

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. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Oxford Preparatory Academy Saddleback Valley (Oxford SV) is a center for higher learning where students from Transitional Kindergarten to eighth grade are inspired to pursue university 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 reassessment of practices 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.

OPA-SV is authorized under the Orange County Department of Education. The current enrollment is 594 students. Oxford’s significant student subgroups consist of 12.2% Special Education, 5.3% English Learners, and 12.2% Socioeconomically Disadvantaged. The significant student race/ethnicity subgroups at Oxford SV include 20% Hispanic, 15% Asian, 10% Two or More Races and 47% White. All students, including specific subgroups, are the target of Oxford-SV’s school-wide learning goals for the Local Control Accountability Plan.

Our Vision:

Where we are going.

Oxford Preparatory Academy's (Oxford Prep) vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue university 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 grade level expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners.

Our Mission:

How we will get there

We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop lifelong learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are values. To that end, we are dedicated to:

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

LCAP Highlights

The following reflects the actions that Oxford Preparatory Academy Saddleback is implementing for the 2019-2020 school year.

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

*Standards-based curriculum for all students for all core subject areas. ELA - Wonders and Study Sync, Math - Eureka, Science - Amplify, ELD - iLit.

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

*Provide sufficient supplies to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, media 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 grades 2, 3, and 4, and middle school elective classes to provide enrichment opportunities.
- *Provide an Algebra 1 class for advanced students, ELD classes to support English Learners, and intervention classes to support struggling students in core academic areas.
- *Continue to implement Illuminate to provide data that will help guide instruction for targeted intervention.
- *Field trips and other educational experiences to enhance student learning.
- *GATE testing and GATE program with differentiated instruction for GATE identified students.
- *Curriculum and resources for students with special needs. Provide Extended School Year program for students with disabilities to decrease academic, social, and emotional regression and provide additional interventions and supports.
- *Implemented comprehensive sexual health education curriculum - Positive Prevention Plus.
- *Attendance outreach, SART/SARB, Independent study options to increase attendance and decrease chronic absenteeism. Scholarships and rewards for positive behavior.
- *Provide Aeries to store student information and monitor and record discipline issues.
- *Provide a counselor and school psychologist at each site to provide social/emotional support, group and individual intervention, and SEL instruction.

Goal 2 - Highly qualified staff that participates in professional development focused on 21st century teaching and learning.

- *Highly skilled, credentialed teachers. Highly skilled instructional assistant and instructional support staff to support students with special needs. Office and administrative staff to support student learning.
- *Professional development for all teachers and support staff, including science instruction, project-based learning, data analysis and assessment, PBIS
- *Library media assistant to oversee library programs, textbook and resource allocation, and digital media resources.
- *Grade level PLCs to collaborate on instructional strategies, lesson planning, assessment, etc.
- *Professional development stipends to encourage professional growth for teachers and classified staff.
- *Professional development for administrators to increase leadership, instruction, and collaboration skills.
- *PE Aide to support Physical Education standards.

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

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

- *Provide campus supervisors to monitor students during lunch and recess.
- *Utilize custodial and facilities staff and services to assure the campus is safe, clean, and well-maintained.
- *Utilize a fingerprinting and badge system to assure only authorized people are on campus.
- *Assure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Assure adequate physical education equipment. Assure adequate science equipment.
- *Custodial and maintenance supplies to assure a clean and well-maintained facility.
- *Staff and food to support a snack and lunch program, including meals for students on the free and reduced lunch program.
- *Comprehensive School Safety Plans and regular safety drills. Safety training for staff, including CPR, active shooter, emergency response, etc. Safety and disaster preparedness equipment Security cameras and other security equipment.
- *Maintain infrastructure to support school-wide technology use.
- *Sound fiscal policies to assure a balanced budget and finances available for safety, facilities, staffing, and student supports. Develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure financial stability. Back office service provider to create budget, ensure accurate payroll and purchasing, and complete accountability and attendance reports.

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

- *Communicate with parents, families, and the community through a variety of different media, including: Aeries, Website (Finalsite), Google Classroom, and Email.
- *Student recognition events to promote student engagement and motivation. Trimester Awards, Cum Laude, OPA Awards, 8th Grade Promotion, and Redesignation Recognition.
- *Provide a variety of opportunities for parents to get involved in the school community and provide input into school decisions, including: School Site Council, Art Masters, Honour Society, Room Parents, and Oxford Showcase.
- *English Learner Advisory Council meetings to provide involvement and feedback opportunities for parents of English Learners.
- *Outreach activities to increase enrollment and diversity and to communicate school programs with the community.
- *Increased parent education opportunities and events, including: Chancellor Chats, Town Hall Meetings, Cyber Safety and Technology, Curriculum and school program information, Middle school and High school transition Information, and Social/Emotional Learning.
- *Clubs, sports, and other activities to promote student involvement and engagement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying 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.

Greatest Progress

CALIFORNIA DASHBOARD:

The FALL 2018 CALIFORNIA DASHBOARD report (based on updated information) continues to indicate that our students are performing at the very high indicated Dashboard performance level in English Language Arts and Mathematics (K-8) Assessment and the highest indicated Dashboard performance level in Chronic Absenteeism. The district's suspension rates have increased somewhat over previous levels, but they are still low.

State Indicators: Chronic Absenteeism – 1% (Status: well below county at 26.4% and state 9%)

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

English Learner Progress K-8- (Status: Level 4 - Well Developed 85%, Level 3 - Moderately Developed 15%)

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

Mathematics (3-8) - GREEN (Status: High, Change: Decline)

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 the school climate in general. The survey responses reflects responses from over 540 students, 125 parents, and 41 staff associated with the school. The following key findings from the Annual Survey indicate areas of strength:

******Respondents express a high level of satisfaction with students' educational experience at Oxford Preparatory Academy Saddleback Valley. Nearly all of the parents that completed the survey "strongly agree" or "agree" that Oxford Preparatory Academy - SV sets high expectations for all students (90% percent), while 88 percent of students and 97% of teachers respond at the same levels of satisfaction. 87 percent of parents surveyed "strongly agree" or "agree" that students have access to high quality curriculum and instruction that includes both core and elective courses. Notably, most stakeholders "strongly agree" or "agree" with all surveyed aspects of students' educational experience such as quality/challenging curriculum (T-96 percent, P-87 percent, S-75%); access to high quality instruction in music (T-78 percent, P-83 percent, S-75 percent), math (T-97 percent, P-84 percent, S-86 percent), and writing (T-97 percent, P-83 percent, S-84 percent).

**Respondents indicate that Oxford Preparatory Academy Saddleback Valley provides a strong instructional environment to support students' learning. Over 90 percent of student, parent, and teacher respondents report that Oxford Preparatory Academy Saddleback provides a positive learning environment for their students (S-81 percent, P-96 percent, T-100 percent), and a majority of all respondent groups state that Oxford Preparatory Academy Saddleback Valley is a safe place for students (T-97 percent, P-92 percent, S-86 percent). Also, 87 percent of students and 94 percent of parents "strongly agree" or "agree" that teachers at the school encourage them to do their best. Likewise, nearly 80 percent of the students "strongly agree" or "agree" that they trust the teachers and school staff and that their teachers listen to them and 95 percent of the parents report that their students are respected by the school staff and 86 percent of parents and staff report that their students are respected by their peers.

** Technology is commonly used for teaching and learning at Oxford Preparatory Academy, with most respondents strongly agreeing or agreeing that students have access to technology that meets their needs. Notably, 94 percent of students either "strongly agree" or "agree" that they have access technology to use in the classroom, and 85 percent of teachers state that they use technology to teach in the classroom. 88 percent of the students and 91 percent of the parents report that students have access to adequate technology in the classroom.

As a school site, we continue to focus on continuous improvement. The data collected through the California Dashboard, Annual Survey, and local data all have an impact on site decisions and focus areas for sites as well as the district. As we develop our School Improvement Plans we will focus on the above data to determine focus and improvement areas. Likewise, as OPA-SV begins to plan for the 2019-20 LCAP, district administration and stakeholders will be determining improvement focus areas using school data.

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

Greatest Needs

Oxford Preparatory Academy Saddleback Valley has performed at High or Very High level on all of the State Performance Indicators with the exception of Suspension Rate. Oxford Preparatory Academy Saddleback Valley The district has MET the four Local Performance Indicators including: Basics (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities), Implementation of the State Academic Standards, Parent Engagement and School Climate. While we have met these performance indicators as aligned with the Eight State Priorities, a hallmark of the Irvine Unified School District is a quest for continuous improvement. In all of these metrics, we strive to improve each academic year.

The following key findings from the ANNUAL SURVEY indicate areas of potential improvement for Oxford Preparatory Academy Saddleback Valley:

**Respondents have lower positive response rates regarding stakeholders input in school goals and activities and providing educational opportunities for parents. For example, 72 percent of parents and 74 percent of staff “strongly agree” or “agree” that Oxford Preparatory Academy Saddleback Valley encourages parents’ input in school goals and activities. Whereas, 45 percent of the staff “strongly agree” or “agree” that OPA-SV provides staff opportunities to provide staff input on school goals and activities. 44 percent of parents and 45 percent of staff “strongly agree” or “agree” that OPA-SV provides adequate parent education opportunities. Also, 35 percent of parents and 68 percent of staff “strongly agree” or “agree” that OPA-SV creates involvement opportunities for parents of English Learners. There was also lower positive response rates regarding involvement opportunities for parents of students with special needs. Only 37 percent of the parents surveyed agreed that adequate opportunities were provided.

**Respondents also and lower positive responses about communication and working with local businesses and community organizations. 68 percent of parents and 74 percent of staff “strongly agree” or “agree” that adequate communication is given to the parent community and only 56 percent of the parents and 42 percent of staff agree that OPA-SV partners with local business and community organizations.

**Programs that build student character and provides social and behavioral support for our students is seen as a need. 61 percent of students, 70 percent of staff, and 79 percent of our parents “strongly agree” or “agree” that OPA-SV provides programs that build student character. Similarly, only 70 percent of the staff and 74 percent of the parents “strongly agree” or “agree” that OPA-SV provides adequate behavioral and emotional support to students. Also, just 62 percent of students report that teachers help them when they feel upset, 67 percent feel that OPA-SV provides fair and appropriate discipline, and only 71 percent “strongly agree” or “agree” that OPA-SV takes bullying seriously.

Oxford Preparatory Academy Saddleback Valley continues to focus on continuous improvement. The data collected from the California Dashboard, Annual Survey, and local data all have an impact on site decisions and focus areas for sites as well as the district. As Oxford Preparatory Academy Saddleback develops their School Improvement Plans we will focus on the above data to determine focus and improvement areas. Likewise, as the school begins to plan for the 2019-20 LCAP, district administration and stakeholders will be determining improvement focus areas using district level data. We continue to focus on the performance of ALL of our subgroups

Performance Gaps

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

An analysis of Oxford Preparatory Academy Saddleback Valley's California Dashboard Report indicates several areas where the district will focus on improvement over the next few years. These include the following indicators:

Suspension Rate for:

- *Two or More Races (Orange)
- *Hispanic (Yellow)
- *White (Yellow)

Mathematics (3-8) for:

- *Socioeconomically Disadvantaged Students (Yellow)

Oxford Preparatory Academy Saddleback Valley will continue the implementation of high-quality professional learning and focusing on recruiting and retaining highly-qualified professionals as the highest-leverage strategy to support positive student outcomes.

* OPA-SV will address these performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroups' performance per all-state indicators.

* Site administration will be working closely with identified and trained professional STEM (Mathematics/Science), Literacy (ELA/ELD), and Professional Learning Community (PLC) teacher leaders for all grade levels.

* The California Dashboard data, District Annual Survey results will be used to guide OPA-SV in determining School Plan for Student Achievement (SPSA) goals and actions targeting performance gaps.

* OPA-SV 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-SV was selected to take part in the OCDE MTSS Grant with Cohort for the 2019-2020 school year. The work of implementing a MTSS system and the work with Professional Learning

Communities (PLCs) will continue to have a direct impact on the performance of sub-groups and the performance gaps that exist between different groups.

Behavior Programs:

- OPA-SV will begin implementing a Positive Behavior Intervention Supports (PBIS) and is focusing on fidelity of implementation

Academic Interventions:

- Intervention Psychologists work with sites and Intervention Lead Teachers to implement MTSS and

academic intervention programs

- Education Specialists support academic interventions at sites
- Intervention materials and online reading interventions, universal screening tools and associated will be implemented to identify and support at-risk students.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All Students will achieve proficiency in the core content areas.

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

Show a growth change of + 3 or more points of each subgroup on the CA Dashboard. 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.

Actual

CA School Dashboard distance from level 3:

ELA

- All Students: 2017 - 62.2, 2018 - 58.7, Target Not Met
- EL: 2017 - 60, 2018 - 53.6, Target Not Met
- SWD: 2017 - 7.8, 2018 - 25.9, Target Met
- SED: 2017 - 34.4, 2018 - 26.5, Target Not Met
- Hispanic: 2017 - 45.3, 2018 - 37, Target Not Met
- White: 2017 - 59.9, 2018 - 59.9, Target Not Met
- Asian: 2017 - 108.3, 2018 - 112, Target Met

Math:

- All Students: 2017 - 41.4, 2018 - 39.4, Target Not Met
- EL: 2017 - 52, 2018 - 34.5, Target Not Met
- SWD: 2017 - 5.4, 2018 - 8, Target Met
- SED: 2017 - 12.4, 2018 - (-8.7), Target Not Met
- Hispanic: 2017 - 20.3, 2018 - 18.7, Target Not Met
- White: 2017 - 43.1, 2018 - 40, 2019 Target Not Met

	<ul style="list-style-type: none"> Asian: 2017 - 86.4, 2018 - 94.5 Target Met <p>CA School Dashboard Percent Met/Exceeds Standards:</p> <p>ELA:</p> <ul style="list-style-type: none"> All Students:2017 - 80%, 2018 - 77%, Target Not Met EL:2017 - 45%, 2018 - 45%, Target Not Met SWD: 2017 - 55%, 2018 - 59%, Target Met SED: 2017 - 65%, 2018 - 70%, Target Met Hispanic: 2017 - 75%, 2018 - 68%, Target Not Met White: 2017 - 80%, 2018 - 79%, Target Not Met Asian: 2017 - 90%, 2018 - 98%, Target Met <p>Math:</p> <ul style="list-style-type: none"> All Students: 2017 - 74%, 2018 - 70%, Target Not Met EL: 2017 - 85%, 2018 - 26%, Target Not Met SWD: 2017 - 51%, 2018 - 58%, Target Met SED: 2017 - 56%, 2018 - 48%, Target Not Met Hispanic: 2017 - 63%, 2018 - 65%, Target Met White: 2017 - 73%, 2018 - 68%, Target Not Met Asian: 2017 - 90%, 2018 - 90%, Target Not Met
<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>English Learner Progress Indicator: 2017 - 95.7%, 2018 - No Progress indicator due to switching to ELPAC</p> <p>ELPAC Scores: 2018 - Level 4 (85%) Level 3 (15%)</p>
<p>100% of staff trained in the use of adopted programs and assessments for ELA and math, 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 (UDL).</p>	<p>Percentage of staff trained and using MI and DI: 2017 - Less than 100%, 2018 - 82%, Target Not Met</p> <p>Percentage of staff trained in use of Wonders/StudySync: 2017 - 100%, 2018 - 82%, Target Not Met</p> <p>Percentage of staff trained in the use of Eureka Math: 2017- 0%, 2018 - 100%, Target Met</p>

	<p>*No professional development in 2019 regarding Google Classroom, MTSS, or UDL.</p>
<p>80% of teachers report mastery on program implementation including, MI, Common Core NGSS/CC Instruction/lesson differentiation, assessment, technology use, Google classroom. 100% of observations will demonstrate improved or enhanced instructional strategies to support student learning.</p>	<p>New survey metric in 2018-19. Percent of teachers reporting: Use of MI - 91% Teaching Common Core Standards - 100% Use of technology - 87% Use of assessments to guide Instruction - 81%</p> <p>A more detailed observation protocol is being developed. No measurable observation data in 2018-19.</p>
<p>Additional Annual Outcomes to meet EC52060(d) not addressed in 2017-18 LCAP</p>	<p>Percentage of teachers appropriately assigned and credentialed: 2016-17 - 100% 2017-18 - 100% 2018-19 - 100%</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% (Discovery Science) Target Met ELD - 100% (Wonders/iLit) Target met</p> <p>Percentage of English Learners receiving designated and integrated ELD instruction: 100% Target Met</p> <p>English Learner Reclassification rate: 2017-18 - 0% 2018-19 - 39%, Target Met</p> <p>Attendance Rate:</p>

2016-17 - 99%

2017-18 - 99%

2018-19 - 98%

Chronic Absenteeism Rate:

2016-2017 - 1.2%

2017-2018 - 1%

2018-2019 - 1.5%

Truancy Rate (3 or more unexcused absences):

2016-18 - 3.3%

2017-18 - 1.3%

2018-19 - 3.1%

Middle School Dropout Rate:

2017-18 - 0% Target Met

Percentage of students receiving Math, ELA, Social Studies, Science, Foreign Language, and Physical Education instruction each week:

2018-19 - 100% Target Met

Number of foreign Languages offered:

2018-19 - 3 Target Met

Number of students qualifying for placement in accelerated math courses:

2018-19 - 28 students

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

2018-19 - 18

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Learners.	Adopted Wonders and StudySync for all students in grades TK, K, 3-8. Used Open Court in grades 2 & 3. Also adopted iLit to support English Language Development for English Learners.	\$100,000	\$37,833

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adopt, purchase, and implement the Hake Grammar program for grades 6-8.	Purchased Hake Grammar for grades 6-8.	\$4,500	\$698

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide quality professional development in the areas of Multiple Intelligences, differentiated instruction, guided reading, Google Classroom/Technology	Provided professional development for teachers in the areas of differentiated instruction, mathematical practices, Wonders and Study Sync implementation, English Language	\$7,000	\$8,000

Integration, Multi Tiered System of Support, Professional Learning Communities, writing, and curriculum implementation in order to improve student achievement.	Development, iLit implementation, inclusion, Illuminate		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and continue implementation of the Eureka math curriculum for TK-8th grade students.	Purchased and continued implementation of the Eureka Math curriculum for grades TK-8	\$40,000	\$23,481

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate, adopt, purchase, and implement a school-wide writing program TK-8 with benchmark assessments.	Purchased and implemented Writing by Design.	\$3,000	\$13,295

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Purchased Illuminate to provide assessment and data analysis to help guide instruction.	\$12,000	\$3,408

Action 7

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

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Targeted Intervention for 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

Analysis

Complete 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 annual measurable 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.

Actions/Services that were effectively implemented:

- Provided staff with Wonders and Study Sync training 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.
- Purchased and continued implementation of the Eureka Math curriculum for grades TK-8.
- Purchased Illuminate to provide assessment and data analysis to help guide instruction.
- Provided math coaching for middle school teachers.

Actions/Services that were not provided or were modified:

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

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

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

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

Math instruction continues to be an area of strength and was further improved through the addition of math coaching for the middle school teachers.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 1, Action 1: Budgeted \$100,000, Actual \$37,833 - We budgeted for more curriculum than was purchased, as we did not purchase an adoption of Wonders for grades 1 & 2. Additionally, only teacher licenses were purchased for StudySync. These additional adoptions will now impact the 2019-20 budget. Also, we did not budget for iLit ELD curriculum, which was necessary to meet the needs of our English learners.

Goal 1, Action 2: Budgeted \$4,500, Actual \$698 - The Hake Grammar program was much less expensive than budgeted. This program will also be discontinued in 2019-20, as there is a grammar component in Wonders and StudySync.

Goal 1, Action 3: Budgeted \$7,000, Actual \$8,000 - We changed some of the planned professional development based on student and teacher needs.

Goal 1, Action 4: Budgeted \$40,000, Actual \$23,481 - We only purchased one year of Eureka materials instead of a multiyear adoption. Also, so middle school classes used Illustrative Mathematics, which is open source, instead of Eureka.

Goal 1, Action 5: Budgeted \$3,000, Actual \$13,295 - Writing By Design was more expensive than budgeted for.

Goal 1, Action 6: Budgeted \$12,000, Actual \$3,408 - Illuminate was less than budgeted

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

Goal 1, Action 8: Budgeted \$20,000, Actual \$21,216

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

Goal 1 was changed based on stakeholder feedback and analysis of data.

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

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

Several of the Actions and services were also modified for Goal 1, including:

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

Several of the Actions and services were also added for Goal 1, including:

- Supplemental materials to enhance student learning and differentiation (Goal 1, Action 2)
- Sufficient supplies to facilitate academic achievement (Goal 1, Action 3)
- Foreign language and music instruction (Goal 1, Action 4)
- Algebra 1, ELD, and Intervention classes (Goal 1, Action 5)
- Field Trips (Goal 1, Action 7)
- GATE Program (Goal 1, Action 8)
- Curriculum and programs for students with special need (Goal 1, Action 9)
- Comprehensive Sexual Health Education (Goal 1, Action 10)
- Attendance programs and student recognition (Goal 1, Action 11)
- Aeries for student discipline, attendance, and interventions (Goal 1, Action 12)
- Counselor and psychologist at each site (Goal 1, Action 13)
- Elective classes for middle school (Goal 1, Action 14)

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected	Actual
All 1st--8th students will have technology tools and access to school Google accounts to access their class Google Classroom and other curriculum applications on a regular basis. K students will share class sets of digital tools.	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 Met
100% of staff trained in use of Google Classroom and implementation of adopted core curriculum. All teachers will consistently utilize Google Classroom.	2018-19 – All teachers trained and utilizing Google Classroom, Target Met
80% of classroom teachers report and demonstrate mastery on use of Google Classroom and core curriculum program integration, program implementation including NGSS/CC Instruction/lesson differentiation.	New survey metric in 2018-19. Percent of teachers that report always/often: <ul style="list-style-type: none"> ● Teaching the State Standards: 100% ● Using Technology: 86% ● Analyzing/Using Assessment Data: 82% ● Using Project-Based Learning: 50% ● Creating Activities based on Multiple Intelligences: 91% ● Incorporating Writing: 85% ● Incorporating Collaborative Learning: 86%
5% growth of parents, students satisfied and comfortable with technology resources, tools including Google Classroom, communication and access.	New survey metric in 2018-19. Percent of students reporting strongly agree/agree: <ul style="list-style-type: none"> ● Access to technology: 94%

	<ul style="list-style-type: none"> • Adequate materials and technology: 88% <p>Percent of parents reporting strongly agree/agree:</p> <ul style="list-style-type: none"> • OPA Provides adequate technology: 91%
100% of teachers will be marked as satisfactory or better in google Classroom Use, common core implementation/21st century skills instructional strategies and use of MI strategies.	Metric no longer used.

Actions / Services

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

Action 1

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and/or update technology tools (Chrome Books and Tablets) for all 1st-8th grade students.	Purchased Macbooks and Chromebooks. Repaired chromebooks.	\$10,500	\$3,234

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide It and Technology Support Services	Provided IT and technology support services	\$26,000	\$91,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Technology Professor/Mentor	Did not provide a technology professor. Technology support services provided support for technology implementation.	\$52,000	\$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent education and trainings for parents in technology, Google Classroom and program use to extend learning beyond the classroom	Did not provide any technology parent education opportunities.	\$5,000	\$0

Analysis

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

Actions/Services that were effectively implemented:

- Provided Aeries, Aesop, Google, and CALPADs training to office staff.
- Purchased Macbooks and Chromebooks. Repaired chromebooks.
- Provided IT and technology support services.

Actions/Services that were not provided or were modified:

- Did not provide a technology professor. Technology support services provided support for technology implementation.
- Did not provide parent education classes

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

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

All students in grades 1-8 have 1:1 access to Chromebooks

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

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

Replaced broken computer equipment so all staff had access to technology

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 2, Action 1: Budgeted \$10,000, Actual \$5,988 - Professional development was less than budgeted. We mostly provided technology PD to office staff, decreasing the amount of staff participating

Goal 2, Action 2: Budgeted \$10,500, Actual \$3,234 - We had less technology repairs than expected. Also, we did not replace student chromebooks, but instead repaired them

Goal 2, Action 3: Budgeted \$26,000, Actual \$91,000 - Third party IT service was more than budgeted. Switched providers mid-year and had to pay new vendor to make repairs and updates

Goal 2, Action 4: Budgeted \$52,000, Actual \$0 - Training will occur during 2019-20 school year instead of hiring a coach

Goal 2, Action 5: Budgeted \$5,000, Actual \$0 - Parent technology education will resume in the 2019-20 school year

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

Goal 2 was changed based on stakeholder feedback and analysis of data.

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

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

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

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

Several of the actions and services were also added for Goal 2, including:

- Highly skills and credentialed teachers and staff (Goal 2, Action 1)
- Professional development opportunities for all teachers and staff (Goal 2, Action 2)
- Library Media Specialist (Goal 2, Action 3)
- Grade level PLCs (Goal 2, Action 4)
- Professional Development stipends (Goal 2, Action 5)
- Professional development opportunities for administrators (Goal 2, Action 6)
- PE Aide (Goal 2 Action 7)

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, & 6

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

Annual Measurable Outcomes

Expected	Actual
<p>Decrease the percentage of students by at least 10% indicating they observed bullying on the school campus.</p> <p>Increase the percentage of students by at least 10% indicating that their teachers care about them.</p>	<p>New survey metric in 2018-19</p> <p>Percentage of students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> ● Provides a positive learning environment – 81% ● Provides a safe place – 86% ● Takes bullying seriously – 71% ● Provides fair and appropriate discipline – 67% <p>Percentage of students reporting agree/strongly:</p> <ul style="list-style-type: none"> ● They have friends on campus - 93% ● Other students respect them – 67% <p>Percentage of students reporting agree/strongly:</p> <ul style="list-style-type: none"> ● Students trust teachers/staff – 78% ● Staff respects students – 87% ● Staff encourages students – 87% ● Teachers help students when they are upset – 64%
<p>Increase the percentage of parents/guardians by at least 5% agreeing or strongly 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: ● Teachers listen to students - 90% ● Students trust teachers/staff - 91% ● Staff encourages students – 94% ● Students feel they belong - 92% ● Students are respected by peers - 86%
<p>50% Decrease in referrals.</p>	<p>No baseline data.</p> <p>Number of Office Referrals: 2018-19 - 32</p>

	Number of Suspensions: 2017-18 - 4, 2018-19 - 2
Three additional student recognition activities/events and three additional staff recognition activity/events.	No baseline data. Number of student recognition events: 2018-19 - 4
Revised plan, 100% classroom teachers have aligned and posted plan, 100% Evaluations reflect satisfactory or approaching in classroom management.	Metric no longer measured
100 % staff trained in School-wide Articulated program concepts and strategies with 100% implementation at initial level.	PBIS training will be implemented in 2019-20
Additional Annual Outcomes to meet EC52060(d) not addressed in 2017-18 LCAP	Suspension Rate: All Students: 0.7% EL: 0% SED: 0% SWD: 0% Hispanic: 0.8% White: 0.7% Expulsion Rate: 0% Facilities Inspection Tool (FIT) score: Good

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, adopt and provide	Moved this action to 2019-20 school year.	\$22,000	\$0

professional development related to creating and maintaining a positive school climate.			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Behavior Intervention supports and Anti- bullying Assemblies	Moved this action to 2019-20 school year.	\$7,000	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training, resources and support to parents in new systems and expectations	Moved this action to 2019-20 school year.	\$2,000	\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a Multi-Tier System of Support (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

Action 5

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

Provide Enrichment Activities to support MI, 21st Century Skills, and the Arts	Provided Art Masters for K-8 students. Provided MAJORs for all students for two weeks.	\$208,320	\$2000
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Dedicated Counselor Time	Dedicated counselor 3 days per week.	\$40,000	\$24,000

Analysis

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

Actions/Services that were effectively implemented:

- 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
- Will provide electives for middle school students starting in the 2019-2020. Provided Art Masters for K-8 students. Provided MAJORs for all students for one week twice during the school year
- Dedicated counselor 2 days per week

Actions/Services that were not provided (Moved to 2019-20 school year):

- Research, adopt and provide professional development related to creating and maintaining a positive school climate
- Behavior Intervention supports and Anti- bullying Assemblies

- Provide training, resources and support to parents in new systems and expectations

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

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

Students feeling that they are safe on campus

Hiring a counselor to provide social/emotional support

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3, Action 1: Budgeted \$22,000, Actual \$0 - Moved this action to 2019-20 school year

Goal 3, Action 2: Budgeted \$7,000, Actual \$0 - Moved this action to 2019-20 school year

Goal 3, Action 3: Budgeted \$2,000, Actual \$500 - Moved this action to 2019-20 school year

Goal 3, Action 4: Budgeted \$30,000, Actual \$5,000 - Actual cost for stipends, substitutes, and assessment less than planned. Math and diagnostic assessment used were free

Goal 3, Action 5: Budgeted \$208,320, Actual \$2000 - Materials for MAJORs were paid for by Honour Society. Art Masters had limited art supplies needed.

Goal 3, Action 6: Budgeted \$40,000, Actual \$24,000 - The counselor did not start until after winter break

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF 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.

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

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

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

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

Several of the actions and services were also added for Goal 3, including:

- Technology to support student learning (Goal 3, Action 1)
- Campus Supervisors to monitor students (Goal 3, Action 2)
- Custodial and facilities staff (Goal 3, Action 3)
- Fingerprinting and badge system (Goal 3, Action 4)
- Furniture and equipment (Goal 3, Action 5)
- Custodial and maintenance supplies (Goal 2, Action 6)
- School lunch and snack program (Goal 3, Action 7)
- School safety plans, equipment, and training (Goal 3, Action 8)
- Technology infrastructure (Goal 3, Action 9)
- Sound fiscal policies and budget (Goal 3, Action 10)

Goal 4

Oxford Preparatory Academy will increase stakeholder input and communication output.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 & 6

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

Annual Measurable Outcomes

Expected

Actual

<p>Minimum of Monthly Chancellor chats with published recaps Minimum of Monthly Organization level Administrative talks with published recaps.</p>	<p>No Chancellor chats held - Target not met Town Hall Meetings - 4, Target not met</p>
<p>Minimum of three parent education opportunities.</p>	<p>3 ELAC Meetings Held Middle School Meeting Held New Kindergarten Orientation Target Met</p>
<p>Additional Annual Outcomes to meet EC52060(d) not addressed in 2017-18 LCAP</p>	<p>Number of LCAP Survey Participants: Parents: 124 Students: 238 Staff: 41</p> <p>Number of ELAC 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: 100%</p> <p>LCAP Survey Results: 2018-19 LCAP Parent Survey OPA Saddleback Valley Encourages parent input : 72% Creates parent involvement opportunities - 81% Creates involvement opportunities for parents of students with special needs - 37% Creates involvement opportunities for parents of ELs - 35% Provides parent education opportunities - 44% Provides adequate communication with parents - 68%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Maintain 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	\$7,936

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Plan and promote activities and events highlighting student successes and parent involvement.</p> <ul style="list-style-type: none"> -School Site Awards -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 	<p>Plan and promote activities and events highlighting student successes and parent involvement.</p> <ul style="list-style-type: none"> -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	\$7,231

Analysis

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

Actions/Services that were effectively implemented:

- Maintained current digital information and communications programs and subscriptions to include but not be limited to School Messenger, Websites, Aeries, Go Daddy, and Google
- Planned and promoted activities and events highlighting student successes and parent involvement, including School Site Awards, OPA Showcase, -Cum Laude/CAASPP awards, -Honour Mods/ All school achievement recognition, -CHAMP program/ Student Character Trait Awards, and Volunteer Recognition

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

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

- Parents feel that OPA has adequate communication according to LCAP survey
- OPA provided many recognition events for students including Cum Laude, OPA Awards, Trimester Awards, and Honour Mods
- 404 people completed the LCAP survey representing all stakeholder groups
- Almost all parents/guardians participate in student meetings, including IEPs, 504 Plans, SSTs, and parent teacher conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 4, Action 1: Budgeted \$27,000, Actual \$7,936 - Communication licenses were less than budgeted

Goal 4, Action 2: Budgeted \$7,000, Actual \$7,231

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

Goal 4 was slightly modified based on stakeholder feedback and analysis of data.

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

Several 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.

Several metrics were removed, including minimum of monthly Chancellor chats with published recaps and minimum of monthly organization level administrative talks with published recaps.

Several of the actions and services were also modified for Goal 4, including:

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

Several of the actions and services were also added for Goal 3, including:

- Student recognition events (Goal 4, Action 2)

- Parent involvement opportunities (Goal 4, Action 3)

- English Language Advisory meetings (Goal 4, Action 4)

- Outreach activities to promote enrollment and diversity (Goal 4, Action 5)

- Clubs, sports, and extracurricular activities (Goal 4, Action 6)

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Oxford Preparatory Academy has actively engaged in a Strategic Priorities planning process. This process involves the input of a variety of different stakeholder groups because OPA believes that stakeholder engagement is integral to the Local Control and Accountability Plan process. Stakeholder groups 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. The SACs also have representatives from various subgroups, including English Learners and students with disabilities. The SAC also has student representation. This group met 6 times throughout the fall and spring (9/11/18, 10/23/18, 11/27/18, 1/17/19, 3/19/19, and 5/22/19) to analyze school-wide data, review goals, services, and actions, and created 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, monthly meeting between school administration and Honour Society board members were held to provide feedback on LCAP actions and services as well as input 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. During the 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 March 5, 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 May 28, 2019, an ELAC meeting was held to get feedback regarding the proposed Title III and LCAP Supplemental fund expenditures. The plans were shared with ELAC members and feedback was provided. ELAC members also provided feedback regarding ways to increase ELAC participation in the future.

School Board – On November 28, 2018, an update was presented during the public session of the Board of Directors meeting regarding academic progress, goals and focus areas, and professional development needs. Specific information regarding student Performance on the CAASPP assessments was presented. Additionally, the new goals and focus areas were discussed, along with specific actions and services to meet the goals. On March 14, 2019, an update was provided during the Public session of the Board of Directors meeting regarding professional development plans and curriculum pilots for the 2018-19 school year.

On June 13, 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.

On June 27, the 2019-20 Local Control and Accountability Plan and Annual Update and the 2019-20 Proposed Budget were presented to the Board of Directors for approval. The Board approved the LCAP and Annual Update and the Budget

Annual LCAP Survey - In May 2109, the annual LCAP survey was sent out to provide stakeholder input regarding progress toward LCAP goals, school climate, academic achievement, school programs, and ideas for improvement in the 8 state priority areas. The survey was taken by almost 700 people representing all stakeholder groups, including community members, staff, and parents. Student surveys were also created and given to students in grades 4-8. 989 students to the student survey. Information was received from parents and students representing all LCAP priority groups including 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 school site staff. This information was shared out in staff meetings and to the Board of Education in public session.

Annual LCAP Survey Participants

Total - 404

Parents - 125

Students - 238

Administrators - 1

Instructional Staff - 32

Other Staff - 8

Impact on LCAP and Annual Update

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

The Goals which drive the LCAP actions and expenditures were updated as a result of stakeholder input and analysis of data:

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

Goal 2 - Highly qualified staff that participates in professional development focused on 21st century teaching and learning. (State Priorities 1, 2, 4)

Goal 3 - Safe, secure, well equipped learning environments will be provided for student activities. (State Priorities 1, 6)

Goal 4 - All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation. (State Priorities 3, 5)

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

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

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

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

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

Another area of concern mentioned in the survey was behavioral supports. This input was used to create action steps in the LCAP regarding the implementation of Positive Behavior Interventions and Supports (PBIS) as well as revising our current student award and recognition system. (See Goal 1, Action 11; Goal 2, Action 2; Goal 4, Action 2)

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

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

Input was received from English learner stakeholders and our authorizers regarding effectiveness and quality of EL programs. Several areas of concern were addressed including the lack of designated ELD curriculum, students being re-designated English Language Proficient, EL instructional strategies and professional development, and designated and integrated ELD instruction. This feedback resulted in the adoption of a designated ELD curriculum, implementation of designated and integrated ELD instruction, creation of a comprehensive Master Plan for English Language Learners, new re-designation criteria, and on-going ELD professional development. (See Goal, Action; See Demonstration of increased or improved services for unduplicated pupils)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase 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:

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

Identified Need:

Academic Achievement

Smarter Balanced Assessments:

- Large achievement gap for English Learners, students with disabilities, and economically disadvantaged students in both math and ELA
- Only 34% of students are above standard in Listening and speaking and 46% above standard in reading.
- Percentage of 7th grade students meeting or exceeding math standards decreased between 2017 and 2018.

English Learners:

- In 2018, no English Learners were reclassified
- In 2018, only 36% of English learners met or exceeded standards in ELA and only 45% met or exceeded standards in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student achievement scores on State and Local assessments: California School Dashboard and	2016--17 CAASPP Summative Data of Student Achievement According to California Dashboard: All students: 66.2 points above a Level 3 in ELA and 44.1 points above a	2017-18 CAASPP Summative Data of Student Achievement According to California Dashboard: All students: 58.7 points above a Level 3 (High) in ELA and 39.4 points above	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard. Increase the percentage of students meeting and exceeding ELA and Math standards	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard. Increase the percentage of students meeting and exceeding ELA and Math

<p>CAASPP Summative Assessments</p>	<p>Level 3 in Math.</p> <p>English Learners: 60 points above level 3 in ELA and 52 above level 3 in math.</p> <p>Socioeconomically disadvantaged: 34.3 points above level 3 in ELA and 12.5 points above level 3 in math.</p> <p>Students with Disabilities: 7.8 points above level 3 in ELA, and 5.4 points above level 3 in math.</p> <p>African American: 12.0 points above level 3 in ELA and 19.1 points above level 3 in math.</p> <p>Asian: 108.3 points above level 3 in ELA and 86.4 points above level 3 in math.</p> <p>Filipino* less than 11 students (no data)</p> <p>Hispanic: 45.3 points above</p>	<p>a Level 3 (High) in Math.</p> <p>English Learners: 53.6 points above level 3 in ELA and 34.5 above level 3 in math.</p> <p>Socioeconomically disadvantaged: 26.5 points above level 3 (High) in ELA and 8.7 points below level 3 (Medium) in math.</p> <p>Students with Disabilities: 25.9 points above level 3 (Very High) in ELA, and 8 points above level 3 (High) in math.</p> <p>African American: 14.5 points above level 3 in ELA and 10.6 points above level 3 in math.</p> <p>Asian: 112 points above level 3 (Very High) in ELA and 94.5 points above level 3 (Very High) in math.</p> <p>Filipino* less than 11 students</p>	<p>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>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>level 3 in ELA and 20.3 points above level 3 in math.</p> <p>Two or more races: 64.7 points above level 3 in ELA and 69.4 above level 3 in math</p> <p>White: 59.9 points above level 3 in ELA and 43.1 points above level 3 in math.</p> <p>2017 CAASPP Actual Data:</p> <p>All students Met or exceeding standard: ELA 80% Math 74%</p> <p>Socioeconomically Disadvantaged ELA 65% Math 56%,</p> <p>Students with Disabilities ELA 55% Math 51%,</p> <p>Hispanic</p>	<p>(no data)</p> <p>Hispanic: 37 points above level 3 (High) in ELA and 18.7 points above level 3 (High) in math.</p> <p>Two or more races: 83.2 points above level 3 in ELA and 60.6 above level 3 in math</p> <p>White: 59.9 points above level 3 (Very High) in ELA and 40 points above level 3 (High) in math.</p> <p>2018 CAASPP Actual Data:</p> <p>All students Met or exceeding standard: ELA 77% Math 69%</p> <p>Socioeconomically Disadvantaged ELA 70% Math 48%,</p> <p>Students with Disabilities ELA 59% Math 58%,</p> <p>Hispanic</p>		
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	<p>ELA 75% Math 63%,</p> <p>Asian ELA 90% Math 90%</p> <p>English Learners: ELA 78% Math 85%</p> <p>African American ELA 41% Math 41%</p> <p>*Not a significant subgroup - no data to report</p>	<p>ELA 68% Math 65%,</p> <p>Asian ELA 98% Math 90%</p> <p>English Learners: ELA 45% Math 26%</p> <p>African American ELA 50% Math 50%</p> <p>*Not a significant subgroup - no data to report</p>		
<p>English Learner achievement scores on State and Local assessments</p>	<p>The performance level for the English Learner status indicator on the California Dashboard was 95.7% Making Progress</p> <p>Establish Baseline Data for students using the ELPAC</p>	<p>First year of ELPAC testing</p> <p>85% Level 4 -Well Developed</p> <p>15% Level 3 - Moderately Developed</p>	<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 Indicator and increasing by at least 3 points.</p> <p>ELPAC scores will increase by 1%</p>

<p>Professional Development calendar and attendance logs</p>	<p>Inconsistent training and integration of instructional strategies that align with the Theory of Multiple Intelligences, differentiated instruction, Multi-Tiered System of Supports (MTSS), and Universal Design of Learning (UDL).</p>	<p>NA</p>	<p>100% of staff trained in use of adopted programs and assessments for ELA and math, and instructional strategies that align with the Theory of Multiple Intelligences (MI), differentiated instruction, Google classroom, Multi-Tiered System of Supports (MTSS), and Universal Design for Learning (UDL).</p>	<p>100% of staff trained in use of adopted programs and assessments for ELA, science and math, and instructional strategies that align with the Theory of Multiple Intelligences (MI), Positive Behavioral Interventions and Supports (PBIS), and Multi-Tiered System of Supports (MTSS).</p>
<p>Professional Development staff survey, Administrator Observations/Evaluations</p>	<p>Inconsistent knowledge and use of instructional strategies to support adopted curriculum and common core instruction, Multiple Intelligences, differentiated instruction, and technology integration.</p>	<p>NA</p>	<p>80% of teachers report mastery on program implementation including, MI, Common Core NGSS/CC Instruction/lesson differentiation, assessment, technology use, Google classroom. 100% of observations will demonstrate improved or enhanced instructional strategies to support student learning.</p>	

Attendance Rate	2016-17 - 99%	2017-18 - 99%	2018-2019 - 98%	Increase by 0.5%
Chronic Absenteeism Rate	2016-17 All students - 1.2% SED - 4.8 SWD - 3.0 EL - 0% 2 or More - 2.1% White - 1% Hispanic - 0.9%	2017-18 All Students - 1% SED - 6.5% SWD - 3.8 % EL - 0% 2 or More - 7% White - 0% Hispanic - 0%	NA	All Students - Maintain or decrease SED - Decrease 1% SWD - Decrease 1% EL - Maintain 2 or More - Decrease 1% White - Maintain or decrease Hispanic - Decrease 1%
Truancy Rate	2016-2017- 3.3%	2017-18 - 1.3%	2018-19 - 3.1%	Decrease by 5%
LCAP Survey		NA	2018-19 Student Survey: High Expectations - 88% Want to do well in school- 97% Adequate Learning Materials - 88% Access to challenging classes - 75% MI classroom activities - 72% High quality engaging... Foreign Language - 69% Music - 75% Math - 86%	Student Survey: High Expectations - Increase 2% Want to do well in school - Maintain or increase Adequate Learning Materials - Increase 5% 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 5%

		<p>Writing - 84%</p> <p>Science - 87%</p> <p>Electives - 0%</p> <p>2018-19 Staff Survey</p> <p>Teaching state standard-100%</p> <p>Analyzing student data - 81%</p> <p>Project-based learning - 50%</p> <p>MI activities - 91%</p> <p>Writing - 86%</p> <p>Collaboration - 86%</p> <p>High expectations for students - 97%</p> <p>Prepares students for high school - 92%</p> <p>Provides support for EL- 76%</p> <p>Quality curriculum - 95%</p> <p>Rigorous courses - 97%</p> <p>High quality, engaging... Foreign Language - 46%</p> <p>Music - 78%</p> <p>Math -97%</p>	<p>2018-19 Staff Survey</p> <p>Teaching state standards - Maintain</p> <p>Analyzing student data - Maintain or increase</p> <p>Project-based learning - Increase 10%</p> <p>MI activities - Increase 5%</p> <p>Writing - Increase 5%</p> <p>Collaboration - Increase 5%</p> <p>High expectations for students - Increase 5%</p> <p>Prepares students for high school - Increase 5%</p> <p>Provides support for EL - 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 5%</p> <p>Science - Increase 10%</p> <p>Electives - Increase 5%</p>
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			Writing - 97% Science - 59% Electives - 0% 2018-19 Parent Survey High expectations for students - 89% Prepares students for high school - 62% Quality curriculum - 89% Rigorous courses - 85% High quality, engaging... Foreign Language - 60% Music - 83% Math - 84% Writing - 83% Science - 64% Electives - 24%	2018-19 Parent Survey High expectations for students - Increase 2% Prepares students for high school - Increase 5% Quality curriculum - Increase 5% Rigorous courses - Increase 5% High quality, engaging... Foreign Language - Increase 5% Music - Increase 5% Math - Increase 5% Writing - Increase 5% Science - Increase 5% Electives - Increase 10%
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Planned Actions / Services

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

Action 1

For 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):

All	All Schools
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OR

For Actions/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 Income)	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)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	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 Learners.	Standards-based curriculum for all students for all core subject areas. ELA - Wonders and Study Sync, Math - Eureka, Science - Amplify, ELD - iLit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$37,833	\$80,809
Source	NA	Base	Base
Budget Reference	NA	4000 - Materials and Supplies	4000 - Materials and Supplies

Action 2

For 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

NA

OR

For Actions/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 Income)

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)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA

NA

New

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

NA

NA

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$6,781
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 3

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide sufficient supplies to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, media supplies, elective supplies, science materials, and other student materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$20,000
Source	NA	NA	Base

Budget Reference	NA	NA	4000 - Materials and Supplies
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Action 4

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA	NA	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Provide foreign language and music instruction to all students in grades K-8, Science lab class, Tae Kwon Do enrichment classes in grades 2, 3, and 4, and middle school elective classes to provide enrichment opportunities.
----	----	--

Budgeted Expenditures

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

Action 5

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Action 6

For 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):

All

All Schools

OR

For Actions/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 Income)

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Purchase and implement a research -based online assessment program, aligned to the

Continue to implement Illuminate to provide data that will help guide instruction for

	common core that measures student growth and proficiency to provide data that will help guide instruction for targeted intervention.	targeted intervention.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$3,408	\$3,408
Source	NA	Base	Base
Budget Reference	NA	5000 - Operating Services	5000 - Operating Services

Action 7

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Field trips and other educational experiences to enhance student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$30,000
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Supplies

Action 8

For 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):

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

OR

For Actions/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 Income)

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	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA	NA	New
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	GATE testing and GATE program with differentiated instruction for GATE identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$1,500
Source	NA	NA	Base
Budget Reference	NA	NA	1000 - Certificated Salaries 4000 - Materials and Supplies

Action 9

For 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):

Students with Disabilities	All Schools
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OR

For Actions/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 Income)

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	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA	NA	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Curriculum and resources for students with special needs. Provide Extended School Year program for students with disabilities to decrease academic, social, and emotional regression and provide additional interventions and supports.

Budgeted Expenditures

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

Action 10

For 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):

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

OR

For Actions/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 Income)

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	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Implemented comprehensive sexual health education curriculum - Positive Prevention Plus.

Budgeted Expenditures

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

Action 11

For 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	NA

OR

For Actions/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 Income)	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)
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English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Attendance outreach, SART/SARB, Independent study options to increase attendance and decrease chronic absenteeism. Scholarships and rewards for positive behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$6,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 12

For 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):
All	All Schools

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Provide Aeries to store student information and monitor and record discipline issues.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$6,420
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Action 13

For 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):

Students with Disabilities	All Schools
----------------------------	-------------

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Provide a counselor and school psychologist at each site to provide social/emotional support, group and individual intervention, and SEL instruction.
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Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Identified Need:

Credentialed Teachers:

- Not all teachers are credentialed to teach English learners
- Foreign language teachers are not credentialed

Professional Development:

- Lack of consistent professional development for core content instruction.
- Lack of professional development regarding meeting the needs of English Learners.
- Lack of professional development regarding adopted curriculum implementation.
- Lack of professional development regarding Multiple Intelligences, differentiation, and student-centered instruction.
- Lack of continuing professional development opportunities for administrators and classified staff.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of credentialed Teachers	2018-19 88% (21/24 - 3 non-core teacher non-credentialed)	NA	NA	100%

<p>Number of professional development opportunities: Certificated Classified Administration</p>	<p>2018-19 Certificated: 9 Classified: 4 Administration: 4</p>	<p>NA</p>	<p>NA</p>	<p>Certificated: 12 Classified: 6 Administration: 6</p>
<p>LCAP Staff Survey Results</p>	<p>2018-19 LCAP Staff Survey Professional Development has:</p> <p>Positively impacted instruction - 57%</p> <p>Provided relevant, effective info 60%</p> <p>Improve EL instructional effectiveness - 63%</p> <p>Differentiation - 66%</p> <p>OPA: Makes sure staff are credentialed - 91%</p> <p>Recruits high quality staff - 94%</p> <p>Retains high quality staff -80 %</p> <p>Provide opportunities for staff to give input - 45%</p> <p>Provides a positive work environment - 86%</p> <p>Encourages staff collaboration 91-%</p>	<p>NA</p>	<p>NA</p>	<p>Professional Development has:</p> <p>Positively impacted instruction - Increase 5%</p> <p>Provided relevant, effective info - Increase 5%</p> <p>Improve EL instructional effectiveness - Increase 5%</p> <p>Differentiation - Increase 5%</p> <p>OPA: Makes sure staff are credentialed - Increase 3%</p> <p>Recruits high quality staff - Increase 3%</p> <p>Maintains high quality staff - Increase 3%</p> <p>Provide opportunities for staff to give input - Increase 3%</p> <p>Provides a positive work environment - Increase 3%</p> <p>Encourages staff collaboration - Increase 3%</p>

Planned Actions / Services

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

Action 1

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Highly skilled, credentialed teachers. Highly skilled instructional assistant and instructional support staff to support students with special needs. Office, custodial, and administrative staff to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$3,234,501
Source	NA	NA	Supplemental-\$105,513 Base -\$3,128,988
Budget Reference	NA	NA	1000 – Certificated Salaries 2000 – Classified Salaries 3000 – Employee Benefits

Action 2

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Professional development for all teachers and support staff, including science instruction,
----	----	---

		project-based learning, data analysis and assessment, PBIS
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$10,000
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Action 3

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Library media assistant to oversee library programs, textbook and resource allocation, and digital media resources.
----	----	---

Budgeted Expenditures

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

Action 4

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Grade level PLCs to collaborate on instructional strategies, lesson planning, assessment, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$500
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 5

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Professional development stipends to encourage professional growth for teachers and classified staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$8,000
Source	NA	NA	Base
Budget Reference	NA	NA	1000 - Certificated Salaries 2000 - Classified Salaries

Action 6

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA	NA	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Professional development for administrators to increase leadership, instruction, and collaboration skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$1,000
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Action 7

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	PE Aide to support Physical Education standards
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$20,700
Source	NA	NA	Base
Budget Reference	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Identified Need:

School Climate and Safety

Suspension Rate

- The suspension rate was 0.7% in 2017-18, an increase of 0.7%.
- Suspension rates for Hispanic students increased from 0% in 2016-17 to 0.8% in 2017-18.
- Suspension rates for white increased from 0% in 2016-17 to 0.7% in 2017-18.
- PBIS not currently implemented, staff not trained.
- Current behavioral intervention system not effective or consistent for all students/grade levels.

Technology

- Chromebooks are over 3 years old - no current refresh plan
- Students in grades K-2 share a Chromebook cart

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Chromebooks for student use	2018-19 382	NA	382	Increase by 50
Facilities Inspection Tool (FIT)	2016-17 FIT score - good	2017-18 FIT score - good	2018-19 FIT score - good	Improve or maintain
Suspension Rates	2016-2017 All - 0% SED - 0%	2017-18 All - 0.7% SED - 0%	NA	All Students - Decrease or maintain SED - decrease by 0.5% SWD - decrease or maintain

	<p>SWD - 0%</p> <p>EL - 0%</p> <p>2 or More - 0%</p> <p>Hispanic -0%</p> <p>White - 0.0%</p>	<p>SWD - 0%</p> <p>EL - 0%</p> <p>2 or More - 0%</p> <p>Hispanic -0.8 %</p> <p>White - 0.7%</p>		<p>EL - decrease or maintain</p> <p>2 or More - decrease by 1%</p> <p>Hispanic - decrease by 1%</p>
Expulsion Rates	<p>2016-17</p> <p>All - 0%</p>	<p>2017-18</p> <p>All -0%</p>	NA	Maintain
PBIS Self-Assessment Tool	No baseline data	[Add outcome here]	[Add outcome here]	Determine baseline data
LCAP Survey Results	<p>2018-19 LCAP Student Survey OPA:</p> <p>Provides counseling support - 72%</p> <p>Has programs that build character - 61%</p> <p>Encourages good behavior - 79%</p> <p>Is a safe place - 86%</p> <p>Takes bullying seriously - 71%</p> <p>Provides fair and appropriate discipline - 67%</p> <p>Provides a positive environment - 81%</p> <p>My teachers:</p> <p>Encourage me to behave - 79%</p> <p>Help me when I feel upset - 62%</p> <p>At OPA:</p> <p>Students respect me - 67%</p>	NA	NA	<p>2018-19 LCAP Student Survey OPA:</p> <p>Provides counseling support - Increase 5%</p> <p>Has programs that build character - Increase 5%</p> <p>Encourages good behavior - Increase 5%</p> <p>Is a safe place – Increase 3%</p> <p>Takes bullying seriously - Increase 5%</p> <p>Provides fair and appropriate discipline -Increase 5%</p> <p>Provides a positive environment - Increase 3%</p> <p>My teachers:</p> <p>Encourage me to behave - Increase 3%</p> <p>Help me when I feel upset - Increase 5%</p> <p>At OPA:</p> <p>Students respect me - Increase 5%</p> <p>Teachers listen - Increase 5%</p> <p>OPA students:</p>

	<p>Teachers listen - 78%</p> <p>OPA students:</p> <p>Use technology at school - 94%</p> <p>Have access to adequate technology and materials - 88%</p> <p>2018-19 LCAP Staff Survey</p> <p>OPA provides:</p> <p>A safe place for students - 97%</p> <p>A positive learning environment - 100%</p> <p>A well-maintained facility - 92%</p> <p>Technology in classrooms - 97%</p> <p>Programs that build character - 70%</p> <p>Social/emotional supports - 70%</p> <p>Behavioral supports - 69%</p> <p>At OPA:</p> <p>Teachers listen to students - 94%</p> <p>Students are respected by peers - 86%</p> <p>Students are respected by staff - 100%</p>			<p>Use technology at school - Maintain or increase</p> <p>Have access to adequate technology and materials - Increase 2%</p> <p>2018-19 LCAP Staff Survey</p> <p>OPA provides:</p> <p>A safe place for students - Increase 2%</p> <p>A positive learning environment - Increase 3%</p> <p>A well-maintained facility - Increase 3%</p> <p>Technology in classrooms - Increase 3%</p> <p>Programs that build character - Increase 5%</p> <p>Social/emotional supports - Increase 5%</p> <p>Behavioral supports - Increase 10%</p> <p>At OPA:</p> <p>Teachers listen to students - Increase 2%</p> <p>Students are respected by peers - Increase 3%</p> <p>Students are respected by staff - Increase 3%</p> <p>2018-19 LCAP Parent Survey</p> <p>OPA provides:</p> <p>A safe place for students - Increase 3%</p> <p>A positive learning environment - Increase 3%</p>
--	--	--	--	---

	<p>2018-19 LCAP Parent Survey OPA provides:</p> <p>A safe place for students - 92%</p> <p>A positive learning environment - 96%</p> <p>A well maintained facility - 81%</p> <p>Adequate technology - 91%</p> <p>Programs that build character - 79%</p> <p>Social/emotional supports - 71%</p> <p>Behavioral supports - 74%</p> <p>At OPA:</p> <p>Teachers listen to students - 90%</p> <p>Students are respected by peers - 86%</p> <p>Students are respected by staff - 95%</p>			<p>A well maintained facility - Increase 3%</p> <p>Adequate technology - Increase 3%</p> <p>Programs that build character - Increase 3%</p> <p>Social/emotional supports - Increase 5%</p> <p>Behavioral supports - Increase 5%</p> <p>At OPA:</p> <p>Teachers listen to students - Increase 3%</p> <p>Students are respected by peers - Increase 3%</p> <p>Students are respected by staff - Increase 3%</p>
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Planned Actions / Services

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

Action 1

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide technology to support student learning and staff instruction. Chromebook refresh grade 8, classroom technology, teacher computer refresh

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$26,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 2

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide campus supervisors to monitor students during lunch and recess.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$55,2000
Source	NA	NA	Base
Budget Reference	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits

Action 3

For 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):
All	All Schools

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Utilize a fingerprinting and badge system to assure only authorized people are on campus.
----	----	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$2,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 5

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Assure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Assure adequate Physical education equipment. Assure adequate science equipment.
----	----	--

Budgeted Expenditures

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

Action 6

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$15,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 7

For 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):

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

OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 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 the free and reduced lunch program.
----	----	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$97,783
Source	NA	NA	Base
Budget Reference	NA	NA	2000 - Classified Salaries 3000 - Employee Benefits 4000 - Materials and Supplies

Action 8

For 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):

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

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Comprehensive School Safety Plans and regular safety drills Safety training for staff, including CPR, active shooter, emergency response, etc. Safety and disaster preparedness equipment, Security cameras and other security equipment

Budgeted Expenditures

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

Action 9

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

Students to be Served:	Location(s):
-------------------------------	---------------------

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

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

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

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Maintain infrastructure to support school-wide technology use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$10,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 10

For 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):
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All	All Schools
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OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	<p>Sound fiscal policies to assure a balanced budget and finances available for safety, facilities, staffing, and student supports. Develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure financial stability.</p> <p>Back office service provider to create budget, ensure accurate payroll and purchasing, and complete accountability and attendance reports.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$125,000
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Identified Need:

Parent Communication:

- Website not frequently updated or user-friendly
- No Chancellor/Executive Director chats in 2018-19

Parent Education Opportunities:

- Lack of parent education opportunities
- Lack of parent education opportunities for parents of students with disabilities
- Poor participation at ELAC/DELAC meetings

Parent Involvement Opportunities:

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

Enrollment and Outreach:

- In 2018-19, only 5.3% of students are English learners, which is lower than most surrounding district schools; however this is a 3.1% increase from the 2017-2018
- More outreach needs to be done to try to increase enrollment of English learners

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Survey Results	2018-19 LCAP Parent Survey OPA: Encourages parent input - 72% Creates parent involvement opportunities - 81% Creates involvement opportunities for parents of students with special needs - 37% Creates involvement opportunities for parents of ELs - 35% Provides parent education opportunities - 44% Provides adequate communication with parents - 68%	NA	NA	2018-19 LCAP Parent Survey OPA: Encourages parent input - Increase 5% Creates parent involvement opportunities - Increase 3% 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%
Number of Parent Education Opportunities	2018-19 - 4	NA	NA	Increase by 5
Number of Recognition Events	2018-19 - 4	NA	NA	Increase by 2
Number of parents attending DELAC	2018-19 Average - 3 parents	NA	NA	Increase by 10

Number of Parent Involvement Opportunities	2018-19 - 15	NA	NA	Increase by 3
Percentage of English learners enrolled	2017-18 - 2.2%	2018-2019 - 5.3	NA	Increase by 0.5%

Planned Actions / Services

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

Action 1

For 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):

All	All Schools
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OR

For Actions/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 Income)

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	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

NA	New	Modified
----	-----	----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	Maintain current digital information and communications programs and subscriptions	Communicate with parents, families, and the community through a variety of different media, including: <ul style="list-style-type: none"> • Aeries
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	to include but not be limited to School Messenger, Websites, Aeries, Go Daddy, Google and other potential LMS systems.	<ul style="list-style-type: none"> • Website (Finalsite) • Google Classroom • Email
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Budgeted Expenditures

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

Action 2

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Plan and promote activities and events highlighting student successes and parent involvement. -School Site Awards -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	Student recognition events to promote student engagement and motivation. <ul style="list-style-type: none"> ● Trimester Awards ● Cum Laude ● OPA Awards ● 8th Grade Promotion

Budgeted Expenditures

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

Action 3

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

Students to be Served:

Location(s):

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

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

All	All Schools
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OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Provide a variety of opportunities for parents to get involved in the school community and provide input into school decisions, including: <ul style="list-style-type: none"> ● School Site Council ● Art Masters ● Honour Society ● Room Parents ● Oxford Showcase

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$500
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 4

For 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)

NA

Location(s):

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

NA

OR

For Actions/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 Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

NA

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

NA

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

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$1,000
Source	NA	NA	Base
Budget Reference	NA	NA	4000 - Materials and Supplies

Action 5

For 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)

All

Location(s):

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

All Schools

OR

For Actions/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 Income)

NA

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

NA

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

NA

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

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$500
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Action 6

For 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):
All	All Schools

OR

For Actions/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 Income)	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	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
NA	NA	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Increased parent education opportunities and events, including: <ul style="list-style-type: none"> • Chancellor Chats • Town Hall Meetings • Cyber Safety and Technology • Curriculum and school program information • Middle school and High school transition Information • Social/Emotional Learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$5,000
Source	NA	NA	Base
Budget Reference	NA	NA	5000 - Operating Services

Action 7

For 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):

All	All Schools
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OR

For Actions/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 Income)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	NA	Clubs, sports, and other activities to promote student involvement and engagement.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	NA	NA	\$7,000
Source	NA	NA	Base
Budget Reference	NA	NA	1000 - Certificated Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$144,513	2.81 %

Describe 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.

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

Supports 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 (\$25,000)
 - 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

- English Language Development professional development for all teachers (\$2,000)
 - Increase in quality
 - English Language Development instructional strategies
 - Designated and integrated ELD instruction
- An English Language Development program will be implemented for purposes of gaining academic content knowledge and English language 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 (\$53,513)
 - Increase in quantity
- After school clubs and activities to promote engagement and provide enrichment opportunities (\$2,500).
 - Increase in quality and quantity
- Provide translation services for non-English speaking parents at meeting, school events, conferences, as well for written documentation and communications (\$500)
 - Increase in quantity
 - Both written and oral translation services
- Foster/Homeless Liaison (\$10,000)
 - Increase in quantity
- Provide smaller class sizes in grades 1 and 2 to increase foundational skills (\$16,000).
 - Increase in quantity

This approach 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 them with intervention and supports tailored to the specific level of need. Therefore, OPA-SV has implemented a variety of support systems including a Counselor to monitor students and provide oversight of supports and instructional assistants to implement supports at the classroom level. The new ELA/ELD frameworks also recommend all EL students are provided with both designated and integrated English Language Development. To meet

this need, we have implemented integrated ELD as part of the ELA adoption. We have additionally created designated ELD and adopted designated ELD curriculum to provide more intensive ELD instruction for all EL students at their specific English proficiency level.

To fund the actions described above, OPA will be utilizing \$144,513 in supplemental funding which is 2.81% of the total Oxford Preparatory Academy - South Saddleback Valley budget.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 173,475	2.83 %

Describe 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.

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

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

In addition, supplemental funds have been targeted for parent education in the areas of technology use, behavior and parenting, and instruction in general. 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 tutorial, parent education and the addition of a dedicated counselor to support these students.

School staff and Advisory Councils align their goals and actions to support the approved Local Control Accountability Plan. LCFF allocated funds will be 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:

- Train personnel to support students
- 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
- Implement 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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 171,930

2.96 %

Describe 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.

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

The aforementioned services are principally directed to and will be effective in meeting our identified goals for unduplicated pupils in the eight state priorities. Providing targeted professional development to all staff members is the most effective use of funds to meet our goals. According to a study on Measuring Teacher Effectiveness by the RAND Corporation, teachers matter more to student achievement than any other aspect of schooling. Their research indicates that a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership, on student performance on reading and math tests.

Addendum

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

For school 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, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county 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 juvenile 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 school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter 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 program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration 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 CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include 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 in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/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 challenges 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 expenditures or a 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 this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of 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, the English Learner Parent 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 the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned 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.

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.

New, Modified, Unchanged

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

Goal

State 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?

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may 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. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made 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 for subsequent years.

The 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 \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or 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.

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

Students to be Served

The “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 meeting 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.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “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 or 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 only 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.

For 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 above 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.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “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 schools, 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, use “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.

Location(s)

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 enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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 only 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.

Actions/Services

For 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 ease of reference.

New/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 year 1 of 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.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those 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 goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must 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 as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated 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 to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

For those services being provided on an LEA-wide basis:

- For 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.
- For 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 school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% 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.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The 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
- B. 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.

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;

- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

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

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) 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.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

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

(1) 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-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) 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).

(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).

(d) “Suspension rate” shall be calculated as follows:

(1) 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).

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

(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

(1) 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).

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

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) 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?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) 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?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) 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?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) 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 school level data analysis, etc.)?
- 6) 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?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?