**Introduction:**

**LEA:** Oak Park Preparatory Academy                                                                 **LCAP Year:** 2016-2017

**Contact (Name, Title, Email, Phone Number):**
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*Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

*State Priorities*

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

*A. Conditions of Learning:*

*Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

*Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

*Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

*Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926.  (Priority 9)*

*Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.  (Priority 10)*

*B. Pupil Outcomes:*

*Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

*Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

*C. Engagement:*

*Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups.  (Priority 3)*

*Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

*School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1:  Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:**  Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2.  In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1)  How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6)  What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

| Involvement Process | Impact on LCAP |
|---|---|
| A.  Website | Information on LCFF and the LCAP was shared with parents, community, teachers and staff via the school with an article under "Latest News" and "Governance.  The article included a link to background information (overview PowerPoint presentation), invited parents to attend an informational meeting (as part of the first School Site Council meeting) and asking for feedback via a survey. |
| B.  School Site Council Meetings<br>   • Fall 2015<br>   • Spring 2016 | The School Site Council is comprised teachers, staff, parents, administrators and community representatives.  The fall School Site Council meeting served as an introduction to LCFF, the LCAP and the state priorities.   The group discussed the process for gathering stakeholder input as well as drafting the plan and provided input.  At the spring meeting, the School Site Council provided input on the plan for the following school year. The group also suggested additional strategies and actions. Feedback from the School Site Council was used to inform the addition and deletion of a number of strategies under each goal as well as to provide further definition and/or examples. |
| C.  Surveys<br>   • Parents and Families<br>   • Teachers and Staff<br>   • Students | St. HOPE Public Schools developed an online survey (which was also available in hard copy) that asked respondents to identify the resources and services that best support each of the state priority area. The survey results helped inform and affirm areas of need as well as key strategies and actions for making progress towards goals. |

| D. Staff Meetings<br>    • Fall 2015<br>    • Spring 2016 | The school dedicated two regularly scheduled weekly staff meetings to informing, educating and gathering input from teachers and staff about the LCAP. The fall meeting served as an introduction to LCFF, the LCAP and the state priorities. The group discussed the process for gathering stakeholder input as well as drafting the plan and provided input. The meeting was lead by the superintendent and school leader. The spring meeting began by reviewing survey data and discussing priority needs and goals. This was followed by small group sessions in which individuals and teams identified potential metrics, strategies and key actions for each goal. Many of the metrics, strategies and activities identified were incorporated into the school's plan. |
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**Annual Update:**
Throughout the 2015-16 school year:

Though out the school year parents were provided updates on school events, educational program, parent meetings, student activities, school policies and procedures, and important announcements via School Site council and Parent Village Meetings

Parents served on decision making groups including, Board of Directors and hiring committees for Superintendent

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and

describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

| GOAL: | Ensure all students graduate prepared to attend and succeed at a four-year college/university | Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _Board Goals_____ |
|---|---|---|

| Identified Need : | Increase the percent and number of students demonstrating they are college ready in reading, writing, math, and social studies. Increase student engagement Metrics: • Performance on CAASP • CELDT • Annual student survey • Student retention • Service project completion rate • Increased enrichment activities |
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| Goal Applies to: | Schools: Oak Park Preparatory |
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| | Applicable Pupil Subgroups: All |

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | • Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year • All English learners will be demonstrate or make progress towards English Proficiency • The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80% • Maintain an ADA of 95% or better • Increase student retention yearly until reaching at least 90% for students who are enrolled on census day • 1 per semester after school and field lessons opportunities • Scholars will demonstrate a commitment to service by completing required community service hours |
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| Actions/Services | Scope of | Pupils to be served within identified scope of service | Budgeted |
|---|---|---|---|

| | Service | | Expenditures |
|---|---|---|---|
| **Provide CCSS-aligned curriculum, assessments and high quality instruction.**<br>• Identify benchmarks<br>• Assess curriculum, identify gaps & develop/order new curriculum as needed<br>• Collaborate with Sac High teachers to ensure vertical alignment<br>• Assess instructional materials, identify gaps, order new materials as needed<br>• | LEA-wide | X ALL<br>------------------------------------------------------------------<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Certificated Staff Salaries 669,083.94 |
| **Provide individual and team-focused professional development and support for teachers, staff and administrators.**<br>• Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture<br>• Provide teachers with training and support in reading and writing (how to standardize school-wide)<br>• Develop forum for teachers to share best practices and collaborate with educators | LEA-wide | X ALL<br>------------------------------------------------------------------<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Administrator Salary (Classified)<br><br>$95,000 |
| **Strengthen infrastructure for ongoing analysis of student performance and progress.**<br>• Create (or select) CCSS aligned EOY and benchmark assessments<br>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas | LEA-wide | X ALL<br>------------------------------------------------------------------<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| **Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.**<br>• Implement reading intervention program<br>• Implement math intervention program<br>• Incorporate a variety of instructional strategies that support multiple learning modalities<br>• Switch middle school schedule (students rotate from class to class)<br>• Strengthen elective program | LEA-wide | X ALL<br>------------------------------------------------------------------<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Curriculum $11,000 |

- Expand accelerated learning options (e.g. honors math)
- Expand after school summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visitors)

| **LCAP Year 3**: 2017-18 | | |
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| Expected Annual Measurable Outcomes: | <ul><li>Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year</li><li>All English learners will be demonstrate or make progress towards English Proficiency</li><li>The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%</li><li>Maintain an ADA of 95% or better</li><li>Increase student retention yearly until reaching at least 90% for students who are enrolled on census day</li><li>1 per semester after school and field lessons opportunities</li><li>Scholars will demonstrate a commitment to service by completing required community service hours</li></ul> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Provide CCSS-aligned curriculum, assessments and high quality instruction.**<br>• Identify benchmarks<br>• Create CCSS aligned benchmark assessments (EOY and iterim)<br>• Assess curriculum, identify gaps & develop/order new curriculum as needed<br>• Collaborate with Sac High teachers to ensure vertical alignment<br>• Assess instructional materials, identify gaps, order new materials as needed | LEA-wide | X ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Certificated Staff Salaries<br>$735,992 |
| **Provide individual and team-focused professional development and support for teachers, staff and administrators.**<br>• Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture<br>• Provide teachers with training and support in reading and writing (how to standardize school-wide)<br>• Develop forum for teachers to share best practices and collaborate with educators | | __ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Administrator Salary (Classified)<br><br>$99,750 |
| **Strengthen infrastructure for ongoing analysis of student** | | __ALL | |

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| **performance and progress.**<br>• Create (or select) CCSS aligned EOY and benchmark assessments<br>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| **Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.**<br>• Implement reading intervention program<br>• Implement math intervention program<br>• Incorporate a variety of instructional strategies that support multiple learning modalities<br>• Switch middle school schedule (students rotate from class to class)<br>• Strengthen elective program<br>• Expand accelerated learning options (e.g. honors math)<br>• Expand after school summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visitors) | | __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Curriculum<br>$11,000 |

| **LCAP Year 4**: 2017-18 |
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| Expected Annual Measurable Outcomes: | • Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year<br>• All English learners will be demonstrate or make progress towards English Proficiency<br>• The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%<br>• Maintain an ADA of 95% or better<br>• Increase student retention yearly until reaching at least 90% for students who are enrolled on census day<br>• 1 per semester after school and field lessons opportunities<br>• Scholars will demonstrate a commitment to service by completing required community service hours |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Provide CCSS-aligned curriculum, assessments and high quality instruction.**<br>• Identify benchmarks<br>• Create CCSS aligned benchmark assessments (EOY and iterim)<br>• Assess curriculum, identify gaps & develop/order new curriculum as needed<br>• Collaborate with Sac High teachers to ensure vertical | LEA-wide | X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Certificated Staff Salaries<br>$772,791 |

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| alignment<br>• Assess instructional materials, identify gaps, order new materials as needed | | | | |
| **Provide individual and team-focused professional development and support for teachers, staff and administrators.**<br>• Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture<br>• Provide teachers with training and support in reading and writing (how to standardize school-wide)<br>• Develop forum for teachers to share best practices and collaborate with educators | LEA-wide | X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | Administrator Salary (Classified) $99,750 |
| **Strengthen infrastructure for ongoing analysis of student performance and progress.**<br>• Create (or select) CCSS aligned EOY and benchmark assessments<br>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas | LEA-wide | X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| **Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.**<br>• Implement reading intervention program<br>• Implement math intervention program<br>• Incorporate a variety of instructional strategies that support multiple learning modalities<br>• Switch middle school schedule (students rotate from class to class)<br>• Strengthen elective program<br>• Expand accelerated learning options (e.g. honors math)<br>• Expand after school summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visitors) | LEA-Wide | X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | | Curriculum $11,000 |

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| **GOAL:** | **Ensure all students are educated in learning environments that are clean, healthy, and safe** | Related State and/or Local Priorities:<br>1X  2__  3__  4X 5X 6__  7__  8X<br>COE only:  9__  10__<br>Local : Specify _Board Goals_____ |

| Identified Need : | Improve school safety, facilities, and culture<br><br>Metrics:<br>• Annual student, staff, and parent survey<br>• Safety and cleanliness inspections | | | |
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| Goal Applies to: | Schools:      Oak Park Preparatory Academy | | | |
| | Applicable Pupil Subgroups:      All | | | |

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | • Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90%<br>• Conduct monthly school safety and cleanliness inspections and drills | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.**<br>• Revise and strengthen Culture Week<br>• Implement new student home visit program<br>• Strengthen homeroom and advisory program curriculum (include character development component)<br>• Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Deans Salaries (Classified) $90,359 |
| **Provide cleaner and better maintained facilities.**<br><br>• Conduct monthly cleanliness and safety walk inspections and drills<br>• Hold quarterly campus clean-up days | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

**LCAP Year 3**: 2017-18

| 8Expected Annual Measurable Outcomes: | • Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90%<br>• Conduct monthly school safety and cleanliness inspections and drills<br>. | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.**<br>• Revise and strengthen Culture Week<br>• Implement new student home visit program<br>• Strengthen homeroom and advisory program curriculum (include character development component)<br>• Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Deans Salaries (Classified) $94,876 |
| **Provide cleaner and better maintained facilities.**<br><br>• Conduct monthly cleanliness and safety walk inspections and drills<br>• Hold quarterly campus clean-up days | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| **LCAP Year 4**: 2018-19 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | • Increase the percentage of staff, students and parents who state on the annual survey who report  that the campus is safe and has a positive school culture annually until it reaches at least 90%<br>• Conduct monthly school safety and cleanliness inspections and drills | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.**<br>• Revise and strengthen Culture Week<br>• Implement new student home visit program<br>• Strengthen homeroom and advisory program curriculum (include character development component)<br>• Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Deans Salaries (Classified) $99,619 |
| **Provide cleaner and better maintained facilities.** | LEA-wide | X ALL | |

| | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ |
| --- | --- |
| • Conduct monthly cleanliness and safety walk inspections and drills<br>• Hold quarterly campus clean-up days | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ |

| **GOAL:** | **Empower parents and families to become more actively engaged in supporting their child(ren)'s education** | Related State and/or Local Priorities:<br>1__  2__  3X  4X  5X  6__  7__  8X<br>COE only:  9__  10__<br>Local : Specify _____ |
| --- | --- | --- |

| Identified Need : | Increase opportunities for parent involvement as well as participation<br><br>Metrics:<br>• Parent survey completion rate<br>• Parent trainings offered<br>• Parent participation hours |
| --- | --- |

| Goal Applies to: | Schools:    Oak Park Preparatory Academy |
| --- | --- |
| | Applicable Pupil Subgroups:    All |

| **LCAP Year 2:** 2016-17 |
| --- |

| Expected Annual Measurable Outcomes: | • Increase the percentage of families completing parent survey annually until it reaches at least 75% |
| --- | --- |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| --- | --- | --- | --- |
| **Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.**<br><br>• Distribute weekly parent communication (e.g. email blast, communication folder, newsletter)<br>• Utilize parent portal for updates<br>• Create mechanism for parents to send feedback to teachers | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Student Information System and Website $3,500 |
| **Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.**<br><br>• Explore parent volunteer hours requirement | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners | |

| | Improve parent involvement structure | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ |
| | Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) | | |

**LCAP Year 3**: 2017-18

| Expected Annual Measurable Outcomes: | • Increase the percentage of families completing parent survey annually until it reaches at least 75% <br> • Visit the homes or meet individually with the families for all incoming students <br> • Increase the percentage of parents who complete at least 10 hours of school service a year |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.** <br><br> • Distribute weekly parent communication (e.g. email blast, communication folder, newsletter) <br> • Utilize parent portal for updates <br> • Create mechanism for parents to send feedback to teachers | LEA-wide | X ALL <br> ------------------------------------------- <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Student Information System and Website $4,200 |
| **Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.** <br><br> • Explore parent volunteer hours requirement <br> • Improve parent involvement structure <br> • Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) | | __ALL <br> ------------------------------------------- <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

**LCAP Year 4**: 2018-19

| Expected Annual Measurable Outcomes: | • Increase the percentage of families completing parent survey annually until it reaches at least 75% <br> • Visit the homes or meet individually with the families for all incoming students <br> • Increase the percentage of parents who complete at least 10 hours of school service a year |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | LEA-wide | X ALL | Student |

| | | | | |
|---|---|---|---|---|
| **Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.**<br><br>• Distribute weekly parent communication (e.g. email blast, communication folder, newsletter)<br>• Utilize parent portal for updates<br>• Create mechanism for parents to send feedback to teachers | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Information System and Website $4,200 |
| **Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.**<br><br>• Explore parent volunteer hours requirement<br>• Improve parent involvement structure<br>• Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) | LEA-wide | X ALL<br>―――――――――――――――――――<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |

| GOAL: | **Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide** | Related State and/or Local Priorities:<br>1X  2__  3X  4X  5X  6__  7X  8X<br>COE only:  9__  10__<br>Local : Specify _Board Goals__ |
|---|---|---|

| Identified Need : | Maintain a balanced budget<br><br>Maintain and continue to strengthen the LEA's relationship with its charter authorizer (SCUSD) and other schools<br><br>Metrics:<br>• Budget<br>• Student Retention<br>• Student Average Daily Attendance |
|---|---|

| Goal Applies to: | Schools: | Oak Park Preparatory Academy |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| **LCAP Year 2:** 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | • Close the fiscal year with a balanced budget<br>• Maintain an ADA of 95% or better |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | LEA-wide | X ALL | Student Support |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Institute strategies to maintain high attendance and improved student retention.**<br><br>• Adhere to attendance policy and fully utilize SART/SARB process<br>• Create attendance incentive system<br>• Develop system to track and report student progress more often during school year<br>• Conduct exit interviews with families opting to leave and analyze data to understand primary reasons | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Services $1000 |
| **Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.**<br><br>• Implement sound fiscal policies and controls<br>• Allocate sufficient funds for all programmatic and operational expenses | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Operations & Finance Classified Salaries $34,266<br><br><br><br>Consulting 43,212 |
| **Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools**<br><br>• Invite SCUSD board members and staff to visit campus<br>• Participate in Sacramento charter school network<br>• Visit high performing charters and traditional public schools as part of PD | LEA-wide | X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| **LCAP Year 3**: 2017-18 |
|---|

| Expected Annual Measurable Outcomes: | • Close the fiscal year with a balanced budget<br>• Maintain an ADA of 95% or better |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **Institute strategies to maintain high attendance and improved student retention.** | LEA-wide | X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other | Student Support Services $1000 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Adhere to attendance policy and fully utilize SART/SARB process<br>• Create attendance incentive system<br>• Develop system to track and report student progress more often during school year<br>• Explore partnerships with local agencies to improve transportation costs and options (e.g. bus passes, car pool program)<br>• Set up a suggestion box for students and parents<br>• Conduct exit interviews with families opting to leave OPPA and analyze data to understand primary reasons | | Subgroups:(Specify)_____ | |
| **Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.**<br><br>• Implement sound fiscal policies and controls<br>• Allocate sufficient funds for all programmatic and operational expenses | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Operations & Finance Classified Salaries<br>$34,266<br><br><br><br>Consulting 43,212 |
| **Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools**<br><br>• Invite SCUSD board members and staff to visit campus<br>• Participate in Sacramento charter school network<br>• Visit high performing charters and traditional public schools as part of PD | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |

| **LCAP Year 4**: 2018-19 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | • Close the fiscal year with a balanced budget<br>• Maintain an ADA of 95% or better | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **Institute strategies to maintain high attendance and improved student retention.** | LEA-wide | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other | Student Support Services $1000 |

| | | | |
|---|---|---|---|
| • Adhere to attendance policy and fully utilize SART/SARB process<br>• Create attendance incentive system<br>• Develop system to track and report student progress more often during school year<br>• Explore partnerships with local agencies to improve transportation costs and options (e.g. bus passes, car pool program)<br>• Set up a suggestion box for students and parents<br>• Conduct exit interviews with families opting to leave OPPA and analyze data to understand primary reasons | | Subgroups:(Specify)_____ | |
| **Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.**<br><br>• Implement sound fiscal policies and controls<br>• Allocate sufficient funds for all programmatic and operational expenses | LEA-wide | X ALL<br>--------------------------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Operations & Finance Classified Salaries<br>$34,266<br><br><br><br>Consulting $43,212 |
| **Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools**<br><br>• Invite SCUSD board members and staff to visit campus<br>• Participate in Sacramento charter school network<br>• Visit high performing charters and traditional public schools as part of PD | LEA-wide | X ALL<br>--------------------------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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 Education Code 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 schoolsites 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?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP.  Duplicate and expand the fields as necessary.**

<table>
<tr>
<td><b>Original GOAL 1 from prior year LCAP:</b></td>
<td><b>Ensure all students graduate prepared to attend and succeed at a four-year college/university</b></td>
<td>Related State and/or Local Priorities:<br>1<u>X</u>_ 2__  3<u>X</u>_ 4<u>X</u>_ 5__  6__  7<u>X</u>_  8<u>X</u>_<br>COE only:  9__  10__<br>Local : Specify _____</td>
</tr>
<tr>
<td rowspan="2"><b>Goal Applies to:</b></td>
<td colspan="2">Schools:        All</td>
</tr>
<tr>
<td colspan="2">Applicable Pupil Subgroups:            All</td>
</tr>
<tr>
<td><b>Expected Annual Measurable Outcomes:</b></td>
<td>
<ul>
<li>Establish ELA, and math baselines, as measured by CAASPP</li>
<li>All English learners will be demonstrate or make progress towards English Proficiency</li>
<li>The percentage of students who state they are satisfied overall with Sac High on the annual student survey will increase annually until it reaches at least 80%</li>
<li>Maintain an ADA of 95% or better</li>
<li>Scholars will demonstrate a commitment to service by completing required community service hours</li>
</ul>
</td>
<td><b>Actual Annual Measurable Outcomes:</b></td>
</tr>
</table>

**Student Achievement Preliminary Results Overall:**
14-15 % of Students Meeting + Exceeding (Math): 31%
15-16 % of Students Meeting + Exceeding (Math): 35%

14-15 % of Students Meeting + Exceeding (ELA):  25%
15-16 % of Students Meeting + Exceeding (ELA):  34%

**ELL:** Final subgroup data not available at time of submission

**Attendance:** P2 ADA: 96.99%

**Community Service:** 100% of promoting scholars

| | | completed community service requirement |
|---|---|---|

| **LCAP Year**: 2015-2016 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **Action:** <br> **Provide CCSS aligned curriculum, assessments and high quality instruction** | Certificated Salaries 15-16 Preliminary Budget $572,497 <br><br> City Year $25,000 | Action: <br> Provided CCSS aligned curriculum, assessments and high quality instruction | Certificated Salaries 15-16 2<sup>nd</sup> Interim Budget $572,313 <br><br> City Year $25,000 |
| Scope of service: Charter wide | | Scope of service: **Charter wide** | |
| X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | _X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service: <br> • Create CCSS aligned benchmark assessments (EOY and interim) <br> • Assess curriculum, identify gaps & develop/order new curriculum as needed <br> • Collaborate with Sac High teachers to ensure vertical alignment <br> • Assess instructional materials, identify gaps, order new materials as needed <br> • Implement RTI <br> • Partner with City Year | Administrator Salary $85,000 | Service: <br> • Created CCSS aligned benchmark assessments (EOY and interim) <br> • Assessed curriculum, identify gaps & develop/order new curriculum as needed <br> • Collaborated with Sac High teachers to ensure vertical alignment <br> • Assessed instructional materials, identify gaps, order new materials as needed <br> • Implemented RTI <br> • Partnered with City Year | Administrator Salary $85,000 |
| **Action:** <br> **Provide individual and team-focused professional development and support teachers, staff, and administrators** | | Action: <br> Provided individual and team-focused professional development and support teachers, staff, and administrators | Administrator Salary $85,000 <br><br> Administrator Professional Development $20,000 |

| | | | |
|---|---|---|---|
| Scope of service: Charter wide | | Scope of service: | |
| X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service:<br>• Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture<br>• Provide teachers with training and support in reading and writing (how to standardize school-wide)<br>• Develop forum for teachers to share best practices and collaborate with educators | Principal Salary $85,000 | • Offered on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture<br>• Provided teachers with training and support in reading and writing (how to standardize school-wide)<br>• Developed forum for teachers to share best practices and collaborate with educators | Administrator Salary $85,000<br><br>Administrator Professional Development $20,000 |

**Action:**
**Strengthen infrastructure for ongoing analysis of student performance progress**

| | | | |
|---|---|---|---|
| Scope of service: Charter wide | | Scope of service: | |
| X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service:<br>• Create CCSS aligned benchmark assessment and purchase item banks as they become available<br>• Track and reflect on student achievement data quarterly, at minimum, to determine areas of growth and establish concrete next steps around those focus areas | Benchmark Assessment Creation System $700 | Service:<br>• Created CCSS aligned benchmark assessment and purchase item banks as they become available<br>• Tracked and reflect on student achievement data quarterly, at minimum, to determine areas of growth and establish concrete next steps around those focus areas | Benchmark Assessment Creation System $700 |

| | | | |
|---|---|---|---|
| **Action:**<br>**Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.** | City Year<br>$25,000 | **Action:**<br>Expanded opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration via City Year after school tutoring support. | City Year<br>$25,000 |
| Scope of service: Charter wide | | Scope of service: | |
| X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service:<br>• Implement reading intervention program<br>• Implement math intervention program<br>• Incorporate a variety of instructional strategies that support multiple learning modalities<br>• Switch middle school schedule (students rotate from class to class)<br>• Strengthen elective program<br>• Expand accelerated learning options (e.g. honors math)<br>• Expand after school summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visitors) | Certificated Salaries 15-16 Preliminary Budget $572,497<br><br>City Year<br>$25,000 | • Incorporated a variety of instructional strategies that support multiple learning modalities<br>• Switched middle school schedule (students rotate from class to class)<br>• Strengthened elective program<br>• Expand accelerated learning options (e.g. honors math)<br>• Expanded after school learning and enrichment opportunities, (e.g. sports teams, clubs, college visitors) | Certificated Salaries 15-16 2nd Interim Budget $572,313<br><br>City Year<br>$25,000 |

| **Original GOAL 2 from prior year LCAP:** | Ensure all students are educated in learning environments that are clean, healthy, and safe | Related State and/or Local Priorities:<br>1X_ 2__ 3X_ 4X_ 5__ 6__ 7X_ 8X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: All |
|---|---|
| | Applicable Pupil Subgroups: All |

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | • Increase the percentage of staff, students and parents who state on the annual survey that the school is clean & safe and has a positive school culture annually until it reaches at least 90%<br>• Conduct monthly school safety and cleanliness inspections and drills | Actual Annual Measurable Outcomes: | **Staff Survey**<br>99% of school staff are satisfied with school culture and communication<br>**Student Survey**<br>69% of students agree that the school is a safe place to learn<br>81% of students are satisfied with the school<br>**Family Survey**<br>89% of Families agree the school is a safe place to learn<br>90% of families agree that the school meets the expectations for how a high quality school should run |

| | | | 100% of Monthly Safety Drills Complete | |
|---|---|---|---|---|
| **Action:** <br> **Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions** | | **Action:** <br> **Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions** | | |
| Service: <br> • Revise and strengthen Culture Week <br> • Implement new student home visit program <br> • Strengthen homeroom and advisory program curriculum (include character development component) <br> • Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed | | Service: <br> • Strengthened Culture Week content <br> • Strengthen homeroom and advisory program curriculum (include character development component) <br> • Reviewed student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed | | |
| Scope of service: | Charter wide | | Scope of service: | Charter Wide |
| X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | _X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| **Action:** <br> **Provide cleaner and better maintained facilities** | Custodial Costs $13,000 | | | Custodial Costs $12,898 |
| Scope of service: | Charter wide | | Scope of service: | Charter-Wide |
| X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | _X_ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| Service: <br> • Conduct monthly cleanliness and safety walk inspections and drills <br> • Hold quarterly campus clean-up days | | Service: <br> • Conduct monthly cleanliness and safety walk inspections and drills <br> • Hold quarterly campus clean-up days <br> • City Year hosted campus beautification day | | |

| | | | Related State and/or Local Priorities: |
|---|---|---|---|
| **Original GOAL 3 from prior year LCAP:** | **Empower parents and families to become more actively engaged in supporting their child(ren)'s education** | | 1X_  2__  3X_  4X_  5__  6__  7X_  8X_ |
| | | | COE only:  9__  10__ |
| | | | Local : Specify _____ |

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

| Expected Annual Measurable Outcomes: | • Increase the percentage of families completing parent survey annually until it reaches at least 75%<br>• Visit the homes or meet individually with the families for all incoming students<br>• Establish a baseline of parents who complete at least 10 hours of school service a year | Actual Annual Measurable Outcomes: | 25% of families participated in the family survey<br><br>100% of new families attended a discussion session about campus expectations during orientation<br><br>A Parent Village organization was established which included monthly parent engagement sessions with the Superintendent and network-wide volunteer opportunities. |
|---|---|---|---|

| **Action:**<br>**Facilitate ongoing communications and collaboration between staff and parents focused on student achievement of annual academic goals** | | | |
|---|---|---|---|
| Scope of service: | Charter wide | Scope of service: | Charter-wide |
| X_ALL | | _X_ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____ | |
| Service:<br>• Distribute weekly parent communication (e.g. email blast, communication folder, newsletter)<br>• Utilize parent portal for updates<br>• Create mechanism for parents to send feedback to teachers | $0 | Service:<br>• Distributed weekly parent communication (e.g. email blast, communication folder, newsletter)<br>• Launched new website with improved access to parent portal<br>• Created mechanism for parents to send feedback to teachers via communication folders<br>• Launched new website with improved access to parent portal | Service fees for new website $1,4000 |
| **Action:**<br>**Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education** | | | |

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| Scope of service: | Charter wide | | Scope of service: | Charter-wide | |
| X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| Service:<br>• Explore parent volunteer hours requirement<br>• Improve parent involvement structure<br>• Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) | | | A Parent Village organization was established which included monthly parent engagement sessions with the Superintendent and network-wide volunteer opportunities. | |

| **Original GOAL 4 from prior year LCAP:** | **Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide** | Related State and/or Local Priorities:<br>1X_ 2__ 3X_ 4X_ 5__ 6__ 7X_ 8X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | • Close the fiscal year with a balanced budget<br>• Maintain an ADA of 95% or better | Actual Annual Measurable Outcomes: | • 15-16 audited actuals to be made available in December of 2016.<br>• P2 ADA: 99.69% | |
|---|---|---|---|---|

**Action:**
**Institute strategies to maintain high attendance and improved student retention**

| | | | | |
|---|---|---|---|---|
| Scope of service: | Charter wide | | Scope of service: | | |
| X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| Service:<br>• Adhere to attendance policy and fully utilize SART/SARB process<br>• Set up a suggestion box for students and parents | | | • Relevant staff completed network-wide SART and SARB training<br>• Created attendance incentive system via Class Dojo<br>• Develop system to track and report student progress | |

| | | | |
|---|---|---|---|
| • Conduct exit interviews with families opting to leave OPPA and analyze data to understand primary reasons | | more often during school year | |
| **Action:**<br>**Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each year** | | | |
| Scope of service: Charter wide<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:<br><br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service:<br>• Implement sound fiscal policies and controls<br>• Allocate sufficient funds for all programmatic and operational expenses | | | |
| **Action:**<br>**Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools** | | | |
| Scope of service: Charter wide<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:<br><br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Service:<br>• Invite SCUSD board members and staff to visit campus<br>• Participate in Sacramento charter school network<br>• Visit high performing charters and traditional public schools as part of PD | | • Invited SCUSD board members and staff to visit campus<br>• Participate in Sacramento charter school network<br>• Collaborated with charters and district schools during monthly Oak Park Education Corridor meetings hosted by Way Up | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to | The major change to expenditures and programming for 16-17 will be for the school to invest in intervention curriculum to provide more targeted interventions to students who require support. | | |

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas.  (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds calculated: | 153,131 |
|---|---|

The actions above and services identified will be implemented school-wide for all pupils and all subgroups.  In addition to the funds notes above, OPPA will use subgroup allocations for the following:

**For low income pupils**
Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.

**For English learners**
Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.

Provide a broad range of standards-aligned supplemental resources.

**For foster youth**
Ensure needed policies and infrastructures are in place to support and monitor the educational success of foster youth.

**For redesignated fluent English proficient pupils**
Provide additional assessment, academic support and social-emotional instruction to redesignated students who have not made adequate progress.

**For low income pupils**
Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

**For English learners & redesignated English proficient pupils**
Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

| **For foster youth** |
|---|
| Improve communication with guardians |

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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| Supplemental and Concentration funds were budgeted for school-wide expenditures.   The school serves a majority population meeting the requirement of the concentration and supplemental grant criteria.  Funds are spent school-wide to best meet both the Charter goals as well at meet the state priority areas. |

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d)  "High school graduation rate" shall be calculated as follows:

(1)  The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e)  "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).

(f)  "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).