

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
Scholarship Prep Oceanside	Gloria Romero, Executive Director	gromero@scholarshipschools.org 442-262-3249

2017-20 Plan Summary

The Story

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

Scholarship Prep Oceanside is a direct-funded independent charter school, operating in its second year. The San Diego County Board of Education approved the school's charter petition and grades TK through 8 began in the fall of 2017. The name of the school refers to providing scholarship pathways for students through rigorous academics and intensive athletics and arts. Scholarship Prep is committed to closing the achievement gap for all students, specifically foster youth and those underserved. Scholarship Prep creates a culture by which every student adheres to the core tenets of citizenship, leadership, and character. The primary goal is that every student will one day receive a college scholarship, earn a degree, and give back to his or her community. Parents are important partners in the students' achievements.

Scholarship Prep's significant student subgroups consist of 53% Socioeconomically Disadvantaged, 18% English Learners, and 14% Special Education. The predominant student race/ethnicity subgroups at Scholarship Prep are Hispanic (62%) and White (23%). Consistently all students, including specific subgroups, are the target of Scholarship Preps' school-wide learning goals for the Local Control Accountability Plan.

The current enrollment is 317 students, broken down below:

TK: 12

Kindergarten: 47

First Grade: 46

Second Grade: 27

Third Grade: 27

Fourth Grade: 30

Fifth Grade: 30

Sixth Grade: 41

Seventh Grade: 35

Eighth Grade: 22

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Scholarship Prep recognizes that staff development directly affects student academic success, and the school is committed to increasing the instructional skills of teachers and leaders. Professional Development is continuously provided to all staff in the areas of standards, lesson planning, and assessment building. Scholarship Prep provides numerous opportunities for parental involvement, and will continue to include parents in the English Language Advisory Committee and PEP Squad.

Working closely with school stakeholders, four goals have been identified for focus within this three year window:

Goal 1 to be accomplished through four LCAP actions: Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

Goal 2 to be accomplished through six LCAP actions: Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

Goal 3 to be accomplished through three LCAP actions: Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

Goal 4 to be accomplished through four LCAP actions: Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student 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

Our greatest progress this year was in providing an academically rigorous learning environment for all students. Using the CAASPP scores of our students before they enrolled with us to after their first year, the percentage of students meeting or exceeding grade level standards increased by 13% in

ELA and 10% in Math. We attribute that success in part to the standards-aligned instructional materials available to all students (Goal 1), professional development of all teachers (Goal 2), and intervention and tutoring for students with exceptional needs (Goal 2). We plan to build upon that success by continuing to provide focused professional development to teachers, access to support curricula to students, and additional support personnel for students.

We also made a conscious effort to focus on restorative practices and rehabilitation before suspension. While official suspension rates are not yet in, we had a 50% decrease in the number of office referrals from 2017-18 to 2018-19.

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

With only one year of data, Scholarship Prep Oceanside has yet to receive color indicators in any performance category.

Our increased focus this year, though, will be on providing the appropriate academic and social-emotional supports to our students with exceptional needs (students with disabilities, GATE students) and our Foster, Homeless, and English Learners.

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?

Performance Gaps

There are no indicators for which any student group was two or more performance levels below the “all student” performance.

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.

N/A

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.

N/A

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.

N/A

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

Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of staff fully credentialed	100% of staff fully credentialed
100% of students receiving standards-based instructional materials	100% of students receiving standards-based instructional materials
Facility in good repair	Facility in good repair

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
Attract and retain qualified staff to meet goals.	Attracted and retained qualified staff to meet goals.	No additional cost	No additional cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.	Ensured that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.	\$700,370 (Resource 0000, Obj 1100)	[\$830,380

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access)	Standards-aligned instructional materials were available to targeted pupils. (All SPCS students will have access)	\$164,000 (Resource 0060, Obj 4100/4300)	\$76,075

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils	Upgraded facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils.	\$49,000 (Resource 0060, Obj 4400)	\$23,609

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.

Scholarship Prep executive administration and the Principal took an active role in recruiting qualified staff as well as updating the interview process to ensure that only the most highly qualified teachers and staff were hired. The interview process was refined to include thorough paper screening of candidates, multiple interviews with varied stakeholders including model lessons and performance tasks (translation, data analysis, etc.) as applicable, and input from various levels of current employees. Scholarship Prep added an Executive Assistant whose duties include ensuring that all teachers are appropriately credentialed both before an offer of employment is made as well as conducting annual monitoring of current staff credentialing.

Scholarship Prep created and implemented a new teacher evaluation system, more clearly aligned with school goals. The new evaluation system provides for advancement opportunities for current teachers and staff to take on additional roles and leadership positions, helping to maintain a high staff retention level.

Scholarship Prep executive administration and the Principal worked in conjunction to ensure that all students had standards-aligned instructional materials for all subjects. The Principal was instrumental in providing updated enrollment numbers at least weekly to allow for the correct number of print materials and digital licenses to be ordered. Scholarship Prep also added three new sets of curricula and support materials based on teacher and student need and desire (Raz-Kids to support TK-3rd grade reading skills, Flocabulary to support TK-8th grade vocabulary acquisition and core content support, and Freckle Science curriculum for 6th – 8th grade science instruction).

The Chief Operating Officer, along with the Lead Custodian, conduct regular facilities walkthroughs to identify any issues that needed to be corrected as well as areas that could be improved to provide better service to students. The installation of security fencing, installation of filtered water dispensers, and interior painting were part of this year's facilities upgrades.

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

A comparison of the Planned Actions/Services with the Actual Actions/Services shows these efforts were highly effective in achieving the articulated goal as all Expected Outcomes were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not material.

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.

We have redesigned our teacher evaluation system to more closely align with LCAP expected outcomes and the Scholarship Prep instructional model. The new evaluation tools consists of 4 domains (planning, behavior management, instruction, and professionalism), accounts for teacher self-scoring, and is based on a 4-point rubric for all indicators. Teachers received training on the rubric and all classroom observations were conducted using the rubric. We have included an expected annual measurable outcome for teacher performance on the evaluation system under Goal 1.

Goal 2

Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CAASPP ELA % Standard Met/Exceeded – Baseline + 4%	CAASPP ELA % Standard Met/Exceeded – All students 49%
CAASPP Math % Standard Met/Exceeded – Baseline + 4%	CAASPP Math % Standard Met/Exceeded – All students 48%
CAST % suggesting <i>considerable</i> understanding - All students baseline + 4%	CAST % suggesting <i>considerable</i> understanding – Baseline scores not yet available
ELPAC Annual Assessment overall scale score average – Baseline + 25 points	ELPAC Annual Assessment overall scale score average – Baseline set at 1499
ELAC meetings held – 6 times	ELAC meetings held – 6 times
Student technology access - Chromebooks for all students in grades 2-8, one class set for rotations in grades K and 1.	Student technology access - Chromebooks for all students in grades 2-8, one class set for rotations in grades K and 1.

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
Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.	Refined State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.	\$16,000 (Resource 0600, Obj 5200)	\$10,638

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to technology, utilizing standards to plan instruction for all students, including English Learners.	Increased access to technology, utilizing standards to plan instruction for all students, including English Learners.	\$49,000 (Resource 0000, Obj 4310)	\$23,953

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.	Planned and implemented PLCs and grade level meetings with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.	\$40,000 (Resource 0000, Obj 1110 %)	\$28,224

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention sessions and tutoring as needed to students with exceptional needs.	Provided intervention sessions and tutoring to students with exceptional needs.	\$10,000 (Obj 1150)	\$11,340

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer a variety of Non-Core classes to all students before, during and after school at no cost.	Offered a variety of Non-Core classes to all students before, during and after school at no cost.	\$60,721 (Obj 2900)	\$102,035

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Prepare and administer appropriate assessments to monitor student progress in goal areas.	Prepared and administered appropriate assessments to monitor student progress in goal areas.	\$8,900 (Resource 0060, Obj 4310)	\$677

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.

Scholarship Prep added four (4) pupil free professional development days to the yearly calendar in order to provide additional time to support teachers in many areas, including the creation of interdisciplinary cross-curricular projects. The teaching staff of the Santa Ana campus collaborated with their grade alike peers from the Oceanside campus to ensure that all teachers were having grade-level specific conversations around curriculum, State Standards, and unit planning.

Scholarship Prep provided Chromebooks for student use in all grade levels. Chromebooks were used on at least weekly basis to access standards based instructional resources from a variety of purchased vendors.

Scholarship Prep used the aforementioned pupil free professional development days to deep-dive into supporting English Learners at all grade levels. The Chief Academic Officer, Principal, and teacher leaders led multiple working sessions, at these pupil free days and other meetings, on integrated and designated ELD, writing ELD objectives, using graphic organizers and sentence stems to support English Learners, and how to use ELPAC scores to plan instruction.

Scholarship Prep continued the practice of offering intervention and tutoring as needed. An additional support this year was the Resident Sub, a position created to assist with running intervention programs for students not meeting grade level standards as well as English Learners.

Scholarship Prep continued the practice of offering a non-core elective classes to students at no cost. The athletics offering were changed to offer more equitable access to both male and female students.

Scholarship Prep continued to train teachers on the SBAC portal as well as the administration of Interim Assessments. Multiple professional development sessions were devoted to analyzing the data, adjusting instructional plans, and aligning resources to better prepare all subgroups and individual students to make progress.

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

A comparison of the Planned Actions/Services with the Actual Actions/Services shows these efforts were highly effective in achieving the articulated goal as all Expected Outcomes were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not material.

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.

We made two changes to bolster our tracking of our progress with ELs and they are found under Goal 2. The changes are modifying a measurable outcome from the ELPAC Annual scale score average to the percentage of ELs making progress toward English Language proficiency as measured by the ELPAC, adding an outcome of EL students reclassifying.

We also added two new actions specifically for ELs and one for primary students to be found under Goal 2. The EL specific actions are to provide intervention services to ELs specifically and to promote English Language Development through Integrated and Designated ELD. The final new action is to administer the NWEA assessment to students in grades K-2. This will allow us to more accurately prefer students for the CAASPP as well as to give an objective measure of student performance.

Goal 3

Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Family participation in annual LCAP survey – Baseline	Family participation in annual LCAP survey – 59%
Family participation in informational Parent Meetings (Coffee with Founders, Principal meetings, Pep Squad) – Baseline	Family participation in informational Parent Meetings (Coffee with Founders, Principal meetings, Pep Squad) – 24% at one or more meetings

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
Engage stakeholders to maintain educational program.	Engaged stakeholders to maintain educational program.	No additional cost	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schedule parent meetings based on Scholarship Prep’s educational philosophy, including meetings discussing cyber safety and social-emotional needs.	Held parent meetings based on Scholarship Prep’s educational philosophy, including meetings discussing cyber safety and social-emotional needs.	No additional cost	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct annual Parent Survey.	Conducted annual Parent Survey.	No additional cost	

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.

Scholarship Prep engaged stakeholders, especially parents, in a number of new or improved ways. As part of our project-based learning pedagogy, teachers improved their outreach to and inclusion of community members in their project planning and presentations. Scholarship Prep held parent meetings on a number of issues including suicide prevention, supporting English Learners in the classroom and cyber-safety.

Scholarship Prep amended the manner in which the annual Parent Survey was conducted, sending it home with students in their home language as a non-graded homework assignment.

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

A comparison of the Planned Actions/Services with the Actual Actions/Services shows these efforts were highly effective in achieving the articulated goal as all Expected Outcomes were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not material

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.

While we are consistently engaging families of students in all subgroups, we wanted to ensure that unduplicated students as well as those with exceptional needs are actively engaged in the educational process and that we are tracking our success in engaging those families on campus. Therefore we added two new measurable outcomes under Goal 3 to account for parent participation of unduplicated pupils and students with exceptional needs. We also added a new action under Goal 3 for conducting events for parents of students with exceptional needs.

Goal 4

Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Hold at least monthly safety/emergency drills – 12 held	Hold at least monthly safety/emergency drills – 12 held
Students receiving office referrals - \leq baseline	Students receiving office referrals - 8
Suspension rates – All students (\leq 6.7%); Students with Disabilities (\leq 15.4%)	Suspension rates – All students (1.3%); Students with Disabilities (8.9%)
Average Daily Attendance Rate – All students (at least 97%);	Average Daily Attendance Rate – All students (97%);

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
Prioritize and track daily attendance with all students.	Prioritized and tracked daily attendance with all students.	No additional cost	\$35,571

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Emphasizing campus safety to all stakeholders through monthly practice drills.	Emphasized campus safety to all stakeholders through monthly practice drills.	No additional cost	\$2,600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.	Maintained consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.	No additional cost	\$3,120

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development in School Climate to support staff.	Provided professional development in School Climate to all staff, including support staff.	No additional cost	\$490

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.

Scholarship Prep continued to promote the importance of prompt daily attendance at multiple meetings and in multiple modes of communication by teachers, staff, and administration. Awards were given to students with perfect attendance. Office staff worked directly with school administrators to monitor absenteeism and student tardies.

Scholarship Prep updated its safety plan and drill procedures as this school year was the first that Scholarship Prep was the sole tenant in the building during the school day,

Scholarship Prep updated its web page with more direct access to pertinent information, including one-click access to Board meeting materials. Teachers continued sending home weekly newsletters and the Principal monitored placement of newsletters on individual teacher webpages to allow for at least two avenues of access.

Scholarship Prep provided professional development in school climate to support staff as a whole and follow-up meetings individually as needed.

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

A comparison of the Planned Actions/Services with the Actual Actions/Services shows these efforts were highly effective in achieving the articulated goal as all Expected Outcomes were met. There is still much room for improvement in the suspension rate for students with disabilities. We will continue MTSS training and ensure that all full-time special education staff receive SELPA professional training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds for website development and hosting were added

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.

We added additional measureable outcomes to Goal 4 to more accurately reflect the internal numbers that we already track, including expulsion rate, chronic absenteeism rate, and middle school dropout rate.

We also added new actions to support our efforts to provide a positive, safe school climate. The new actions are to provide intense support services to our foster and homeless youth, redesign the after school program, and expand our MTSS efforts to support students at all 3 tiers of need.

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?

Scholarship Prep was intent on consulting with as many stakeholders as possible during the LCAP planning process. We made sure to meet with representatives of the targeted student populations served through the LCAP, including the students themselves. We also started the engagement timeline sooner in the year to better utilize stakeholder feedback in LCAP development.

The Scholarship Prep process included presenting an overview of the current funding model (LCFF), a review of previous year's efforts, and the goals, metrics, and actions. The information was presented through multiple avenues including Board Meetings, Coffee with the Founders, Pep Squad meetings with parents, ELAC meetings student assemblies, ASB meetings, and staff meetings.

In the Spring of 2019, the LCAP annual survey was provided to all stakeholders to complete. A majority of the questions in the survey are directly aligned to the 8 Basic State Priorities that are asked to be addressed in the LCAP. Stakeholders were also asked to select the top 3 state priorities on which we should spend funds to address. Multiple methods were used to facilitate parent completion of the survey, including providing a link on our website and social media pages, sending home paper versions, and allowing parents to complete the survey during on-campus meetings. Data from the survey and stakeholders' meetings was reviewed, shared with stakeholders, and discussed as a site administrative team. High priority status pertaining to student achievement, student engagement, and school climate was based upon the survey results. This information was compiled and the Annual LCAP Update was adjusted based on these identified needs. The Scholarship Prep Board of Directors reviewed the LCAP for final approval during an open Board Meeting on June 18, 2019.

Many parents and other stakeholders who participated represented the diversity of the school including all significant subgroups. These participants also had a diverse array of experiences and opinions about the school. Parents and other stakeholders were also asked to share their thoughts on the school's successes and challenges, especially focusing on what they considered important to the academic achievement of their students.

Impact on LCAP and Annual Update

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

Parent, teacher, student, and board satisfaction with progress toward LCAP goals, and with the direction of the school as defined by the LCAP, inform and direct the development of each LCAP. Emphasis on particular schoolwide needs and the desires of stakeholder groups create the LCAP goals. Student achievement and school culture data inform the development of the LCAP and serve as guiding information for all stakeholders in contributing to the development and review of the LCAP.

Scholarship Prep utilized stakeholders' input to directly assist in the development and review of the annual LCAP. Through this engagement and various feedback meetings, the annual survey that aligned to the 8 State Priorities allowed site leaders, staff, students, parents, and any additional stakeholders the opportunity to directly weigh in on the forming and review of the LCAP. Multiple recurring themes emerged during our feedback sessions with stakeholders, with the most common being:

The need for additional staff members to support at-risk students;

Providing additional interventions for English Learners; and

Increasing the wrap-around services for foster and homeless youth and their families.

These common feedback points directly impacted our LCAP and resulted in the addition of multiple new measurable outcomes and actions:

Teacher competency on evaluation rubric (Goal 1 metric);

EL reclassification rate (Goal 2 metric);

Hiring an Intervention Lead to provide support for ELs (Goal 2 action);

Promoting accelerated English Language Development through Designated ELD (Goal 2 action);

Administering the NWEA assessment in K-2 (Goal 2 action);

Separate goals for parent participation of unduplicated students and students with exceptional needs (Goal 3 metrics);

Providing services to Foster and Homeless Youth through a Services Coordinator (Goal 4 action);

Redesigning after school care (Goal 4 action); and

Supporting school culture and restorative practices through a Dean of Culture (Goal 4 action).

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)

Unchanged Goal

Goal 1

Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (Basic)

Local Priorities:

Identified Need:

To ensure that basic services are being met, there is a need to ensure that all students have sufficient access to standards-aligned instructional materials, receive instruction from teachers who are appropriately assigned and fully credentialed, and attend a school facility that is maintained in good repair.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff certifications	n/a – Year 1 in progress	Staff members not having a clear credential will decrease annually.	100% of staff fully credentialed	100% of staff appropriately assigned and fully-credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers scoring a cumulative 3.0 or higher on evaluation rubric			71%	80%
Percentage of students receiving standards-based instructional materials	n/a	100% of students	100% of students	100% of students
School facility maintained and in good repair/ Monthly and annual site inspection documents	n/a – Year 1 in progress	Facility in good repair.	Facility in good repair.	Facility in good repair.

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):

[Add Students to be Served selection here]

[Add Location(s) selection here]

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 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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Attract and retain qualified staff to meet goals.

2018-19 Actions/Services

Attract and retain qualified staff to meet goals.

2019-20 Actions/Services

Attract and retain qualified staff to meet goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	\$750.00
Source			LCFF Supp/Conc Grant
Budget Reference			Resource 0060, Obj 5800

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

New

2017-18 Actions/Services

Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.

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

Unchanged

2018-19 Actions/Services

Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.

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

Unchanged

2019-20 Actions/Services

Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$585,883 (cert teachers)	\$700,370 (cert teachers)	\$1,111,758
Source	LCFF Base Grant	LCFF Base Grant	LCFF Base Grant
Budget Reference	Resource 0000, Obj 1100	Resource 0000, Obj 1100	Resource 0000, Obj 1100

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access)

2018-19 Actions/Services

Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access)

2019-20 Actions/Services

Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,119	\$164,000	\$226,172
Source	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference	Res. 0060, Obj 4100/4300	Res. 0060, Obj 4100/4300	Federal CSP grant and Supp/Concentration, Obj 4100/4300

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils

2018-19 Actions/Services

Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils

2019-20 Actions/Services

Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,471	\$49,000	\$137,500
Source	LCFF Supp/Conc. Grant	LCFF Supp/Conc. Grant	Federal CSP grant
Budget Reference	Resource 0060, Obj 4400	Resource 0060, Obj 4400	Resource 0060, Obj 4400

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

Modified Goal

Goal 2

Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), 8 (Other Pupil Outcomes)
Local Priorities:

Identified Need:

To achieve academic success for all students on state mandated assessments, there is a need to:

- Increase academic proficiency in ELA and Mathematics (CAASPP);
- Increase academic proficiency in Science (CAST);
- Implement State Standards and provide students with materials and technology;
- Embed English Language Development (ELD) Standards for an inclusion program;
- Provide training for our English Language Proficiency Assessment (ELPAC) Coordinator;
- Refine the objectives and goals of the English Learner Advisory Council; and
- Provide ongoing staff support and professional development.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA % Standard Met/Exceeded		All students 49%	All students 53%	All students 57%
CAASPP Math % Standard Met/Exceeded		All students 38%	All students 42%	All students 46%
CAST % suggesting <i>considerable</i> understanding		n/a	All students baseline%	All students baseline + 4%
Percentage of ELs making progress toward EL proficiency as measured by the ELPAC			Baseline	Baseline +4%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)			29%	33%
ELAC meetings held		4 times	6 times	8 times
Student technology access		Chromebooks for all students in grades 2-8	Chromebooks for all students in grades 2-8, one class set for rotations in grades K and 1.	Chromebooks for all students in grades 2-8, two class sets for rotations in grades K and 1.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of K-2 Students Meeting Early Literacy Benchmarks/ NWEA assessments				Baseline

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.

2018-19 Actions/Services

Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.

2019-20 Actions/Services

Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,267	\$16,000	\$20,000
Source	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference	Resource 0060, Obj 5200	Resource 0060, Obj 5200	Resource 0060, Obj 5200

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Increase access to technology, utilizing standards to plan instruction for all students, including English Learners.

2018-19 Actions/Services

Increase access to technology, utilizing standards to plan instruction for all students, including English Learners.

2019-20 Actions/Services

Increase access to technology, utilizing standards to plan instruction for all students, including English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,471	\$49,000	\$116,820
Source	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant/Fed CSP
Budget Reference	Res. 0060, Obj 4310	Res. 0060, Obj 4310	Res. 0060, Obj 4400

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.

2018-19 Actions/Services

Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.

2019-20 Actions/Services

Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	\$29,256
Source			LCFF Supp/Concentration
Budget Reference			Resource 0060, Obj 1100 (%)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide intervention sessions and tutoring as needed to students with exceptional needs.

2018-19 Actions/Services

Provide intervention sessions and tutoring as needed to students with exceptional needs.

2019-20 Actions/Services

Provide intervention sessions and tutoring as needed to students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,670	\$10,000	\$15,000
Source	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference	Obj 1150	Obj 1150	Obj 1150

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Offer a variety of Non-Core classes to all students before, during and after school at no cost.

2018-19 Actions/Services

Offer a variety of Non-Core classes to all students before, during and after school at no cost.

2019-20 Actions/Services

Offer a variety of Non-Core classes to all students before, during and after school at no cost.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,161	\$60,721	\$171,230
Source	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference	Obj 2900	Obj 2900	Obj 2900

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

2017-18 Actions/Services

Prepare and administer appropriate assessments to monitor student progress in goal areas.

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

Unchanged

2018-19 Actions/Services

Prepare and administer appropriate assessments to monitor student progress in goal areas.

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

Unchanged

2019-20 Actions/Services

Prepare and administer appropriate assessments to monitor student progress in goal areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$8,900	\$8,900
Source		LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference		Res. 0060, Obj 4310	Res. 0060, Obj 4310

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Scope of Services:

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

Limited to Unduplicated Student Groups

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide intervention and support services to English Learners through the Intervention Lead/Resident Sub.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$43,206
Source			Supplemental/Concentration funds
Budget Reference			Object 1130

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):

[Add Students to be Served selection here]

[Add Location(s) selection here]

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

Limited to Unduplicated Student Groups

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	No additional costs
Source	<input type="text"/>	<input type="text"/>	<input type="text"/>
Budget Reference	<input type="text"/>	<input type="text"/>	<input type="text"/>

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Prepare and administer NWEA Reading and Math assessments to students in grades K-2 to monitor student achievement and progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$2,000

Year	2017-18	2018-19	2019-20
Source			LCFF Supp/Con
Budget Reference			Object 4310

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Administer the Naglieri Nonverbal Test of Ability to all students in 3rd grade to identify students qualifying for gifted education program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			No additional cost
Source			
Budget Reference			

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

Unchanged Goal

Goal 3

Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 (Parent Involvement)

Local Priorities:

Identified Need:

To achieve positive parental involvement, there is a need to:

- Provide training on Scholarship Prep’s educational philosophy and programs;
- Collect feedback through the annual LCAP parent survey;
- Offer additional events at which parents can participate or provide feedback;
- Communicate opportunities for involvement and attendance at student recognition ceremonies; and
- Communicate opportunities for involvement and attendance at various school events.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family participation in annual LCAP survey		28% family participation	50% family participation	75% family participation
Family participation in informational Parent Meetings (Coffee with Founders, Principal meetings, Pep Squad)		21% family participation at one or more meetings	33% family participation at one or more meetings	40% family participation at one or more meetings
Goal for parent participation in programs for				50% family participation at one or more meetings

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
unduplicated pupils				
Goal for parent participation in programs for individuals with exceptional needs				50% family participation at one or more meetings

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Engage stakeholders to maintain educational program.

2018-19 Actions/Services

Engage stakeholders to maintain educational program.

2019-20 Actions/Services

Engage stakeholders to maintain educational program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	\$2,500
Source			LCFF Supp/Conc Grant
Budget Reference			Obj 5300

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Schedule parent meetings based on Scholarship Prep's educational philosophy.

2018-19 Actions/Services

Schedule parent meetings based on Scholarship Prep's educational philosophy, including meetings discussing cyber safety and social-emotional needs.

2019-20 Actions/Services

Schedule parent meetings based on Scholarship Prep's educational philosophy, including meetings discussing cyber safety and social-emotional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

2017-18 Actions/Services

Conduct annual Parent Survey.

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

Unchanged

2018-19 Actions/Services

Conduct annual Parent Survey.

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

Unchanged

2019-20 Actions/Services

Conduct annual Parent Survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Schedule parent meetings based on specific issues pertinent to students with exceptional needs (GATE, students with disabilities, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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

Unchanged Goal

Goal 4

Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (Pupil Engagement), 6 (School Climate)

Local Priorities:

Identified Need:

To achieve a positive, safe school climate, there is a need to:

- Follow established safety/emergency procedures;
- Maintain a low annual suspension rate for all students and significant subgroups;
- Maintain a high daily average attendance rate for all students and significant subgroups;
- Provide professional development;
- Provide parent and student education meetings around the use of social media and the impact on the classroom; and
- Engage in continued learning around best supporting students with disabilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hold at least monthly safety/emergency drills		10 safety/emergency drills held	12 safety/emergency drills held	12 safety/emergency drills held
Students receiving office referrals		17 students receiving office referrals	12 students receiving office referrals	8 students receiving office referrals
Suspension rates		All 3.1% Students with Disabilities 6.3%	All 1.6% Students with Disabilities 3.2%	All 1.0% Students with Disabilities 1.0%
Expulsion rate				0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate		All 97% Foster 97% Homeless 97%	All 97% Foster \geq 97% Homeless \geq 97%	All 97% Foster \geq 97% Homeless \geq 97%
Chronic absenteeism rate				5.5%
Middle school dropout rate				All 0%
Special Education staff (full-time) participation in SELPA professional learning offerings				100%

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Prioritize and track daily attendance with all students.

2018-19 Actions/Services

Prioritize and track daily attendance with all students.

2019-20 Actions/Services

Prioritize and track daily attendance with all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	\$46,857
Source			LCFF General Fund
Budget Reference			Object 2400

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Unchanged

2017-18 Actions/Services

Emphasizing campus safety to all stakeholders through monthly practice drills.

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

Unchanged

2018-19 Actions/Services

Emphasizing campus safety to all stakeholders through monthly practice drills.

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

Unchanged

2019-20 Actions/Services

Emphasizing campus safety to all stakeholders through monthly practice drills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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):

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

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, and 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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.

2018-19 Actions/Services

Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.

2019-20 Actions/Services

Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide Professional Development in School Climate to support staff.

2018-19 Actions/Services

Provide Professional Development in School Climate to support staff.

2019-20 Actions/Services

Provide Professional Development in School Climate to support staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

Foster Youth and Low Income

Scope of Services:

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

Limited to Unduplicated Student Groups

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide services and supports to Foster and Homeless students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed through the Homeless and Foster Youth Services Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$6,500
Source			Title I
Budget Reference			Object 2900 Resource 3010

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Redesign the After School Program personnel and offerings to provide a more rigorous and structured learning environment to ensure targeted students are receiving proper academic support and intervention immediately after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	No additional cost.
Source	<input type="text"/>	<input type="text"/>	<input type="text"/>
Budget Reference	<input type="text"/>	<input type="text"/>	<input type="text"/>

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Engage in external and internal professional development on the Multi-Tiered System of Supports (MTSS) to target the needs of all students and especially those with specific needs such as Special Education, English Learner Provide Professional Development in School Climate to support staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			No additional cost
Source			

Year	2017-18	2018-19	2019-20
Budget Reference			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide a Dean of Culture to assist with professional development on school culture, maintaining the character education program, and providing support on restorative practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$78,930
Source			LCFF Supp/Conc
Budget Reference			Object 1300

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)

Students with Disabilities

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)

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	No additional cost
Source	<input type="text"/>	<input type="text"/>	<input type="text"/>
Budget Reference	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

\$ 445,708

11.86%

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).

Scholarship Prep's target proportionality percentage for 2019-20 is 11.86%. Services and supports for unduplicated students will be increased and improved by at least 11.86%, as compared to services and supports provided to all students. This represents \$445,708 in supplemental and concentration funds. We will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately \$445,708. In addition, improved services will also be provided for focus students to promote equity and excellence for all students, in all schools as described below. The 2019-20 LCAP identifies various areas in which services are improved or increased for the targeted youth in the LCFF. Specifically, the District is intending to shift base program practices to align more directly with the intended targeted student populations of the LCFF. This effort required District personnel to redefine programs with practices and positions that directly support low-income, English learner and foster youth students in the areas of professional development, academic supports, additional personnel, and other programs that will better serve our targeted student population.

Teacher competency on evaluation rubric (Goal 1 metric): Increasing staff competency in planning, classroom management, instruction, and professionalism will result in improved outcomes for all students, but especially unduplicated pupils.

Hiring an Intervention Lead to provide support for ELs (Goal 2 action) and Promoting accelerated English Language Development through Designated ELD (Goal 2 action): These two actions are designed to provide targeted support to our English Learners through an additional teacher and an improved scheduling structure.

EL reclassification rate (Goal 2 metric): It is imperative that we track the success of the above Goal 2 actions and provide data on student progress towards English Language mastery.

Administering the NWEA assessment in K-2 (Goal 2 action): Administering the assessment in the lower grades will allow us to more accurately and much earlier diagnose students not meeting grade level standards and therefore being in need of extra supports.

Separate goals for parent participation of unduplicated students and students with exceptional needs (Goal 3 metrics): While we track all parent participation, we recognize that we must separately identify and track our families of students who have special needs or are unduplicated. Offering meetings and programs specifically tailored to their needs is a priority.

Providing services to Foster and Homeless Youth through a Services Coordinator (Goal 4 action): As some of our most vulnerable students, our foster and homeless youth have needs that are germane to them only. Hiring a qualified staff member to compile and provide resources is essential to their success.

Redesigning after school care (Goal 4 action) and Supporting school culture and restorative practices through a Teacher On Special Assignment (Goal 4 action): These two actions are designed to provide targeted school culture support for students through an additional staff member and an improved after school program.

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 239,007

Percentage to Increase or Improve Services:

10.20 %

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](#)).

We are substantially increasing overall certificated and classified staffing to provide increased services on a schoolwide basis for unduplicated pupils. Dedicated instruction in ELD is expected to increase the number of EL students being re-designated, to increase EL student performance, and to reduce the amount of time students spend as EL students before re-designating.

We are also continually dedicated to providing mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all of our unduplicated pupil population are fully served and that all Supplemental and Concentration Grant funds are expended on increased or improved services to unduplicated pupils on a schoolwide basis.

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?