbooks and Chromebooks. Repaired chromebooks.

T and technology support services.

services that were not provided or were modified:

provide a technology professor. Technology support services provided support for technology implementation.

provide parent education classes.

the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

actions and services were effective in increasing access to 21st century learning tools and resources and mastery of 21st century skills.
by:

students in grades 3-8 have 1:1 access to chromebooks

technology training to all office staff and Illuminate training to all teachers.

IT support for all students, teachers, and office staff.

broken computer equipment so all staff had access to technology.

material differences between Budgeted Expenditures and Estimated Actual Expenditures.

some material differences between the budgeted and actual expenditures.

Item 1: Budgeted \$10,000, Actual \$5,988 - Professional development was less than budgeted. We mostly provided technology P...
decreasing the amount of staff participating.

Item 2: Budgeted \$10,500, Actual \$6,205 - We had less technology repairs than expected. Also, we did not replace student chrom...
repaired them.

Item 3: Budgeted \$26,000, Actual \$113,705 - Third party IT service was more than budgeted. Switched providers mid-year and I...
to make repairs and updates.

Item 4: Budgeted \$52,000, Actual \$0 - Training will occur during 2019-20 school year instead of hiring a coach.

Item 5: Budgeted \$5,000, Actual \$0 - Parent technology education will resume in the 2019-20 school year.

any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis...
the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

changed based on stakeholder feedback and analysis of data.

2019-20 Goal 2 - Highly qualified staff that participates in professional development focused on 21st Century teaching and learni...

metrics and expected outcomes were added or changed for Goal 2 in the 2019-20 LCAP, including the addition of percentage of cr...
number of professional development opportunities, and LCAP Survey results.

...rics were removed, including 100% of teachers will be marked as satisfactory or better in google Classroom Use, common core
...tion/21st century skills instructional strategies and use of MI strategies and 100% of staff trained in use of Google Classroom and imple
...ore curriculum. All teachers will consistently utilize Google Classroom.

All 1st--8th students will have technology tools and access to school Google accounts to access their class Google Classroom and other cu
...on a regular basis. K students will share class sets of digital tools- was modified and moved to goal 3.

...he actions and services were also added for Goal 2, including:

...ills and credentialed teachers and staff (Goal 2, Action 1)

...nal development opportunities for all teachers and staff (Goal 2, Action 2)

...edia Specialist (Goal 2, Action 3)

...vel PLCs (Goal 2, Action 4)

...nal Development stipends (Goal 2, Action 5)

...nal development opportunities for administrators (Goal 2, Action 6)

...Goal 2 Action 7)

...paratory Academy will be a safe and secure environment for all students and staff.

...r Local Priorities addressed by this goal:

...ties: 1, 3, 5, & 6

...ties: Local priorities addressed by Goal 2 are aligned with the school charter, vision, and goals.

Measurable Outcomes

Expected	Actual
the percentage of students by at least 10% indicating they bullying on the school campus.	New survey metric in 2018-19 Percentage of students reporting agree/strongly agree that OP.

<p>the percentage of students by at least 10% indicating that their are about them.</p>	<ul style="list-style-type: none"> ● Provides a positive learning environment – 80.4% ● Provides a safe place – 85.3% ● Takes bullying seriously – 71.3% ● Provides fair and appropriate discipline – 66.7% <p>Percentage of students reporting agree/strongly:</p> <ul style="list-style-type: none"> ● They have friends on campus - 92.5% ● Other students respect them – 67.1% <p>Percentage of students reporting agree/strongly:</p> <ul style="list-style-type: none"> ● Students trust teachers/staff– 77.1% ● Staff encourages students – 87.2% ● Teachers help students when they are upset – 61.9%
<p>the percentage of parents/guardians by at least 5% agreeing or agreeing their student feels safe at school.</p>	<p>New survey metric in 2018-19</p> <p>Percentage of parents reporting agree/strongly agree that:</p> <ul style="list-style-type: none"> ● OPA provides a safe place for students - 88.2% ● Teachers listen to students - 80% ● Students trust teachers/staff - 86.3% ● Staff encourages students – 85.5% ● Students feel they belong - 82.7% ● Students are respected by peers - 71.8%
<p>crease in referrals.</p>	<p>No baseline data.</p> <p>Number of Office Referrals: 2018-19 - 29</p> <p>Number of Suspensions: 2017-18 - 10, 2018-19 - 6</p>
<p>ditional student recognition activities/events and three additional gnition activity/events.</p>	<p>No baseline data.</p> <p>Number of student recognition events: 2018-19 - 4</p>
<p>lan, 100% classroom teachers have aligned and posted plan, valuations reflect satisfactory or approaching in classroom</p>	<p>Metric no longer measured.</p>

ent.	
ff trained in School-wide Articulated program concepts and with 100% implementation at initial level.	PBIS training will be implemented in 2019-20.
l Annual Outcomes to meet EC52060(d) not addressed in 2017-	<p>Suspension Rate: 2017-18 All - 1.2% SED - 1.9% SWD - 1.7% EL - 0% 2 or More - 1.1% Hispanic - 1.2% White - 1%</p> <p>Expulsion Rate: 0%</p> <p>Facilities Inspection Tool (FIT) score: Good</p>

Services

Use the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
adopt and provide professional development related to classroom management and maintaining a positive classroom climate.	Moved this action to 2019-20 school year.	\$22,000	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention supports and Cyber-safety Assemblies	Cyber-safety and anti-bullying assemblies.	\$7,000	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing training, resources and support to parents in order to meet their needs and expectations	Provided parent training on cyber-safety, expectations, and academic strategies and supports	\$2,000	\$500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementing a Multi-Tier System of Supports (MTSS)	Provided interventions and supports within the classroom. Held Student Success Team (SST) meetings to determine appropriate supports. Provided diagnostic and monitoring assessments to determine student needs. Gave interim assessment to students in ELA and Math. Gave end of year math assessment to determine placement.	\$30,000	\$5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing Enrichment Activities to support 21st Century Skills, and the Arts	Provided electives for middle school students. Provided Art Masters for K-5 students. Provided MAJORS for all students for one week.	\$208,320	\$75,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dedicated Counselor Time	Dedicated counselor 3 days per week.	\$40,000	\$36,000

is

copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual and outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

the overall implementation of the actions/services to achieve the articulated goal.

goal was met, as Oxford Preparatory Academy did provide a safe and secure educational environment.

services that were effectively implemented:

cyber-safety and anti-bullying assemblies were provided.

parent training on cyber-safety, expectations, and academic strategies and supports

interventions and supports within the classroom. Held Student Success Team (SST) meetings to determine appropriate supports. Provided diagnostic assessments to determine student needs. Gave interim assessment to students in ELA and Math. Gave end of year math assessment to students.

lectives for middle school students. Provided Art Masters for K-5 students. Provided MAJORs for all students for one week.

dedicated counselor 3 days per week.

services that were not provided:

adopt and provide professional development related to creating and maintaining a positive school climate

the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

actions and services were effective in providing a safe and secure learning environment. This is evidenced by:

eling that they are safe on campus.

ounselor to provide social/emotional support.

middle school elective starting in the second trimester to increase engagement.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures.

some material differences between the budgeted and actual expenditures.

Action 1: Budgeted \$22,000, Actual \$0 - Moved this action to 2019-20 school year

Action 2: Budgeted \$7,000, Actual \$0 - Paid for by Honour Society

Action 3: Budgeted \$2,000, Actual \$500 - Paid for by Honour Society

Action 4: Budgeted \$30,000, Actual \$5,000 - Actual cost for stipends, substitutes, and assessment less than planned. Math and diagnostic tests used were free.

Action 5: Budgeted \$208,320, Actual \$75,000 - Electives were only one period per day for teachers.

Action 6: Budgeted \$40,000, Actual \$36,000

any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

slightly modified based on stakeholder feedback and analysis of data.

2019-20 Goal 3 - Safe, secure, well-equipped learning environments will be provided for student activities.

Metrics and expected outcomes were added or changed for Goal 3 in the 2019-20 LCAP, including the addition of number of chronic absences, facilities use inspection results, PBIS self-Assessment tool, and LCAP Survey results.

Metrics were removed, including Three additional student recognition activities/events and three additional staff recognition activity/event, 100% classroom teachers have aligned and posted plan, 100% Evaluations reflect satisfactory or approaching in classroom management.

Metrics were modified and moved to Goal 2, including 100 % staff trained in School-wide Articulated program concepts and strategies with fidelity at initial level and 50% decrease in referrals.

The actions and services were also added for Goal 3, including:

Technology to support student learning (Goal 3, Action 1)

Supervisors to monitor students (Goal 3, Action 2)
 and facilities staff (Goal 3, Action 3)
 printing and badge system (Goal 3, Action 4)
 and equipment (Goal 3, Action 5)
 and maintenance supplies (Goal 2, Action 6)
 lunch and snack program (Goal 3, Action 7)
 safety plans, equipment, and training (Goal 3, Action 8)
 technology infrastructure (Goal 3, Action 9)
 fiscal policies and budget (Goal 3, Action 10)

Paratory Academy will increase stakeholder input and communication output.

Local Priorities addressed by this goal:

Local Priorities: 3 & 6

Local Priorities: Local priorities addressed by Goal 2 are aligned with the school charter, vision, and goals.

Measurable Outcomes

Expected	Actual
Minimum of Monthly Chancellor chats with published recaps Minimum Organization level Administrative talks with published	No Chancellor chats held - Target not met Town Hall Meetings - 4, Target not met
Minimum of three parent education opportunities.	3 DELAC Meetings Held Middle School Meeting Held New Kindergarten Orientation

<p>Annual Outcomes to meet EC52060(d) not addressed in 2017-</p>	<p>Target Met</p> <p>Number of LCAP Survey Participants: Parents - 124 Students - 313 Staff - 48</p> <p>Number of ELAC/DELAC meetings: 3</p> <p>Percentage of parents participating in IEP meetings: 100%</p> <p>Percentage of parents participating in SST meetings: 100%</p> <p>Percentage of parents participating in 504 Plan meetings: 95%</p> <p>LCAP Survey Results: 2018-19 LCAP Parent Survey OPA: Encourages parent input - 76.1% Creates parent involvement opportunities - 87.2% Creates involvement opportunities for parents of students with special needs - 53.9% Creates involvement opportunities for parents of ELs - 50% Provides parent education opportunities - 65.7% Provides adequate communication with parents - 78.7%</p>
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Services

Use the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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current digital information and communications programs and subscriptions to include but not be limited to School Messenger, Websites, Go Daddy, Google and other LMS systems.	Maintained current digital information and communications programs and subscriptions to include but not be limited to School Messenger, Websites, Aeries, Go Daddy, and Google	\$27,000	\$15,706
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote activities and events highlighting student successes and parent involvement. -Site Awards -Recognition/VAPA Night -Instrumental/Vocal Showcase -Cum Laude/CAASPP awards -Honour Mods/ All school achievement recognition -CHAMP program/ Student Character Trait Awards -Volunteer Recognition	Planned and promoted activities and events highlighting student successes and parent involvement. -School Site Awards -OPA Showcase -Cum Laude/CAASPP awards -Honour Mods/ All school achievement recognition -CHAMP program/ Student Character Trait Awards -Volunteer Recognition	\$7,000	\$8,000

is

copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual and outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

the overall implementation of the actions/services to achieve the articulated goal.

goal was met, as Oxford Preparatory Academy did increase stakeholder input and communication output.

services that were effectively implemented:

and current digital information and communications programs and subscriptions to include but not be limited to School Messenger, Websites, Google

and promoted activities and events highlighting student successes and parent involvement, including School Site Awards, OPA Showcase, -CSP awards, -Honour Mods/ All school achievement recognition, -CHAMP program/ Student Character Trait Awards, and Volunteer Reco

the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

and services were effective in providing increased participation and communication. This is evidenced by:

and that OPA has good communication according to LCAP survey.

and held many recognition events for students including Cum Laude, OPA Awards, Trimester Awards, and Honour Mods.

and completed the LCAP survey representing all stakeholder groups.

and all stakeholders participate in student meetings, including IEPs, 504 Plans, SSTs, and parent teacher conferences.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are some material differences between the budgeted and actual expenditures.

Item 1: Budgeted \$27,000, Actual \$15,706 - Communication licenses were less than budgeted

Item 2: Budgeted \$7,000, Actual \$8,000

Any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3 was slightly modified based on stakeholder feedback and analysis of data.

2019-20 Goal 4 - All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, and the community that strengthen communication and meaningful participation.

Metrics and expected outcomes were added or changed for Goal 3 in the 2019-20 LCAP, including the addition of number of recognition events, number of parents attending DELAC meetings, number of parent involvement opportunities, and LCAP Survey results.

Metrics were removed, including minimum of monthly Chancellor chats with published recaps and minimum of monthly organization meetings with published recaps.

The actions and services were also modified for Goal 4, including:

Education with parents and community through a variety of different media (Goal 4, Action 1)

The actions and services were also added for Goal 3, including:

Acknowledgment events (Goal 4, Action 2)

Parent involvement opportunities (Goal 4, Action 3)

Language Advisory meetings (Goal 4, Action 4)

Activities to promote enrollment and diversity (Goal 4, Action 5)

Sports, and extracurricular activities (Goal 4, Action 6)

Stakeholder Engagement

Year: 2019-20

Development Process for LCAP and Annual Update

... , and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

... Preparatory Academy has actively engaged in a Strategic Priorities planning process. This process involves the input of a variety of stakeholder groups because OPA believes that stakeholder engagement is integral to the Local Control and Accountability Plan process. Stakeholders participated in data analysis, review of goals, and proposed school actions and services.

... Stakeholder Engagement – The following groups were actively involved in the LCAP development process.

... School Advisory Councils - The School Advisory Councils (SACs) are comprised of parents, staff, and administrators from each school site. Each SAC has representatives from various subgroups, including English Learners and students with disabilities. The SAC also has student representatives. This group met 3 times throughout the fall and spring to analyze school-wide data, review goals, services, and actions, and develop the Comprehensive School Safety Plan.

... Honour Society – Updates regarding school goals and services were provided to Honour Society monthly during their regular meetings. In addition, meetings between school administration and Honour Society board members were held to provide feedback on LCAP actions and services. Updates regarding changes to service, actions, and goals.

... English Learner Advisory Committee (ELAC) – On December 4, 2019, an English Learner Advisory Committee (ELAC) meeting was held. At this meeting, results for the ELPAC and CELDT were discussed as well as testing plans for the school year. Reclassification criteria and rates were also discussed.

... On February 15, 2019, an ELAC meeting was held to discuss the Master Plan for English Learners. Parents gave input regarding the plan and goals for English Learners. The ELD professional development series was also discussed.

... On March 14, 2019, an ELAC meeting was held to get feedback regarding the proposed Title III and LCAP Supplemental fund expenditures. The meeting was held with ELAC members and feedback was provided. ELAC members also provided feedback regarding ways to increase ELAC participation in the future.

... Board – On November 28, 2018, an update was presented during the public session of the Board of Directors meeting regarding academic goals and focus areas, and professional development needs. Specific information regarding student Performance on the CAASPP was presented. Additionally, the new goals and focus areas were discussed, along with specific actions and services to meet these goals.

... On March 14, 2019, an update was provided during the Public session of the Board of Directors meeting regarding professional development needs and curriculum pilots for the 2018-19 school year.

, 2019, a public hearing was held to solicit feedback regarding the 2019-20 Local Control and Accountability Plan and Annual Update and the 2019-20 Proposed Budget. In addition, updates regarding the draft LCAP and Budget were presented. At the public hearing, the 2019-20 Local Control and Accountability Plan and Annual Update and the 2019-20 Proposed Budget were presented to the Board of Education for approval. The Board approved the LCAP and Annual Update and the Budget.

LCAP Survey - In May 2019, the annual LCAP survey was sent out to provide stakeholder input regarding progress toward LCAP goals, student academic achievement, school programs, and ideas for improvement in the 8 state priority areas. The survey was taken by representatives from all stakeholder groups, including community members, staff, and parents. Student surveys were also created and given to students in grades 4-8. 989 students took the student survey. Information was received from parents and students representing all LCAP priority areas: foster youth, English Learners, Re-designated English Proficient students, low socioeconomic students, gifted and talented students, and students with disabilities. Results from the survey were disaggregated and analyzed by school site staff. This information was shared out in a public session and presented to the Board of Education in public session.

LCAP Survey Participants

Community Members - 24
Administrators - 13
Administrators - 2
Administrative Staff - 39
Students - 7

Update on LCAP and Annual Update

How do these consultations impact the LCAP for the upcoming year?

Which LCAP actions and expenditures were updated as a result of stakeholder input and analysis of data:

Increase student academic achievement, social/emotional strength, and engagement through rigorous, engaging, high quality instruction and instruction utilizing the theory of multiple intelligences. (State Priorities 1, 2, 4, 5, 6, 7, 8)

Highly qualified staff that participates in professional development focused on 21st century teaching and learning. (State Priority 6)

Safe, secure, well equipped learning environments will be provided for student activities. (State Priorities 1, 6)

All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and community members.

Partnerships that strengthen communication and meaningful participation. (State Priorities 3, 5)

Stakeholder input provided feedback regarding the progress toward the 2017-20 LCAP goals. Some areas of concern involved meeting with stakeholder groups, improving mathematics instruction and student achievement, providing more social/emotional supports, and improving

ls and action steps were modified to align with current practices and areas of need. Action

m the Annual LCAP Survey were used to determine areas of concern/need at the school and actions to address these concerns/n
of concern involve social/emotional supports, behavioral supports, adequate technology, and STEM instruction.

community input and information was gained regarding progress toward previous goals, action plan areas completed or still in
ed and strengths, and school climate. The data was disaggregated and discussed with stakeholder groups.

f concern mentioned in the survey was social/emotional supports. This input was used to create action steps in the LCAP regard
a full-time counselor to provide social/emotional supports, student groups, and classroom lessons. (See Goal 1, Action 13)

ea of concern mentioned in the survey was behavioral supports. This input was used to create action steps in the LCAP regardin
ation of Positive Behavior Interventions and Supports (PBIS) as well as revising our current student award and recognition syste
tion 11; Goal 2, Action 2; Goal 4, Action 2)

ea of concern mentioned in the survey was amount of adequate technology. This input was used to create action steps in the LC
he purchase of chromebooks to replace aging technology in grade 6. (See Goal 3, Action 1)

ea of concern mentioned in the survey was STEM instruction. This input was used to create action steps in the LCAP regarding
f a comprehensive, standards-based science curriculum (Amplify). (See Goal 1, Action 1)

received from English learner stakeholders and our authorizers regarding effectiveness and quality of EL programs. Several area
re addressed including the lack of designated ELD curriculum, students being re-designated English Language Proficient, EL in
nd professional development, and designated and integrated ELD instruction. This feedback resulted in the adoption of a design
implementation of designated and integrated ELD instruction, creation of a comprehensive Master Plan for English Language
gnation criteria, and on-going ELD professional development. (See Goal, Action; See Demonstration of increased or improved
cated pupils)

Actions, & Services

Planning Details and Accountability

Copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(New Goal, Modified Goal, or Unchanged Goal)

Goal

Student academic achievement, social/emotional strength, and engagement through rigorous, engaging, high quality curriculum and instruction, utilizing the theory of multiple intelligences.

State and/or Local Priorities addressed by this goal:

Priorities: 1, 2, 4, 5, 6, 7, 8

Current Need:

Achievement

Balanced Assessments:

Achievement gap for English Learners, students with disabilities, and economically disadvantaged students in both math and ELA

Percentage of students are above standard in Listening and speaking

Percentage of 4th grade students meeting or exceeding math standards decreased significantly between 2017 and 2018.

Percentage of 4th grade students meeting or exceeding ELA standards decreased significantly between 2017 and 2018.

Percentage of 7th grade students meeting or exceeding math standards decreased between 2017 and 2018.

English learners:

Percentage of English Learners were reclassified

Percentage of English learners met or exceeded standards in ELA and only 45% met or exceeded standards in math.

Engagement

absenteeism rate was 2% 2017-18 and 2.4% in 2018-19
absenteeism rate for two or more races was 7.1% 2017-18
absenteeism rate for students with disabilities was 2.7% 2017-18
Rate was 8.4% in 2017-18 and 15.1% in 2018-19
messenger not consistently contacting parents regarding attendance
consistent attendance/SART/SARB procedures

Access

offerings:

School students did not have elective opportunities based on their preferences and interests, all students took band, until 12/2018.

Climate

According to the 2017 LCAP Survey, only 63% of respondents stated that LBUSD offered sufficient social/emotional supports
According to the 2017 LCAP Survey, only 66% of respondents stated that LBUSD offered challenging classes
According to the 2017 LCAP Survey, only 61% of respondents stated that LBUSD offered sufficient behavioral supports

Annual Measurable Outcomes

Indicators	Baseline	2017-18	2018-19	2019-20
Student Achievement in State	2016-17 CAASPP Summative Data of Student Achievement According to California Dashboard: All students: 88.3 points	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard.	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard.	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard.

<p>a School rd and P ve ents</p>	<p>above a Level 3 in ELA (Very High/Dark Blue), 70.8 points above a Level 3 in Math (Very High/Dark Blue) English Learners: ELA (Very High), Math (Very High) Socioeconomically disadvantaged: ELA (Very High), Math (Very High) Students with Disabilities: ELA (High), Math (High) African American* Asian: ELA (Very High), Math (Very High) Filipino* Hispanic: ELA (Very High), Math (Very High) Two or more races: ELA (Very High), Math (Very High) White: ELA (Very High), Math (Very High) 2017 CAASPP Actual Data: All students Met or exceeding standard: ELA 89.47% Math 81.80%, Socioeconomically disadvantaged ELA 74.51% Math 67.31%, Students with Disabilities</p>	<p>Increase the percentage of students meeting and exceeding ELA and Math standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3--8) for each subgroup based on previous year's data.</p>	<p>Increase the percentage of students meeting and exceeding ELA and Math standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3--8) for each subgroup based on previous year's data.</p>	<p>Increase the percentage of students meeting and exceeding ELA and Math standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3--8) for each subgroup based on previous year's data.</p>
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	<p>ELA 59.64% Math 50%, Hispanic ELA 80% Math 71.25%, Asian ELA 92.30% Math 92.30%</p> <p>*Not a significant subgroup - no data to report</p>			
<p>English Learner Performance Indicator in State Annual Assessments</p>	<p>The performance level for the English Learner status indicator on the California Dashboard was "Very High, 69 points above level 3." Establish Baseline Data for students using the ELPAC</p>	NA	<p>Show growth by maintaining the "Very High" status of the English Learner Progress Indicator and increasing by at least 3 points.</p> <p>ELPAC scores will increase by 1%</p>	<p>Show growth by maintaining the "Very High" status of the English Learner Progress In dicator and increasing by at least 3 points.</p> <p>ELPAC scores will increase by 1%</p>
<p>Exit Rate</p>	2017-18 - 98%	NA	NA	Increase by 0.5%
<p>Enrollment Rate</p>	<p>2017-18 All Students - 2% SED - 4.9% SWD - 2.7% EL - 0% 2 or More - 7.1% White - 0.9% Hispanic - 3.8%</p>	NA	NA	<p>All Students - Main decrease SED - Decrease 1% SWD - Decrease 1% EL - Maintain 2 or More - Decrease White - Maintain or decrease Hispanic - Decrease</p>
<p>Retention Rate</p>	<p>2017-18 - 8.4% 2018-19 - 15.1%</p>	NA	NA	Decrease by 5%

<p>vey</p>	<p>2018-19 Student Survey: High Expectations - 87.6% Want to do well in school - 97.8% Adequate Learning Materials - 83.7% Access to challenging classes - 74.8% MI classroom activities - 72.2% High quality, engaging... Foreign Language - 69.6% Music - 74.5% Math - 84.7% Writing - 82.6% Science - 85.5% Electives - 58.9%</p> <p>2018-19 Staff Survey Teaching state standards - 100% Analyzing student data - 92.5% Project-based learning - 33.3% MI activities - 74.1% Writing - 81.4% Collaboration - 81.5% High expectations for students - 86.7% Prepares student for high school - 81.9%</p>	<p>NA</p>	<p>NA</p>	<p>Student Survey: High Expectations - Increase 2% Want to do well in school - Maintain or increase Adequate Learning Materials - Increase Access to challenging classes - Increase 5% MI classroom activities - Increase 5% High quality, engaging... Foreign Language - Increase 5% Music - Increase 5% Math - Increase 2% Writing - Increase 2% Science - Increase 2% Electives - Increase</p> <p>2018-19 Staff Survey Teaching state standards - Maintain Analyzing student data - Maintain or increase Project-based learning - Increase 10% MI activities - Increase Writing - Increase Collaboration - Increase 5% High expectations for</p>
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<p>Provides support for EL - 46.6%</p> <p>Quality curriculum - 88.4%</p> <p>Rigorous courses - 95.4%</p> <p>High quality, engaging... Foreign Language - 72.1%</p> <p>Music - 73.8%</p> <p>Math -90.7%</p> <p>Writing - 79.1%</p> <p>Science - 57.2%</p> <p>Electives - 67.5%</p> <p>2018-19 Parent Survey</p> <p>High expectations for students - 88.2%</p> <p>Prepares students for high school - 64.5%</p> <p>Quality curriculum -81%</p> <p>Rigorous courses - 82.7%</p> <p>High quality, engaging... Foreign Language - 74.6%</p> <p>Music - 72.7%</p> <p>Math - 75.5%</p> <p>Writing - 81.9%</p> <p>Science - 68.7%</p> <p>Electives - 57.2%</p>			<p>students - Increase</p> <p>Prepares students for school - Increase 5%</p> <p>Provides support for Increase 10%</p> <p>Quality curriculum Increase 2%</p> <p>Rigorous courses - Maintain or increase</p> <p>High quality, engaging... Foreign Language - Increase 5%</p> <p>Music - Increase 5%</p> <p>Math - Increase 2%</p> <p>Writing - Increase</p> <p>Science - Increase</p> <p>Electives - Increase</p> <p>2018-19 Parent Survey</p> <p>High expectations for students - Increase</p> <p>Prepares students for school - Increase 5%</p> <p>Quality curriculum Increase 5%</p> <p>Rigorous courses - Increase 5%</p> <p>High quality, engaging... Foreign Language - Increase 5%</p> <p>Music - Increase 5%</p> <p>Math - Increase 5%</p>
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Writing - Increase
 Science - Increase
 Electives - Increase

and Actions / Services

copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Services

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Adopt, purchase, and implement grade level aligned English Language Arts program for all students in grades TK--8th which supports English Language Development and English

Standards-based curriculum for all students in all core subject areas. ELA - Wonder Workshop, Study Sync, Math - Eureka, Science - iLit, ELD - iLit

Learners.

Expenditures

	2017-18	2018-19	2019-20
	NA	\$190,671	\$209,700
	NA	Base	Base
	NA	4000 - Supplies and Materials	4000 - Supplies and Materials

2

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Service Status

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	NA	Supplemental materials to enhance student learning and differentiate for individual needs, including IXL, Renaissance Learning, and Prodigy Math
--	----	--

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$7,487
	NA	NA	Supplemental
	NA	NA	4000 - Supplies and Materials

3

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	All Schools
--	-------------

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	NA	NA
--	----	----

Services

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	NA	New
--	----	-----

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Provide sufficient supplies to facilitate academic achievement, including paper, office supplies, instructional materials, supplies, media supplies, and other materials.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$70,000
	NA	NA	Base
	NA	NA	4000 - Supplies and Materials

4

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2018-19 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide foreign language and music to all students in grades K-8, Science and Social Studies enrichment classes in grades 3, and 4, and middle school elective classes to provide enrichment opportunities.

Expenditures

2017-18	2018-19	2019-20
NA	NA	\$365,700
NA	NA	Base
NA	NA	1000 - Certificated Salaries 3000 - Employee Benefits

5

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	NA	NA
--	----	----

Services

Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

	NA	New
--	----	-----

Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	NA	Provide an Algebra 1 class for advanced students, ELD classes to support English Learners, and intervention classes to struggling students in core academic
--	----	---

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$86,940
	NA	NA	Supplemental (\$37,000) Base (\$49,940)
	NA	NA	1000 - Certificated Salaries 3000 - Employee Benefits

6

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	All Schools
--	-------------

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	NA	NA
--	----	----

Services

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	Modified
--	-----	----------

Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

	Purchase and implement a research-- based online assessment program, aligned to the common core that measures student growth and proficiency to provide data that will help guide instruction for targeted intervention.	Continue to implement Illuminate to collect data that will help guide instruction for targeted intervention.
--	--	--

Expenditures

	2017-18	2018-19	2019-20
	NA	\$4,166	\$4,166
	NA	Base	Base
	NA	5851 - Instructional Consultants	5000 - Operating Services

7

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Field trips and other educational experiences to enhance student learning.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$30,000
	NA	NA	Base
	NA	NA	5000 - Operating Supplies

8

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

Location(s):

All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, or Specific Grade Spans)
NA	NA	NA

Services		
New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	GATE testing and GATE program with differentiated instruction for GATE students.

Expenditures

2017-18	2018-19	2019-20
NA	NA	\$1,800
NA	NA	Base
NA	NA	1000 - Certificated Salaries 4000 - Materials and Supplies

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

with Disabilities

All Schools

OR

s/Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

(New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

NA

Curriculum and resources for student special needs.

Provide Extended School Year program for students with disabilities to decrease social, and emotional regression and additional interventions and supports

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$11,500
	NA	NA	Base
	NA	NA	1000 - Certificated Salaries 4000 - Materials and Supplies

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Service Status:

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Implemented comprehensive sexual education curriculum - Positive Prevention Plus.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$5,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies 5000 - Operating Services

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

How Services

Were New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Attendance outreach, SART/SARB, Independent study options to increase attendance and decrease chronic absence. Scholarships and rewards for positive

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$6,000

NA	NA	Base
NA	NA	4000 - Materials and Supplies

12

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA	New
----	-----

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	Provide Aeries to store student information, monitor and record discipline issues.
----	--

Expenditures

2017-18	2018-19	2019-20
NA	NA	\$9,206

NA	NA	Base
NA	NA	5000 - Operating Services

13

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

How Services

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

2018-19 Actions/Services

2018-19 Actions/Services

NA

2019-20 Actions/Services

Provide a counselor and school psychologist at each site to provide social/emotional learning group and individual intervention, and differentiated instruction.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$179,400
	NA	NA	Supplemental(\$15,000) Base (\$164,400)
	NA	NA	1000 - Certificated Salaries 3000 - Employee Benefits

(New Goal, Modified Goal, or Unchanged Goal)

Qualified staff that participates in professional development focused on 21st century teaching and learning.

State and/or Local Priorities addressed by this goal:

Priorities: 1, 2, 4

Personnel Need:

Credentialed Teachers:

Teachers are credentialed to teach English learners
 Language teachers are not credentialed

Professional Development:

Consistent professional development for core content instruction.
 Professional development regarding meeting the needs of English Learners.

professional development regarding adopted curriculum implementation.
 professional development regarding Multiple Intelligences, differentiation, and student-centered instruction.
 continuing professional development opportunities for administrators and classified staff.

Annual Measurable Outcomes

Indicators	Baseline	2017-18	2018-19	2019-20
of d Teachers	2018-19 97% (32/33 - one teacher not authorized to teach EL)	NA	NA	100%
professional nt es: d ation	2018-19 Certificated: 9 Classified: 4 Administration: 4	NA	NA	Certificated: 12 Classified: 6 Administration: 6
f Survey	2018-19 LCAP Staff Survey Professional Development has: Positively impacted instruction - 63.4% Provided relevant, effective info - 63.4% Improve EL instructional effectiveness - 60% Differentiation - 65.9% OPA: Makes sure staff are credentialed - 88.3% Recruits high quality staff - 86.1% Maintains high quality staff - 81.4% Provide opportunities for staff to give input - 84.1%	NA	NA	Professional Development Positively impacted in Increase 5% Provided relevant, effe - Increase 5% Improve EL instruction effectiveness - Increas Differentiation - Incre OPA: Makes sure staff are cr - Increase 3% Recruits high quality s Increase 3% Maintains high quality Increase 3% Provide opportunities give input - Increase 3 Provides a positive wo environment - Increas

Provides a positive work environment - 84.1%			Encourages staff collaboration - 81.9%		Encourages staff collaboration - Increase 3%
--	--	--	--	--	--

Additional Actions / Services

Copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	All Schools
--	-------------

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	NA	NA
--	----	----

Service Status:

(Select from New, Modified, or Unchanged for

2018-19

2019-20

	NA	New
--	----	-----

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	NA	Highly skilled, credentialed teachers. Highly skilled instructional assistant instructional support staff to support with special needs.
--	----	---

Office and administrative staff to support student learning.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$4,046,133
	NA	NA	Supplemental - \$73,691 Base - \$3,972,442
	NA	NA	1000 - Certificated Salaries 2000 - Classified Salaries 3000 - Employee Benefits

2

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Professional development for all teachers and support staff, including science instruction, project-based learning, data analysis, formative assessment, PBIS

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$10,000
	NA	NA	Base
	NA	NA	5000 - Operating Services

3

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New
Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Library media assistant to oversee library programs, textbook and resource allocation and digital media resources.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$30,598
	NA	NA	Base
	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

4

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

Actions/Services

2018-19 Actions/Services	2019-20 Actions/Services
NA	Grade level PLCs to collaborate on instructional strategies, lesson planning, assessment, etc.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$500
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

5

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

Actions/Services

2018-19 Actions/Services	2019-20 Actions/Services
NA	Professional development stipends to encourage professional growth for teaching classified staff.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$8,000
	NA	NA	Base
	NA	NA	1000 - Certificated Salaries 2000 - Classified Salaries

6

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

Actions/Services

2018-19 Actions/Services	2019-20 Actions/Services
NA	Professional development for administrators to increase leadership, instruction, and collaboration skills.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$1,000
	NA	NA	Base
	NA	NA	5000 - Operating Services

7

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	New

2018-19 Actions/Services	2019-20 Actions/Services
NA	PE Aide to support Physical Education standards

Expenditures

2017-18	2018-19	2019-20
NA	NA	\$20,700
NA	NA	Base
NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

(New Goal, Modified Goal, or Unchanged Goal)

...e, well equipped learning environments will be provided for student activities.

Local Priorities addressed by this goal:

Local Priorities: 1, 6

Need:

Climate and Safety

Rate

Discipline rate was 1% in 2017-18, an increase of 0.8%.
 Discipline rates for hispanic students increased from 0.7% in 2016-17 to 1.2% in 2017-18.
 Discipline rates for two or more races increased from 0% in 2016-17 to 1.1% in 2017-18.
 Discipline rates for SED students increased from 7% in 2016-17 to 1.9% in 2017-18.
 Currently implemented, staff not trained.
 Behavioral intervention system not effective or consistent for all students/grade levels.

Technology

Books are over 5 years old - no current refresh plan
 Students in grades K-2 have limited iPads and/or chromebooks

Annual Measurable Outcomes

Indicators	Baseline	2017-18	2018-19	2019-20
Books for inspection	2018-19 382	NA	NA	Increase by 50
Inspection	2018-19 FIT score - good	NA	NA	Improve or maintain
Discipline Rates	2017-18 All - 1.2% SED - 1.9%	NA	NA	All Students - Decrease or maintain SED - decrease by 0.5% SWD - decrease or maintain

	SWD - 1.7% EL - 0% 2 or More - 1.1% Hispanic - 1.2% White - 1%			EL - decrease or maintain 2 or More - decrease by Hispanic - decrease by
Rates	2016-17 All - 0%	NA	NA	Maintain
Assessment	No baseline data	[Add outcome here]	[Add outcome here]	Determine baseline data
Survey Results	2018-19 LCAP Student Survey OPA: Provides counseling support - 72.4% Has programs that build character - 60.6% Encourages good behavior - 78.2% Is a safe place - 85.3% Takes bullying seriously - 71.3% Provides fair and appropriate discipline - 66.7% Provides a positive environment - 80.4% My teachers: Encourage me to behave - 89.2% Help me when I feel upset - 61.9% At OPA: Students respect me - 67.2% Teachers listen - 77.5% OPA students:	NA	NA	2018-19 LCAP Student Survey OPA: Provides counseling support - Increase 5% Has programs that build character - Increase 5% Encourages good behavior - Increase 5% Is a safe place - Increase 5% Takes bullying seriously - Increase 5% Provides fair and appropriate discipline - Increase 5% Provides a positive environment - Increase 3% My teachers: Encourage me to behave - Increase 3% Help me when I feel upset - Increase 5% At OPA: Students respect me - Increase 5% Teachers listen - Increase 5% OPA students:

<p>Use technology at school - 94.1%</p> <p>Have access to adequate technology and materials - 88.2%</p> <p>2018-19 LCAP Staff Survey</p> <p>OPA provides:</p> <p>A safe place for students - 93.2%</p> <p>A positive learning environment - 84.2%</p> <p>A well maintained facility - 85.6%</p> <p>Technology in classrooms - 80.7%</p> <p>Programs that build character - 68.9%</p> <p>Social/emotional supports - 60%</p> <p>Behavioral supports - 52.3%</p> <p>At OPA:</p> <p>Teachers listen to students - 95.5%</p> <p>Students are respected by peers - 81.8%</p> <p>Students are respected by staff - 86.4%</p> <p>2018-19 LCAP Parent Survey</p> <p>OPA provides:</p> <p>A safe place for students - 88.2%</p> <p>A positive learning environment - 86.3%</p> <p>A well maintained facility - 77.3%</p>			<p>Use technology at school - 94.1%</p> <p>Maintain or increase - 94.1%</p> <p>Have access to adequate technology and materials - 88.2%</p> <p>Increase 2%</p> <p>2018-19 LCAP Staff Survey</p> <p>OPA provides:</p> <p>A safe place for students - 93.2%</p> <p>Increase 2%</p> <p>A positive learning environment - 84.2%</p> <p>- Increase 3%</p> <p>A well maintained facility - 85.6%</p> <p>Increase 3%</p> <p>Technology in classrooms - 80.7%</p> <p>Increase 3%</p> <p>Programs that build character - 68.9%</p> <p>Increase 5%</p> <p>Social/emotional supports - 60%</p> <p>Increase 5%</p> <p>Behavioral supports - 52.3%</p> <p>10%</p> <p>At OPA:</p> <p>Teachers listen to students - 95.5%</p> <p>Increase 2%</p> <p>Students are respected by peers - 81.8%</p> <p>Increase 3%</p> <p>Students are respected by staff - 86.4%</p> <p>Increase 3%</p> <p>2018-19 LCAP Parent Survey</p> <p>OPA provides:</p> <p>A safe place for students - 88.2%</p> <p>Increase 3%</p> <p>A positive learning environment - 86.3%</p> <p>- Increase 3%</p>
---	--	--	--

<p>Adequate technology - 71.5%</p> <p>Programs that build character - 76.3%</p> <p>Social/emotional supports - 68.2%</p> <p>Behavioral supports - 60.3%</p> <p>At OPA:</p> <p>Teachers listen to students - 80%</p> <p>Students are respected by peers - 71.8%</p> <p>Students are respected by staff - 83.6%</p>		<p>A well maintained fac Increase 3%</p> <p>Adequate technology - 3%</p> <p>Programs that build ch Increase 3%</p> <p>Social/emotional supp Increase 5%</p> <p>Behavioral supports - 5%</p> <p>At OPA:</p> <p>Teachers listen to stud Increase 3%</p> <p>Students are respected Increase 3%</p> <p>Students are respected Increase 3%</p>
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and Actions / Services

copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide technology to support student learning and staff instruction. Chromebook refresh grant for classroom technology, teacher computer

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$50,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

2

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served: All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served: English Learners, Foster Youth, and/or Low	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	NA	NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2018-19 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide campus supervisors to monitor s during lunch and recess.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$55,2000
	NA	NA	Base
	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

3

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, Specific Grade Spans)

NA	NA
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Services

Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2018-19 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Utilize custodial and facilities staff and s assure the campus is safe, clean, and we maintained.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$125,340
	NA	NA	Base
	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

4

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, Specific Grade Spans)

NA	NA
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Services

Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

2018-19 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Utilize a fingerprinting and badge system for only authorized people are on campus.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$2,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

5

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	All Schools
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OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	NA	NA
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Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New
Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Assure that classrooms and other school facilities have sufficient furniture and equipment to support student learning and activities. Assure adequate physical education equipment. Assure adequate science equipment.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$126,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies 5000 - Operating Services

6

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Custodial and maintenance supplies to a clean and well-maintained facility.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$20,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

7

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served: All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served: English Learners, Foster Youth, and/or Low	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, Specific Grade Spans)
	NA	NA

Services

New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2018-19 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Staff and food to support a snack and lunch program, including meals for students on reduced lunch program.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$163,119
	NA	NA	Base
	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits 4000 - Materials and Supplies

8

Services/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA
----	----

Services

Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	New

2018-19 Actions/Services	2019-20 Actions/Services
NA	Comprehensive School Safety Plans and safety drills Safety training for staff, including CPR, shooter, emergency response, etc. Safety and disaster preparedness equipment Security cameras and other security equipment

Expenditures

2017-18	2018-19	2019-20
NA	NA	\$10,000
NA	NA	Base
NA	NA	4000 - Materials and Supplies 5000 - Operating Services

9

Services/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

Scope of Services:

Location(s):

English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, or Specific Grade Spans)
	NA	NA

Services

New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Maintain infrastructure to support school technology use

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$10,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

10

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	All Schools
--	-------------

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, or Specific Grade Spans)
	NA	NA

Services

New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

Actions/Services

2018-19 Actions/Services	2019-20 Actions/Services
NA	<p>Sound fiscal policies to assure a balanced budget and finances available for safe facilities, staffing, and student support. Develop multi-year budget projections to maintain fiscal solvency and establish policies to ensure financial stability.</p> <p>Back office service provider to create and ensure accurate payroll and purchasing complete accountability and attendance.</p>

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$125,000
	NA	NA	Base
	NA	NA	5000 - Operating Services

holders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community through communication and meaningful participation.

How Local Priorities addressed by this goal:

Objectives: 3, 5

Current Need:

Communication:

Website not frequently updated or user-friendly
Principal/School Board/Executive Director chats in 2018-19

Education Opportunities:

Parent education opportunities
Parent education opportunities for parents of students with disabilities
Parent participation at ELAC/DELAC meetings

Involvement Opportunities:

School Site Council meetings in 2018-19
Parent attendance at Town Hall meetings, DELAC/ELAC, School Board meetings

Recruitment and Outreach:

In 2019, only 2.9% of students are English learners, which is lower than most surrounding district schools
Recruitment and outreach needs to be done to try to increase enrollment of English learners

Annual Measurable Outcomes

Indicators	Baseline	2017-18	2018-19	2019-20
Survey Results	2018-19 LCAP Parent Survey OPA: Encourages parent input - 76.1% Creates parent involvement opportunities - 87.2% Creates involvement opportunities for parents of students with special needs - 53.9% Creates involvement opportunities for parents of ELs - 50% Provides parent education opportunities - 65.7% Provides adequate communication with parents - 78.7%	NA	NA	2018-19 LCAP Parent OPA: Encourages parent input - Increase 5% Creates parent involvement opportunities - Increase 5% Creates involvement opportunities for parents of students with special needs - Increase 5% Creates involvement opportunities for parents of ELs - Increase 10% Provides parent education opportunities - Increase 5% Provides adequate communication with parents - Increase 5%
Parent Involvement	2018-19 - 6	NA	NA	Increase by 5
Parent Recognition	2018-19 - 4	NA	NA	Increase by 2
Parent Involvement DELAC	2018-19 Average - 3 parents	NA	NA	Increase by 10
Parent Involvement	2018-19 - 15	NA	NA	Increase by 3
Percentage of English Learners	2017-18 - 3.3%	NA	NA	Increase by 0.5%

and Actions / Services

copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Service

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain current digital information and communications programs and subscriptions to include but not be limited to School Messenger, Websites, Aeries, Go Daddy, Google and other potential LMS systems.

Communicate with parents, families, and community through a variety of different media, including:

- Aeries
- Website (Finalsite)
- Google Classroom
- Email

Budgeted Expenditures

	2017-18	2018-19	2019-20
	NA	\$27,000	\$15,000
	NA	Supplemental \$4,320 (16%) LCFF Base \$22,680	Base
	NA	5900 Communications	5000 - Operating Services

2

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Who is to be Served:

(Select from English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

When provided:

(Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

2018-19 Actions/Services

2018-19 Actions/Services

Plan and promote activities and events highlighting student successes and parent involvement.
-School Site Awards

2019-20 Actions/Services

Student recognition events to promote engagement and motivation.

- Trimester Awards
- Cum Laude

	<ul style="list-style-type: none"> -Arts Auction/VAPA Night -Instrumental/Vocal Showcase -Cum Laude/CAASPP awards -Honour Mods/ All school achievement recognition -CHAMP program/ Student Character Trait Awards -Volunteer Recognition 	<ul style="list-style-type: none"> ● OPA Awards ● 8th Grade Promotion ● Redesignation Recognition
--	--	---

Expenditures

	2017-18	2018-19	2019-20
	NA	\$7,000	\$5,000
	NA	Supplemental \$1,120 (16%) LCFF Base \$5,880	Base
	NA	4303 Special Activities 2,000 1175 Teacher Extra duty, Stipends 3,000 1300 Administrative Salaries 2,000	4000 - Student Supplies

3

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

Scope of Services:

Location(s):

English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, or Specific Grade Spans)
	NA	NA

Services

New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	NA	New

Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	NA	Provide a variety of opportunities for parents to get involved in the school community and to provide input into school decisions, including: <ul style="list-style-type: none"> • School Site Council • Art Masters • Honour Society • Room Parents • Oxford Showcase

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$500
	NA	NA	Base
	NA	NA	4000 - Student Supplies

4

Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

	NA
--	----

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, Specific Grade Spans)

Income, Foster Youth, and/or Low Income

LEA-wide

All Schools

Services

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

English Learner Advisory Council members will provide involvement and feedback opportunities for parents of English Learners.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$1,000
	NA	NA	Base
	NA	NA	4000 - Materials and Supplies

5

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

How Services

are New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Outreach activities to increase enrollment, diversity and to communicate school with the community.

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$500
	NA	NA	Base
	NA	NA	5000 - Operating Services

6

Services not included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

Who to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Spans)

NA

NA

Service Status:

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

2018-19 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Increased parent education opportunities, including:

- Chancellor Chats
- Town Hall Meetings
- Cyber Safety and Technology
- Curriculum and school program information
- Middle school and High school transition Information
- Social/Emotional Learning

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$5,000
	NA	NA	Base
	NA	NA	5000 - Operating Services

Services not included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:

to be Served:

English Learners, Foster Youth, and/or Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

Services

New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

New

Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Clubs, sports, and other activities to promote student involvement and engagement

Expenditures

	2017-18	2018-19	2019-20
	NA	NA	\$7,000
	NA	NA	Base
	NA	NA	1000 - Certificated Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

Year: 2019-20

Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
	2.51%

How services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Describe each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting evidence of schoolwide or LEA-wide use of funds (see instructions).

For English Learners, Reclassified English Proficient students, foster, homeless, and low-income students to increase academic achievement.

Provide math and reading intervention time, curriculum, and programs for struggling students within the school day (\$15,000)
Increase in quantity.

Provide resources for intervention such as
Counselor (\$15,000)

Increase in quantity

Provide a part time counselor to provide social and emotional supports to students.

Provide instruction to students on social/emotional topics and issues

Provide groups for students needing support with social/emotional topics

Provide English Language Development professional development for all teachers (\$2,000)

Increase in quality

Provide English Language Development instructional strategies

Designated and integrated ELD instruction

The English Language Development program will be implemented for purposes of gaining academic content knowledge and English language proficiency.

Proficiency (\$20,000)

Increase in quantity

Separate designated English Learner classes to support the regular ELA/ELD curriculum

ELD Teacher to provide designated ELD instruction and support

Instructional Assistants to provide increased academic supports for struggling EL, low-income, and SWD students (\$21,691)

Increase in quantity

School clubs and activities to promote engagement and provide enrichment opportunities (\$2,500).

Increase in quality and quantity

Translation services for non-English speaking parents at meeting, school events, conferences, as well for written documentation

Communications (\$500)

Increase in quantity

Both written and oral translation services

Homeless Liaison (\$10,000)

Increase in quantity

Smaller class sizes in grades 1 and 2 to increase foundational skills (\$12,000).

Increase in quantity

Independent Study Program available to provide students an alternative to the regular school program (\$55,000)

Increase in quantity

Support increased student engagement, decreased truancy rates, and alternative individualized instruction

Independent Study Transitional Kindergarten program to provide support and enrichment for students not age eligible for kindergarten

Each to supporting student success is backed by extensive educational research on effective intervention models. This model has been implemented at Oxford Preparatory Academy for several years and has shown success in reaching the needs of struggling students by providing intervention and supports tailored to the specific level of need. Therefore, OPA-SOC has implemented a variety of support systems in place to monitor students and provide oversight of supports and instructional assistants to implement supports at the classroom level. Research frameworks also recommend all EL students are provided with both designated and integrated English Language Development. We have implemented integrated ELD as part of the ELA adoption. We have additionally created designated ELD and adopted a curriculum to provide more intensive ELD instruction for all EL students at their specific English proficiency level.

actions described above, OPA will be utilizing \$ 153,961 in supplemental funding which is 2.51% of the total Oxford Preparatory School South Orange County budget.

Year: 2018-19

Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
	2.83 %

How services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Which action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting evidence of schoolwide or LEA-wide use of funds (see instructions).

The supplemental fund allocation is aligned to the base actions for all students due to the small numbers in the targeted subgroups. Allocated for expenditures to increase student achievement in meeting Common Core State Standards and create a safe and welcoming learning environment. Both LCFF supplemental and base funds are targeted to support personnel and professional development in the areas of: a multi-tiered system of supports, providing for a safe campus, curriculum implementation, and 21st century technology. Funds are used to support an unduplicated numbers of English learners, low income pupils, and foster youth to ensure that decisions are made to employ supports that provide professional development, and purchase instructional materials, including technology, to meet the needs of the targeted subgroups.

The supplemental funds have been targeted for parent education in the areas of technology use, behavior and parenting, and instructional materials. Goal 1 Action 6, Goal 2 Action 5, and Goal 3 actions 3 and 6 specifically serve the subgroups with parent education, before and after school parent education and the addition of a dedicated counselor to support these students.

The supplemental funds and Advisory Councils align their goals and actions to support the approved Local Control Accountability Plan. LCFF allocated funds are effectively utilized to support the goals and actions and services described in the LCAP to support all students and targeted subgroups.

Funds will be used to:

- Retain personnel to support students
- Provide additional Instructional technology and supplemental materials to support student achievement and access to technology
- Provide additional social emotional support through the addition of a counselor
- Increase programs and personnel to promote attendance rates and lower suspension rates
- Provide professional development in the areas of identified need and goals targeted to subgroups

Supplement professional development and materials support to ensure students are making annual gains
Purchase additional supplemental Instructional Materials to support the implementation of Common Core State Standards

Year: **2017-18**

Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
	2.96 %

How services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Describe each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting the schoolwide or LEA-wide use of funds (see instructions).

The mentioned services are principally directed to and will be effective in meeting our identified goals for unduplicated pupils in the current year. Providing targeted professional development to all staff members is the most effective use of funds to meet our goals. According to the report, Improving Teacher Effectiveness by the RAND Corporation, teachers matter more to student achievement than any other aspect of school improvement. Research indicates that a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, or leadership, on student performance on reading and math tests.

Addendum

Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, with the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged students, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a state or federal entity that are provided to students attending county-operated schools and programs, including special education programs.

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

schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the programs provided by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools during the annual update process do not necessarily constitute a material revision to the school's charter petition.

ions related to specific sections of the template, please see instructions below:

ctions: Linked Table of Contents

[Summary](#)

[Update](#)

[Public Engagement](#)

[Goals, Actions, and Services](#)

[Budgets/Actions/Services](#)

[Notification of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education or the Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Summary

The summary is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs are required to submit a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP for Year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year.

In the summary section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program goals, demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data) and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

LEAs may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget.

Reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC 49930.

Comprehensive Support and Improvement

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

ools Identified: Identify the schools within the LEA that have been identified for CSI.

port for Identified Schools: Describe how the LEA supported the identified schools in developing CSI plans that included a s
ds assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the imple
he CSI plan.

onitoring and Evaluating Effectiveness: Describe how the LEA will monitor and evaluate the implementation and effectiveness
plan to support student and school improvement.

l Update

d goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* ap
ddition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, rev
from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the
2017/18 – 2019/20 LCAP.

Measurable Outcomes

each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable
ntified in the prior year for the goal.

Services

ntify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described go
actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the
ons/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the
ons/services provided.

ng actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned
ons/services were effective in achieving the goal. Respond to the prompts as instructed.

Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant ch
and successes experienced with the implementation process.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expendi
dollar-for-dollar accounting is not required.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of
analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can
in the LCAP.

Stakeholder Engagement

Stakeholder engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is a key component of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parent advisory committees, and other stakeholders developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and other stakeholders developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, and other documents to a parent or guardian.

Information should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site committees, Parent Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. LEAs should incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Requirements: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for all LEAs developing a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, Parent Learner Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including any actions, services, and expenditures.

Actions, and Services

LEAs should include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each school year applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required by law.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

ified, Unchanged

part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP year are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

ate and/or Local Priorities

the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Need

describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, but are not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Annual Measurable Outcomes

each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs must identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. Baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be achieved in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes in subsequent years.

metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Actions/Services

each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting the Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

to be Served

“Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must enter “All Schools”. If the services are 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, grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating a single site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools must use either term provided they are used in a consistent manner through the LCAP.

Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students, identify what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below). The LEA must identify the unduplicated student group(s) being served.

Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by entering “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide”.
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or school district, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter petition, “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must indicate “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating on one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Services

Each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for reference.

Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where the expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the action/service where the expenditure first appears in the LCAP.

county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must be clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

In compliance with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved as compared to the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality. To increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, will meet the required proportional increase or improvement in services for unduplicated pupils.

All increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, and include the required descriptions supporting each action/service as follows.

Services being provided on an LEA-wide basis:

School districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For charter schools and county offices of education only, identify in the description those services being funded and provided on a schoolwide basis, and include the required descriptions supporting the use of the funds on a schoolwide basis:

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

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

Priorities

Basic Services addresses the degree to which:

Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
School facilities are maintained in good repair.

Implementation of State Standards addresses:

Implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
- b. Mathematics – CCSS for Mathematics
- c. English Language Development (ELD)
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

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

Parental Involvement addresses:

Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
How the school district will promote parental participation in programs for unduplicated pupils; and
How the school district will promote parental participation in programs for individuals with exceptional needs.

Pupil Achievement as measured by all of the following, as applicable:

Statewide assessments;

Percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

Percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessment for California (ELPAC);

English learner reclassification rate;

Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Pupil Engagement as measured by all of the following, as applicable:

School attendance rates;

chronic absenteeism rates;
middle school dropout rates;
high school dropout rates; and
high school graduation rates;

School Climate as measured by all of the following, as applicable:

pupil suspension rates;
pupil expulsion rates; and
other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Course Access addresses the extent to which pupils have access to and are enrolled in:

broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
programs and services developed and provided to unduplicated pupils; and
programs and services developed and provided to individuals with exceptional needs.

Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction for expelled pupils.

Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster youth, including:

working with the county child welfare agency to minimize changes in school placement
providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational needs and progress information that is required to be included in court reports;
responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of non-educational services; and
establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Initiatives address:

local priority goals; and
methods for measuring progress toward local goals.

ANNEX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

Purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LCAP, shall apply:

“Chronic absenteeism rate” shall be calculated as follows:

The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

- (A) enrolled less than 31 days
- (B) enrolled at least 31 days but did not attend at least one day
- (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.

The number of students who meet the enrollment requirements.

Divide (1) by (2).

“High school dropout rate” shall be calculated as follows:

The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-year pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1 and 4.

The total number of cohort members.

Divide (1) by (2).

“High school graduation rate” shall be calculated as follows:

For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

suspension rate” shall be calculated as follows:

The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

Divide (1) by (2).

pulsion rate” shall be calculated as follows:

The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

Divide (1) by (2).

Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.04, 42238.05, 42238.06, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 25200, 25201, 25202, 25203, 25204, 25205, 25206, 25207, 25208, 25209, 25210, 25211, 25212 and 6314.

NDIX B: GUIDING QUESTIONS

g Questions: Annual Review and Analysis

How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update? What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

g Questions: Stakeholder Engagement

How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified pursuant to Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education; foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations related to English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP? What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and the LEA to inform the LCAP goal setting process? How was the information made available?

What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, and 52065, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01? What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Key Questions: Goals, Actions, and Services

What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of Standards (Priority 2), and Course Access (Priority 7)?

What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 8)?

What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Student Engagement (Priority 5), and School Climate (Priority 6)?

What are the LEA's goal(s) to address any locally-identified priorities?

How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth data analysis, etc.)?

What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or locally-identified priority?

What information was considered/reviewed for individual school sites?

What information was considered/reviewed for subgroups identified in *EC* Section 52052?

What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific schools, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

How do these actions/services link to identified goals and expected measurable outcomes?

What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the budget?

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