

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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

Oxford Preparatory Academy -
Saddleback Valley

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Oxford Preparatory Academy Saddleback Valley (OPA-SV) is a public charter school serving 595 students from Transitional Kindergarten through 8th grade. The school draws students from communities in South Orange County and is under the oversight of Orange County Department of Education (OCDE). Oxford Preparatory is a classroom based program. OPA-SV is named after Oxford University and the staff of OPA-SV has created a collegiate atmosphere that supports the school vision, where all students are introduced to the comprehensive benefits of attending a higher-learning institution. Our students gain skills to be successful in the global community of the 21st century. Students meet and exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that makes them self-motivated, competent, and life-long learners.

Oxford Preparatory Academy Saddleback Valley incorporates the Theory of Multiple Intelligences (MI) as the foundation of our school's philosophy. The theory of MI states that each of us possesses at least eight intelligences that characterizes the way we learn. They are spatial, linguistic, logical-mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, and naturalist. Utilizing the MI theory as an instructional approach produces optimum academic success for our students. The goal is to create a school environment that focuses on the following premise: all children can learn, and all children are gifted.

Staff collaboration, continual reassessment of practices based upon on-going performance measures and recognition of the special learning needs of every child, makes OPASV a place where achievement is the norm and success is applauded.

Our students: The Oxford Preparatory Academy Saddleback Valley's current enrollment is 595 students TK-8th

grade as displayed on the California School Dashboard in Fall of 2017. In alignment with the Dashboard, the OPA-SV student population is comprised of 9.6% Socioeconomically Disadvantaged, 4.4% English Learners and .003% Foster Youth.

Subgroups also displayed on the California School Dashboard for English Language Arts reflect English Learners performing 60 points above level 3; 7 points above level 3 for Students with Disabilities; 108.3 points above level 3 for our Asian students; 45.3 points above level 3 for Hispanic/Latino students; 12.9 points above level 3 for African American students; 34.4 points above level 3 for Socioeconomically Disadvantaged students; 59.9 points above level 3 of our White subgroup; and 64.7 points above level 3 for the subgroup defined as Two or More races.

Additionally, subgroups also displayed on the California School Dashboard for Math reflect English Learners performing 52 points above level 3; 5.4 points above level 3 for Students with Disabilities; 86.4 points above level 3 for our Asian students; 20.3 points above level 3 for Hispanic/Latino students; 19.1 points above level 3 for African American students; 12.5 points above level 3 for Socioeconomically Disadvantaged students; 43.1 points above level 3 of our White subgroup; and 69.4 points above level 3 for the subgroup defined as Two or More races.

Actions and services have been implemented and monitored in order to meet and exceed the needs of all student groups academically, behaviorally, socially, and emotionally. With the LCAP goals focusing efforts on academic excellence, support, safety, and adult professional capacity, students at OPA-SV promote to high school, college and career ready.

Our Board: The 5 member Board of Directors has a clear vision as to the attributes of equality in education and is committed to continuous dialogue with parents, staff, and the community to ensure continuous improvement. The Directors are open and responsive to the needs of all students. Meaningful involvement of employees and parents is highly valued. The school has an active Advisory Council which is encouraged to be involved in many levels of the school's operation.

Our staff: The teaching staff at Oxford Preparatory Academy Saddleback Valley is innovative, has growth mindset, and provides a rigorous learning environment. The instructional staff has developed a challenging, innovative, and integrated curriculum which reflects the most advanced educational ideas. It is dedicated to addressing the unique needs of the students in order to prepare them for the 21st century global community. In addition to the classroom instructors (professors), there is a compliment of non-core professors in PE, band, science lab, and world language (Mandarin, Spanish, French). OPA-SV also employs a part-time counselor, a resource teacher, a psychologist, a speech therapist, clerical staff, a health technician, instructional aides, lunch/playground proctors, a computer/IT employee, a custodial staff, a Dean (Assistant Principal) and a Chancellor (Principal). Oxford Preparatory Academy takes pride in its students, staff, and community.

LCAP Highlights

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

Oxford Preparatory Academy - Saddleback Valley's LCAP describes the variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st Century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to: Multi-Tiered System of Supports (MTSS), Gifted and Talented Education (GATE), Special Education, Personalized Learning, 1:1 Chromebook Technology, Visual and Performing Arts (VAPA), Science (STEAM), Technology, Engineering, Art, Mathematics.

An in-depth data analysis of student achievement data and parent surveys is conducted at the organizational level and at each school site to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 LCAP actions and services have led to improved performance for our targeted students. Our continued focus on providing a Multi-Tiered System of Support (MTSS) for students academically through the implementation of a system-wide plan for assessment progress monitoring and intervention. Behavioral expectations remained high with consistent support. The suspension rates were lower than 1%.

Behavioral expectations continue to be provided, as are the supports to allow students to perform at their best. Our stakeholder engagement continues to increase.

Finally, our focus on building individual and organizational capacity through the implementation of professional learning opportunities and collaboration continues to support the OPA-SV stakeholders. These actions and services are continued in this plan. We will continue to focus on high-quality professional development, highlighting instructional strategies and data analysis.

Referring to the LCFF Evaluation Rubrics, 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

OPA SV is just completing its 2nd year of existence. The overall performance for all state indicators in ELA for the first year of assessments was “Very High” or “High” with the exception of Students with Disabilities scoring as “Medium.” All local indicators are Met. There were no indicators in “Lowest” or “Low.” State indicators for the first year of assessments in Math were also “Very High” or “High.” Although all students scored in the “Very High” and “High” range, the Socioeconomically Disadvantaged and African American subgroups scored “Medium.” Based on local performance indicators including assessment, collaboration, and stakeholder input, the following needs and targeted students were identified:

- Decrease performance gaps for student subgroups in academics.
- Continue to implement Common Core aligned curriculum for grades TK-8.
- Implement progress monitoring and benchmark assessments

- Implement school-wide differentiated instruction including Universal Design Learning (UDL) and full implementation of Multi Tiered System of Support (MTSS).
- Develop a school-wide understanding of accommodations and designated supports available for Students with Disabilities on the CASSPP testing
- Expand our efforts in embedding ELA CCSS and English Language Development ELD State Standards into our inclusive program and increase professional development on ELA, ELD, and differentiated instructional strategies
- Provide quality professional development focused on instructional techniques for all learners and data analysis to drive instruction.

Referring to the LCFF Evaluation Rubrics, 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

For English Language Arts two subgroups scored "High" and one subgroup scored "Medium" rather than "Very High": Socioeconomically disadvantaged scored "High"; African American "High"; Students with Disabilities scored "Medium."

To address these performance gaps, OPA-SV will continue to implement a CCSS aligned ELA curriculum, writing program, and a grammar program. Professional learning will focus on differentiation and MI instructional strategies to reach all students. Expanded professional development on the ELA curriculum, including intervention support and differentiated instruction will be provided. OPA-SV will also expand benchmark assessments and monitoring systems to identify targeted students for intervention

For Mathematics two subgroups scored "High" while two subgroups scored "Medium." Socioeconomically Disadvantaged scored "High"; Hispanic "High"; Student with Disabilities "Medium"; African American "Medium."

To address this performance gap, OPA-SV will develop and implement academic interventions to support targeted students, and provide professional development on differentiated instruction, MI and data analysis. OPA-SV will also expand benchmark assessments and monitoring systems to identify targeted students for intervention.

OPA-SV will implement MTSS intervention support for all students, and additional behavior training and support for targeted groups. Professional development will be offered on classroom management, differentiation strategies, MI, MTSS strategies, and data analysis.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Based on student, staff, parent input, and research on effective instructional practices, we are implementing actions and services to improve academic achievement for Students with Disabilities and English Learners. Using a portion of LCFF supplemental funds allows Oxford Preparatory Academy Saddleback Valley to further support the needs of all students. In addition to the services mentioned above, significant action to continually improve services for the OPA-SV Socioeconomically Disadvantaged, Students with Disabilities and African American subgroups through the following means:

- Provide additional training to all teachers on differentiation and instructional practices to support EL students (Goal, Action)
- Expand the intervention program including Multi-tiered System of Support-MTSS (Goal, Action)
- Expand technology as a tool to support student learning (Goal, Action) and support intervention remotely via online technology (Goal, Action)
- Integrate writing across all curriculum areas (Goal, Action)
- Expand MI in all aspects of the curriculum to support student learning (Action)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

Projected 2018-2019 School Year: \$5,382,061.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

Projected 2018-2019 School Year: \$460,520

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$4,921,541 budget expenditures are not included in the LCAP Plan. The most significant fund expenditures not included in the LCAP are all of the certificated staff, classified staff, support staff and administration salaries and expenditures of more than \$3,000,000 that have not been specifically aligned to the goals, actions, and services in the LCAP. Additionally all expenditures including school facilities and maintenance that involves staffing, equipment, repair, and contracts have not been included. Other general fund expenditures which are not a part of this document are related to school programs, general overhead (gas, water, electricity), and other operational costs of the organization. More than 700,000 has been set aside for legal costs and maintenance of an ending fund balance to support the school and programs in case of cash flow issues. Restricted State and Federal funding sources are not included in the LCAP as they are not directly related to established LCAP goals, actions and services.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

Projected for the 2018-2019 School Year:
\$5,440,912.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Oxford students shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP and other state mandated assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Establish baseline CAASPP achievement for all applicable subgroups including: ethnicity; Foster Youth; English Learners; and Socioeconomically Disadvantaged Students in grades 3-8 and set grade level goals

Relevant resources used to support learning in the classroom based on feedback from staff

Number of EL students make annual progress towards reclassification and reclassified students shall perform at grade level on state mandated assessments

Baseline CAASPP achievement for all subgroups was established. Staff provided input and feedback on relevant resources provided to support learning in the classroom
No data on reclassification at this time.

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

- 1.1.1 Continue using the Smarter Balanced Interim Assessment each trimester as a tool to identify student performance by subgroup
- 1.1.2 Create a report/chart that compares student achievement by grade level and numerically

Actual Actions/Services

- OPA-SV administered the Smarter Balanced Interim Assessment during the first two trimesters. The data was used to analyze subgroup and individual student performance, including growth and gaps.
- OPA-SV created the chart

Budgeted Expenditures

\$12,400.00

Estimated Actual Expenditures

\$14,741.00

Planned Actions/Services

significant subgroups (where applicable) to determine students who are performing at or above grade level or those who require interventions

- 1.1.3 Continue using additional trimester assessment

benchmarks that encompass writing, phonics, fluency, etc., to ensure all students' needs are being met

- 1.1.4 Provide access to Illuminate for all staff to create assessment

- 1.2.1 Access to State Standards aligned materials (including supplemental materials)

- 1.2.2 Provide optional enrichment classes and/or clubs

- 1.2.3 Continue to implement 1 to 1 Chromebooks for all students TK-8

- 1.2.4 Access to interventions and/or SST Coordinator

- 1.3.1 Provide ongoing professional development that supports active implementation of State Standards and state

Actual Actions/Services

based on the Interim Assessment scores and updated it after each administration. The data was discussed during parent-teacher conferences and professional development. Information from the chart was used to determine placement in intervention programs such as Excellence Academy and College Prep.

- Trimester assessments were given to all students in grades TK-8 ensuring students made appropriate growth throughout the school year.

- Training was provided to all staff in regards to creating assessments.

- Materials aligned to state content standards were provided.

- Optional enrichment field trips took place and students were involved in enrichment clubs.

- All students in grades 1st-8th were provided with Chromebooks with Kindergarten

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

mandated assessments

Actual Actions/Services

sharing a cart.
- Students had access to intervention classes in Math and Language Arts before school and SST Coordinator scheduled SST meetings at the request of parents and teachers.
- Professional development that supported the active implementation of State Content Standards took place at least monthly.

Budgeted Expenditures

Estimated Actual Expenditures

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.

Teachers were trained on the SBAC portal and walked through the administration protocols of the 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. All students in grades 3-8 utilized Chromebooks on a daily basis. In addition to the SBAC portal, teachers continued to use grade level assessments to monitor achievement and growth on Standards not covered by the Interims.

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

The Smarter Balanced Interim Assessments were valuable and helpful as our staff used them to identify student performance, focus on student academic needs, and adjust pacing. After soliciting feedback from our staff, students were well prepared for the CAASPP because due to the use of technology and the implementation of 1 to 1 Chromebooks. The technology supported our students' learning and understanding of how to complete assessments online. Enrichment clubs will continue to be offered as students' time management and critical thinking skills were expanded upon during these times.

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.

The percentage of student enrollment identified as English Learner students was higher than what we anticipated. The refinement of our English Learner Advisory Committee and training for our English Language Proficiency Assessment (ELPAC) Coordinator under Goal 1 is the major change in order for us to achieve our internal goal of supporting EL students.

Goal 2

OPA will provide a welcoming learning environment where all students feel valued and are highly engaged in learning while at the campus.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

- Average daily attendance percentage shall be maintained at 98% or higher.
- Low truancy rates (unexcused absences/tardies).
- All parents and students have access to school attendance policy and procedures.

Actual

- Average daily attendance percentage was maintained over 98%.
- Truancy rate was 6.55%.
- The school attendance policy and procedures were given to all families.
- All 8th grade students were promoted.

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

- 2.1.1 Prioritize daily attendance and the importance of zero unexcused absences/tardies with all students and stakeholders
- 2.1.2 Site Administration, Coordinator of Attendance, and staff will work collaboratively to monitor any students with chronic absenteeism
- 2.1.3 School staff shall collaborate with students and parents to strengthen connections to prevent absences/tardies from becoming a chronic problem between home and school
- 2.2.1 Ensure student and parent awareness of OPA's attendance procedures
- 2.2.2 Review attendance procedures in the Informational Handbook, update as necessary
- 2.2.3 Publish Informational Handbook, distribute, and post on school's website
- 2.3.1 Offer an academically engaging learning environment for

Actual Actions/Services

- The importance of prompt daily attendance was promoted at multiple meetings and in multiple modes of communication (verbal, email, presentations, newsletters) by teachers, staff, and administration. Awards were given to students with perfect attendance.
- Attendance Clerk and Coordinator of Attendance worked directly with school administrators to monitor absenteeism and tardies.
- Office staff, administration, SST Coordinators, and teachers met with families that needed support in getting students to school on a daily basis.
- OPA's attendance procedures are available on the school's website and were provided to all families and students.
- Informational Handbook was distributed and posted on school's website.
- An academically engaging

Budgeted Expenditures

\$5,205.00

Estimated Actual Expenditures

\$44,395.00 (\$11,902.00 + \$32,493.00)

Planned Actions/Services

- all students
- 2.3.2 Ensure each 8th grade students are on the right track to promote to high school
- 2.3.3 Confirm enrollment in another school once a student exits 8th grade
- 2.3.4 Maintain a positive school environment
- 2.3.5 Offer a “High School Night” for students and parents with local high school options

Actual Actions/Services

- learning environment was provided to all students by fully credentialed teachers.
- Staff, teachers, and administration monitored the academic and social-emotional progress and readiness of all students.
- Office staff and administration worked with parents to confirm school of enrollment for all exiting 8th grade students.
- 93% of families agreed with the statement, “OPA creates an environment where children can succeed.”
- Our annual High School Night was held in the fall and 10 local public and private high schools attended.

Budgeted Expenditures

Estimated Actual Expenditures

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.

Our approach to attendance prioritizes tardies as much as absences. Students arriving late to school miss valuable instructional time. During Back to School Night and Chancellor Chats, the importance of attendance (including tardies), was highlighted. All staff and teachers were able to provide input on the Informational Handbook to ensure it reflected best practices in all areas. Our 8th grade teachers worked closely with families and administration to allow for the smooth transition of students to the high school level.

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

Our efforts in this area resulted in an environment conducive to learning. We fully articulated our attendance procedures, discipline procedures, and expectations for student and staff behavior. This allowed us to focus on academics for our students. We still need to make tardies a higher priority through revamping our awards criteria to account for tardies in a manner similar to full-day absences. The largest area of concern for us was the high truancy level. We were not as effective as we aimed to be in ensuring that absences and tardies were excused.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures was an inaccurate representation of the amount, because it did not include staff salaries and those were used in the actuals.

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.

The number of truant students was above what we would like to have. The expected outcome of a truancy rate under 5% under Goal 2 is an addition that will allow us to more closely monitor our attendance procedures and supports.

Goal 3

OPA shall engage all stakeholders to maintain its positive school climate so that there is a sense of safety, well-maintained facilities, and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

- Update established safety/emergency procedures and ensure they are followed by all stakeholders
- Maintain consistency with stakeholders opening up emails, participation in surveys, and social media engagement
- Sustain a suspension/expulsion rate at less than 5% annually schoolwide and for all numerically significant subgroups
- Provide professional development and parent education meetings
- Ensure compliance to the Technology User Agreement

- Safety procedures were updated and presented to 100% of staff. Monthly emergency drills were held at which all students, staff, and parents on campus maintained a commitment to the procedures.
- Stakeholders participated in surveys, engaged in social media, and remained committed to opening emails from administration and teachers.
- The suspension/expulsion rate was less than 1% schoolwide and for all numerically significant subgroups.
- Professional development sessions were held at least twice monthly and Parent Education Meetings occurred each trimester.
- The Technology User Agreement was signed by 100% of families. Students in violation of the Agreement were counseled accordingly.

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

- 3.1.1 Emphasize safety to all stakeholders
- 3.1.2 Regularly schedule school wide drills (e.g. fire, earthquake, intruder, etc.)
- 3.1.3 Sufficient safety/emergency supplies available per classroom

Actual Actions/Services

- School safety plan was updated and presented to staff.
- School wide drills were scheduled and practiced each month.
- Safety/Emergency supplies were available school wide.

Budgeted Expenditures

\$6,000.00

Estimated Actual Expenditures

\$23,095.00

Planned Actions/Services

and school wide

3.1.4 Offer opportunities for stakeholders to attend and observe school wide drills

3.1.5 Maintain and upgrade facilities

3.2.1 Consistent communication with all stakeholders (e.g. website, newsletters, social media, school messenger, school calendars, etc.)

3.3.1 Stakeholders receive, have access, and understand the school wide suspension and expulsion policy

3.3.2 A signed policy will be on file for each student

3.4.1 Provide professional development on school climate

3.4.2 Provide Parent Education Meetings on school climate

3.5.1 Implement the Technology User Agreement

3.5.2 Maintain a record of all signed Technology User Agreements for each student

Actual Actions/Services

- All school wide drills were announced to families.
- Facility was maintained and upgraded through regular maintenance and the additional of multiple modular buildings.
- Stakeholders were engaged at least weekly through phone blasts, emails, social media, and website updates.
- The suspension/expulsion policy was presented to and made available to all stakeholders.
- A signed copy of the suspension/expulsion policy was kept on file for each student.
- Professional Development on school climate was provided to all staff members.
- Parent Education Meetings were held, as well as Chancellor Chats, at which school climate was discussed.
- Staff were trained on the Technology User Agreement. The Agreement was presented to and signed by all the families

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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.

School safety is a priority. The emergency operations plan was updated with the input of staff and local safety experts. Drills were scheduled during the summer and remained a priority throughout the school year. We were active on the campus to ensure correct maintenance and integrity. We added water bottle filling stations and replaced playground equipment, Teachers and administration were active in discussing the role technology plays for students and the appropriate use of Chromebooks, email, and especially social media.

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

We made a concerted effort to improve the quality and quantity of training and resources we provided around social media and technology. We must continue to do so as our older students remain connected to their use of social media. The Technology User Agreement was mostly sufficient for our students. Additional tweaks may be needed to cover the changing landscape of technology. The facilities upgrades ensured that our students had access to a safe learning environment that allowed for us to embrace and enact our multiple intelligences curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff salaries were not included in the original budget projections.

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.

A new action under Goal 3 is to conduct additional parent and student education meetings around the use of social media and the impact on the classroom.

Goal 4

OPA shall promote parental involvement, providing opportunities for parents to be part of the educational process.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

- Increase attendance rate of stakeholders participating in trainings on educational philosophy and programs
- Expand participation of stakeholders completing the annual parent survey
- Increase the rate of parent participation/attendance at events and student recognition ceremonies

Actual

- Throughout the 2016-17 school year, 70% of families attended trainings on the educational philosophy and programs.
- 39% of parents completed the annual parent survey.
- 65% of families attended at least one school event or recognition ceremony.

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

- 4.1.1 Provide parent training on OPA's educational philosophy and programs
- 4.1.2 Offer child care and refreshments at general parent meetings
- 4.1.3 Provide professional development to staff on how to effectively engage parents
- 4.2.1 Collect parent feedback through the annual parent survey
- 4.2.2 Analyze results from the annual parent survey
- 4.3.1 Communicate opportunities for parental involvement at events
- 4.3.2 Promote the importance of parental attendance at student recognition ceremonies
- 4.3.3 Make events and student recognition ceremonies engaging and meaningful

Actual Actions/Services

- Parent training was offered at multiple events throughout the year by both administration and teachers.
- Child care and refreshments were offered at general parent meetings.
- Professional development was provided to staff on how to effectively engage parents. Follow-up meetings were held with staff that needed further support.
- The annual survey was distributed and 39% of families completed.
- Parent survey results have been reviewed, analyzed, and shared with staff.
- Parental involvement opportunities were communicated in multiple ways (email, newsletters, website, social media).
- The importance of parental attendance at monthly and

Budgeted Expenditures

\$3,245.00

Estimated Actual Expenditures

\$7,982.00

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

trimester recognition ceremonies was communicated in multiple ways (email, newsletters, website, social media).
- Changes were made to allow recognition ceremonies to be more engaging and meaningful, including holding some during the school day to allow peers to attend.

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

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.

We were committed to open, consistent communication with parents, including weekly phone blasts and emails from the Chancellor, weekly newsletters from professors, and at least bi-weekly organizational and campus updates. We refined our parent education meetings throughout the year to be more relevant and impactful for families.

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

A contributing factor for our high participation rates was the amount of communications sent out as an organization and as a school site. As a staff, the overall consensus was that the awards ceremonies provided for a more impactful celebration and changes in classroom behavior and study habits. The changes to the award ceremonies led to a greater number of students attending the events. While professional development for staff on parental engagement was important, the follow-up meetings and coaching for teachers were vital to creating a harmonious environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of parent education and awards was higher than anticipated.

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.

In order to increase the number of families attending events and providing feedback via the annual survey, our newly formed Advisory Council consisting of parents, staff, and students will meet at least 9 times throughout the year. One of the objectives for the Council will be determining ways to more fully engage the parent community.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Oxford Preparatory Academy is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control Accountability Plan. The district used a variety of methods, including meetings and other activities, for stakeholders to be involved in the process and provide input into the review of district goals and metrics as well as proposed actions and services.

LCAP Stakeholder meetings were held on February 15, 2018 and February 20, 2018 where participants provided feedback and gave their insights and opinions about the instructional program, school climate and the State's eight priority areas. Common themes and local priorities emerged from which the school's four overarching goals were reviewed/revised, as well as the review of the Local Control Funding Formula Rubrics and California Dashboard information. Based on input from stakeholder meetings and survey results, recommendations were made to further improve programs and services for students for the three-year LCAP beginning in the 2018/2019 school years.

Parents and students participated in the LCAP Survey to provide input into school practices including: school climate, instructional programs, student engagement, and parent engagement. Results from the survey were presented and reviewed by the Oxford Preparatory Academy administrative team.

The stakeholder meetings were:

- 3/20/18 - 5/ 22/18: Weekly Administrative Team Talk meetings were held with parents to listen to concerns and comments
- 3/21/18 and 4/16/18: Advisory Council Meetings were held where the LCAP was discussed
- 5/22/18 - 5/24/18: Administrative Team conferenced with individual teachers to discuss needs,

challenges, professional development, needed resources to be included on the LCAP

- 5/2018: Parent and Student Surveys

- 6/7/18v-v6/8/18: Administrative Team conferenced with teachers on class CAASPP scores and discussed what resources would be needed

- 6/18/18: Board Meeting LCAP presentation

- 6/28/18: Board meeting LCAP approval

Impact on LCAP and Annual Update

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

Many parents and other stakeholders who participated in giving input 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 schools successes and challenges, especially focusing on what they considered important to the academic achievement of their students. OPA-SV 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. Based on the moderate level of participation rates from the survey, (attendance at meetings, additional outreach and events, stakeholders had a voice in the goals and actions of this years' LCAP. The direct focus will be geared toward all students that also include significant subgroups. As a result of gaining a moderate level of engagement and feedback from our stakeholders, rankings and comments regarding the eight (8) State Priorities were directly accounted for in the LCAP.

Stakeholder input directly impacted the goals created for this years' LCAP. Parents suggested that OPA-SV continue to expand the use of Multiple Intelligences within the classroom curriculum. They suggested increased use of technology in the classroom program along with the increase of 1 to 1 devices in grades K-2. They recommended additional clubs including drama, and STEAM be added to the program.

Staff made recommendations pertaining to additional training of our CCSS aligned English Language Arts curriculum, a writing program, more hands on science curriculum, extending our grammar program to grades 4-5, 1-1 Chromebooks for all grade levels.

For professional development teachers, requested additional training in MI, classroom management and differentiated instruction, educational technology, Professional Learning Communities (PLCs), data analysis, NGSS curriculum training, and a school-wide writing program.

Students made suggestions on positive behavior support, more student activities, including sports, academic support, and more technology.

As a result of stakeholder engagement, consideration of student outcomes on the California School Dashboard, and other local measures, the current actions and services have been continued and/or expanded, including intervention and support academically, social-emotionally, and behaviorally with work in the area of MTSS, and school climate.

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)

New

Goal 1

All students will achieve proficiency or higher in the core content areas.

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Oxford Preparatory Academy's students consistently exceed state and national performance on achievement tests in the areas of reading, writing, language, mathematics, science, and history/social science, but the identified subgroup of students with disabilities has not exceeded the expected performance level at the same rate. Based on parent, teacher, support staff, and community input, the local education agency (LEA) will continue to strive to increase student achievement on all state assessments and LEA multiple measure assessments for all subgroups by:

- 1) Fully implement the CCSS School-wide in Language Arts, Mathematics, Science and History.
- 2) Raise student achievement levels of all sub groups from green to blue matching the data reported for all students, based on data from the CA Dashboard, in which all students scored at 88.3 points above level 3 (proficient).
- 3) Train all staff to be competent and knowledgeable in Multiple Intelligences, differentiation, project-based instruction, blended learning, assessment, technological instructional strategies and technology integration.
- 4) Insure that all classroom teachers and support personnel are highly qualified

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student achievement scores on State and Local assessments	<p>2016-17 CAASPP Summative Data of Student Achievement According to California Dashboard: All students: 80% Meeting or Exceeding ELA , 74% Meeting or Exceeding Math</p> <p>English Learners: ELA (Very High); Math (Very</p>	N/A	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard. Increase the percentage of students meeting and exceeding ELA and Math standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3-8) for each subgroup based on	Show a growth change of + 3 or more points of each subgroup on the CA Dashboard. Increase the percentage of students meeting and exceeding ELA and Math standards by at least one (1) percent on the CAASPP Summative Assessment (Grades 3-8) for each subgroup based on

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

High)
 Socioeconomically
 Disadvantaged: ELA
 (High), Math (High)
 Students with Disabilities:
 ELA (Medium), Math
 (Medium)
 African American: ELA
 (High), Math (Medium)
 Asian: ELA (Very High),
 Math (Very High)
 *Filipino
 Hispanic: ELA (Very
 High), Math (High)
 Two or more races: ELA
 (Very High), Math (Very
 High)
 White: ELA (Very High),
 Math (Very High)
 *Not a significant
 subgroup

previous year's data.

previous year's data.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

English Learner achievement scores on State and Local assessments

The performance level for the English Learner status indicator on the California Dashboard was "Very High." Establish baseline data for students using the ELPAC

N/A

Show growth by maintaining the "Very High" status of the English Learner Progress Indicator and increasing by 1%. ELPAC scores will increase by 1%

Show growth by maintaining the "Very High" status of the English Learner Progress Indicator and increasing by 1%. ELPAC scores will increase by 1%

Professional Development and Calendar Logs

Not all teachers are trained or are using instructional strategies that align with the Theory of Multiple Intelligences (MI), differentiated instruction, Multi Tiered Systems of Supports (MTSS), and Universal Design for Learning (UDL).

N/A

100% of staff trained in use of adopted programs and assessments for ELA and math, and instructional strategies that align with the Theory of Multiple Intelligences (MI), differentiated instruction, Google classroom, Multi Tiered System of Supports (MTSS), and Universal Design for Learning (UDL).

100% of staff trained in use of adopted programs and assessments for ELA and math, and instructional strategies that align with the Theory of Multiple Intelligences (MI), differentiated instruction, Google classroom, Multi Tiered System of Supports (MTSS), and Universal Design for Learning (UDL).

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Professional Development staff survey, Administrator Observations/Evaluations

Inconsistent knowledge and use of instructional strategies to support adopted curriculum and common core instruction, Multiple Intelligences, differentiated instruction, and technology integration based upon staff feedback and observations.

N/A

80% of teachers report mastery on program implementation including, MI, Common Core NGSS/CC Instruction/lesson differentiation, assessment, technology use, Google classroom. 100% of observations will demonstrate improved or enhanced instructional strategies to support student learning.

95% of teachers report mastery on program implementation including, MI, Common Core NGSS/CC Instruction/lesson differentiation, assessment, technology use, Google classroom. 100% of observations will demonstrate improved or enhanced instructional strategies to support student learning.

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to purchase and implement adopted English Language Arts program for all students in grades TK-8th with a focus on standards in English Language Arts and English Language Development.

Continue to purchase and implement adopted English Language Arts program for all students in grades TK-8th with a focus on standards in English Language Arts and English Language Development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	\$10,000	\$10,000
Source	N/A	Supplemental (100%)	Supplemental (100%)
Budget Reference	N/A	4100 Textbooks and Core Curricula \$9,000 5804 Professional Development \$1,000	4100 Textbooks and Core Curricula \$9,000 5804 Professional Development \$1,000

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Adopt, purchase, and implement a grammar program for grades 4-5 and continue to implement the current grammar program for grades 6-8.

Continue to implement a grammar program for grades 4-5 and continue to implement the current grammar program for grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$4,500	No cost
Source	N/A	Supplemental (100%)	No cost
Budget Reference	N/A	4100 Textbooks and Curricula	No cost

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide high quality professional development in the areas of Multiple Intelligences, differentiated instruction, Google Classroom/technology integration, Multi Tiered System of Supports (MTSS), data analysis, Professional Learning Communities (PLCs), writing, and continued training on core curriculum.

Provide high quality professional development in the areas of Multiple Intelligences, differentiated instruction, Google Classroom/technology integration, Multi Tiered System of Supports (MTSS), data analysis, Professional Learning Communities (PLCs), writing, and continued training on core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$7,000	\$7,000
Source	N/A	Supplemental (15%) \$1,500 LCFF State Aid (85%) \$5,500	Supplemental (15%) \$1,500 LCFF State Aid (85%) \$5,500
Budget Reference	N/A	5800 Professional Consulting Services \$1,000 1175 Teacher Stipends \$2,000 1300 Administrator Salaries \$4,000	5800 Professional Consulting Services \$1,000 1175 Teacher Stipends \$2,000 1300 Administrator Salaries \$4,000

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Purchase and continue implementation of the Eureka math curriculum for TK-8th grade students.

2019-20 Actions/Services

Purchase and continue implementation of the Eureka math curriculum for TK-8th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$30,000	\$30,000
Source	N/A	Supplemental 15% \$4,500 LCFF State Aid 85% \$25,500	Supplemental 15% \$4,500 LCFF State Aid 85% \$25,500
Budget Reference	N/A	4100 Textbooks and Curricula	4100 Textbooks and Curricula

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Adopt, purchase, and implement a school-wide writing program TK-8.

Adopt, purchase, and implement a school-wide writing program TK-8.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental (15%) \$450 LCFF State Aid (85%) \$1,550	Supplemental (15%) \$450 LCFF State Aid (85%) \$1,550
Budget Reference	N/A	4100 Textbook and core curricula \$1,000 5100 Professional Development \$500.00 1175 Teacher Stipends \$1,500	4100 Textbook and core curricula \$1,000 5100 Professional Development \$500.00 1175 Teacher Stipends \$1,500

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

Specific Schools, Oxford Preparatory
Saddleback Valley

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Purchase, and implement a research-based online assessment program that measures student growth and proficiency to provide data that will help guide instruction for targeted intervention.

2019-20 Actions/Services

Purchase, and implement a research-based online assessment program that measures student growth and proficiency to provide data that will help guide instruction for targeted intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,500	\$10,500
Source	N/A	Supplemental (100%)	Supplemental (100%)

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	4305 Software and other materials \$4,000 5106 Other Educational Consultants \$1,000 5801 IT \$5,500	4305 Software and other materials \$4,000 5106 Other Educational Consultants \$1,000 5801 IT \$5,500

Action #7

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide release time, coaches for instructional strategies and curriculum/program implementation

Provide release time, coaches for instructional strategies and curriculum/program implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$30,000	\$30,000
Source	N/A	Supplemental (15%) \$4,500 LCFF State Aid (85%) \$25,500	Supplemental (15%) \$4,500 LCFF State Aid (85%) \$25,500
Budget Reference	N/A	1300 Certificated Administrators \$19,000 5804 Professional Development \$1,000 1170 Teacher Substitute \$4,000 1100 Teacher Salaries \$4,000 1175 Teacher Stipends \$2,000	1300 Certificated Administrators \$19,000 5804 Professional Development \$1,000 1170 Teacher Substitute \$4,000 1100 Teacher Salaries \$4,000 1175 Teacher Stipends \$2,000

Action #8

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

Students to be Served

All Students, Students with Disabilities, Specific Student Groups, English Learners, Foster Youth, Low Income

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide Targeted Intervention for students before school, during the school day, and after school.

2019-20 Actions/Services

Provide Targeted Intervention for students before school, during the school day, and after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20,000	\$20,000
Source	N/A	Supplemental (100%)	Supplemental (100%)
Budget Reference	N/A	1175 Teacher Extra duty Stipends	1175 Teacher Extra duty Stipends

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

New

Goal 2

All students and staff will have access to, and achieve mastery in, 21st Century Learning Tools, Resources, and skills.

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Based upon staff interviews and parent surveys there is still a need to:

- 1) Expand, enhance, enrich technological instruction and access, school-wide, to technology tools and resources to fully implement the CCSS, 21st Century learning, and CAASPP system/ school benchmark assessments;
- 2) Train and support all staff on the use of current and future technology tools and technology integration strategies to support all learners and expand home/school communication;
- 3) Provide parents 24/7 access to student resources, progress and academic achievement and to improve and expand IT support to students and staff. All staff and students will have access to high quality digital resources, but at this time have not received training and support for curriculum implementation across all programs and grade levels. Students in grades 1-8 are 1:1 Chrome Books, grades TK-K share a cart of 36 Chrome Books.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

All students will have access to technology, online resources, and adopted online curriculum. Additionally students will have the ability to access instructional materials through the use of Google Classroom.

OPA-SV is currently 1 to 1 Chromebooks for all students in grades K-8. All students and classrooms in grades 2-8 utilize Google Classroom on a regular basis. The use of Google Classroom is inconsistent in grades K-1.

N/A

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

All 1st-8th students will continue to have 1:1 technology tools and access to school Google accounts to access their class Google Classroom and other curriculum applications on a regular basis. K students will share class sets of digital tools.

Utilization of a Professional Development calendar and attendance logs.

Currently, all teachers have access to their online curriculum and resources, however, the ability level of our staff to use technology is inconsistent. Some staff are using current access to their online curriculum and resources.

N/A

100% of staff trained in use of Google Classroom and implementation of adopted core curriculum and other identified resources. All teachers will consistently utilize Google Classroom and other identified resources, including adopted core curriculum.

100% of staff trained in use of Google Classroom and implementation of adopted core curriculum and other identified resources. All teachers will consistently utilize Google Classroom and other identified resources, including adopted core curriculum.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Technology Proficiency Survey Staff

Some staff report mastery on or experience with technology use/integration with the the core curriculum and Google Classroom.

N/A

80% of classroom teachers report and demonstrate mastery on and use of Google Classroom and core curriculum program integration, program implementation including NGSS/CC Instruction/lesson differentiation.

95% of classroom teachers report and demonstrate mastery on and use of Google Classroom and core curriculum program integration, program implementation including NGSS/CC Instruction/lesson differentiation.

Annual parent survey on technology tools, home/school communication and student access

2017-18 Parent survey results

N/A

5% growth of parents, students satisfied and comfortable with technology resources, tools including Google Classroom , communication and access

5% growth of parents, students satisfied and comfortable with technology resources, tools including Google Classroom , communication and access

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual/biannual teacher observations/evaluations	2018 Evaluations/Self Evaluation	N/A	100% of teachers will be marked as satisfactory or better in google Classroom Use, common core implementation/21st century skills instructional strategies and use of MI strategies	100% of teachers will be marked as satisfactory or better in google Classroom Use, common core implementation/21st century skills instructional strategies and use of MI strategies

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide staff with professional development and ongoing training for adopted online curriculum, 21st Century Learning Tools including Google Classroom, Resources, and skills.

Provide staff with outside professional development and training for adopted online curriculum, 21st Century Learning tools, resources, and skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$12,000	\$5,000
Source	N/A	Supplemental (15%) \$1,800 LCFF State Aid (85%) \$10,200	Supplemental (100%)

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	5804 Professional Development 4100 Textbook & Core Curricula 4200 Books & Other Materials 4305 Software	5804 Professional Development 4305 Software

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Ensure that all students have a school Google account and access to 21st Century Learning tools, adopted online curriculum, and online resources.

2019-20 Actions/Services

Ensure that all students have a school Google account and access to 21st Century Learning tools, adopted online curriculum, and online resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$35,000	\$35,000
Source	N/A	Supplemental (15%) \$5,250 LCFF State Aid (85%) \$29,750	Supplemental (15%) \$5,250 LCFF State Aid (85%) \$29,750
Budget Reference	N/A	4100 Textbooks & Core Curricula 4200 Books & Other Materials 4302 School Supplies 5804 Professional Development	4100 Textbooks & Core Curricula 4200 Books & Other Materials 4302 School Supplies 5804 Professional Development

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

New

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: Local priorities addressed by Goal 3 are aligned with the school charter, vision, and goals.

Identified Need:

OPA-SV will provide support systems for learning (before and after school,) and will provide a safe school with a healthy climate where all students have the opportunity to achieve high levels. Based on analysis of outcome data and stakeholder input, including results from parent and student surveys, teachers/administrative conferences, and conversations during the administrative team talk, the following needs were identified to ensure all students were physically and socially safe:

- A system of academic and social-emotional support for all students
- Strategies for staff to support all behavior issues in a constructive, positive manner
- Strategies for classroom management
- Strategies for student engagement
- Protocols and training for playground proctors
- Parent/student education classes on cyber bullying, social media, and drug awareness
- Expansion of clubs and activities to engage all students

- A clean and well-maintained facility
- A safe climate with an inclusive culture

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Student LCAP Survey	<p>64% of 4th-8th grade students who completed the student survey indicated that they do not regularly observe bullying on the school campus.</p> <p>90% of 4th-8th grade students who completed the student survey indicated that their teachers care about them.</p>	N/A	<p>Decrease the percentage of students indicating they observed bullying on the school campus by 10%.</p> <p>Increase the percentage of students indicating that their teachers care about them by 5%.</p>	<p>Decrease the percentage of students indicating they observed bullying on the school campus by 12%</p> <p>Increase the percentage of students indicating that their teachers care about them by 7%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Parent/Guardian LCAP Survey	87% of parents/guardians who responded to the 2017-2018 LCAP Survey indicated they strongly agree or agree their student feels safe at school.	N/A	Increase the percentage of parents/guardians agreeing and strongly agreeing their student feels safe at school 5%.	Increase the percentage of parents/guardians agreeing and strongly agreeing their student feels safe at school 2%.
Discipline Referrals to the Office or Dean/Chancellor/Counselor	2018 Discipline or Counselor referrals	N/A	50% Decrease in referrals	10% Decrease in referrals
Staff/Student Recognition assemblies or events	2017-18 calendar of events	N/A	Three additional student recognition activity/events and three additional staff recognition activity/events.	Two additional student recognition activity/events and two additional staff recognition activity/events.

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Behavior Intervention supports and Anti-bullying Assemblies

Behavior Intervention supports and Anti-bullying Assemblies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$7,000	\$7,000
Source	N/A	Supplemental (15%) \$1050 LCFF State Aid (85%) \$5950	Supplemental (15%) \$1050 LCFF State Aid (85%) \$5950
Budget Reference	N/A	4303 Special Activities	4303 Special Activities

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide Training, resources and support to parents in discipline/behavior systems and expectations/

Provide Training, resources and support to parents in discipline/behavior systems and expectations/

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,000	\$2,000
Source	N/A	Supplemental (100%)	Supplemental (100%)
Budget Reference	N/A	1200 Pupil Support Salaries \$1500 1300 Administrator Salaries \$500	1200 Pupil Support Salaries \$1500 1300 Administrator Salaries \$500

Action #3

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

Students to be Served

Location(s)

All Students

Specific Schools, Oxford Preparatory Academy Saddleback Valley

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

N/A

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement a MultiTier System of Support (MTSS)

Implement a MultiTier System of Support (MTSS)

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$30,000

\$30,000

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental (15%) \$4,500 LCFF State Aid (85%) \$25,500	Supplemental (15%) \$4,500 LCFF State Aid (85%) \$25,500
Budget Reference	N/A	1200 Pupil Support Salaries \$24,000 1175 Teacher Extra duty \$2,000 1170 Teacher Substitute \$2,000 5106 Other Educational Consultants \$2,000	1200 Pupil Support Salaries \$24,000 1175 Teacher Extra duty \$2,000 1170 Teacher Substitute \$2,000 5106 Other Educational Consultants \$2,000

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide Non-Core Enrichment Activities to support MI, 21st Century Skills, and the Arts

Provide Non-Core Enrichment Activities to support MI, 21st Century Skills, and the Arts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$208,320	\$208,320
Source	N/A	Supplemental (15%) \$31,248 LCFF State Aid (85%) \$177,072	Supplemental (15%) \$31,248 LCFF State Aid (85%) \$177,072
Budget Reference	N/A	2200 Classified Support \$160,000 1300 Administration \$48,320	2200 Classified Support \$160,000 1300 Administration \$48,320

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide Dedicated Counselor Time

2019-20 Actions/Services

Provide Dedicated Counselor Time

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	N/A	\$15,000	\$15,000
Source	N/A	Supplemental (100%)	Supplemental (100%)
Budget Reference	N/A	1200 Pupil support Salaries	1200 Pupil support Salaries

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide professional development related to maintaining a positive school climate for at risk students.

Provide professional development related to maintaining a positive school climate for at risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,000	\$10,000
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	5805 General Consulting \$3,000 1200 Pupil support \$5,000 1175 Teacher Extra duty Stipends \$2,000	5805 General Consulting \$3,000 1200 Pupil support \$5,000 1175 Teacher Extra duty Stipends \$2,000

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

New

Goal 4

Oxford Preparatory Academy will increase stakeholder input and communication output.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: Local priorities addressed by Goal 4 are aligned with the school charter, vision, and goals.

Identified Need:

Although communication was not identified in the parent/guardian survey as a need, parents have expressed their appreciation of increased communication. Staff has identified communication has a need to keep parents/guardian abreast of updated information and connected to the school program.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Organization and School Parent/Community Meeting Logs, website minutes/recaps and attendance sheets form activities. Evidence of output is provided through teacher websites, classroom newsletters, social media forums, stakeholder meetings, parent/teacher conferences, parent education opportunities, School Messenger, and email.

The LCAP parent survey from the Spring of 2018 indicates the majority of the respondents agree that school to home communication is effective. OPA-SV is dedicated to continue to improve and communicate via different forms of communication. Current list of organization and school site parent and community meetings/events with recorded recaps or minutes

N/A

Minimum of Monthly Chancellor chats with published recaps
Minimum of Monthly Organization level Administrative talks with published recaps

Bi weekly Chancellor chats with published recaps
Minimum of Monthly Organization level Administrative talks with published recaps

Parent Education Opportunities on Topics as identified in the annual parent survey and measured by attendance logs

Parent Education Opportunities Offered in 2018

N/A

A Minimum of 3 parent education opportunities will be offered.

A minimum of 4 parent education opportunities will be offered.

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

All Students

Location(s)

Specific Schools, Oxford Preparatory Academy Saddleback Valley

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Maintain current digital information and

2019-20 Actions/Services

Maintain current digital information and

communications programs and subscriptions to include but not be limited to School Messenger, Websites, Aeries systems

communications programs and subscriptions to include but not be limited to School Messenger, Websites, Aeries systems

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$27,000	\$27,000
Source	N/A	Supplemental (15%) \$4,050 LCFF State Aid (85%) \$22,950	Supplemental (15%) \$4,050 LCFF State Aid (85%) \$22,950
Budget Reference	N/A	5900 Communications	5900 Communications

Action #2

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

Students to be Served

Location(s)

All Students

Specific Schools, Oxford Preparatory Academy Saddleback Valley

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Plan and promote activities and events highlighting student successes and parent involvement.
 -School Site Awards
 -Arts Auction/VAPA Night
 -Instrumental/Vocal Showcase
 -Cum Laude/CAASPP awards
 -Honour Mods/ All school achievement recognition
 -CHAMP program/ Student Character Trait Awards
 -Volunteer Recognition

Plan and promote activities and events highlighting student successes and parent involvement.
 -School Site Awards
 -Arts Auction/VAPA Night
 -Instrumental/Vocal Showcase
 -Cum Laude/CAASPP awards
 -Honour Mods/ All school achievement recognition
 -CHAMP program/ Student Character Trait Awards
 -Volunteer Recognition

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$6,000	\$6,000
Source	N/A	Supplemental (15%) \$900 LCFF State Aid (85%) \$5,100	Supplemental (15%) \$900 LCFF State Aid (85%) \$5,100
Budget Reference	N/A	4303 Special Activities \$2,000 1175 Teacher Extra duty, Stipends \$2,000 1300 Administrative Salaries \$2,000	4303 Special Activities \$2,000 1175 Teacher Extra duty, Stipends \$2,000 1300 Administrative Salaries \$2,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$127,702.00

Percentage to Increase or Improve Services

2.84%

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.

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$130,350.00

2.84%

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.

The LCFF supplemental fund allocation is aligned to the base actions for all students due to the small numbers in the targeted subgroups. All actions are budgeted for expenditures to increase student achievement in meeting Common Core State Standards and create a safe and welcoming campus for all students.. Both LCFF supplemental and base funds are targeted to support personnel and professional development in the areas of: differentiation, multitiered system of supports, providing for a safe campus, curriculum implementation, and 21st century technology. Funds are allocated on unduplicated numbers of English learners, low income pupils, and foster youth to ensure that decisions are made to employ support personnel, provide professional development, and purchase instructional materials, including technology, to meet the needs of the targeted subgroups. In addition, supplemental funds have been targeted for parent education in the areas of technology use, behavior and parenting, and instruction in general. Goal 1 Action 6, Goal 2 Action 5, and Goal 3 actions 3 and 6 specifically serve the subgroups with parent education, before and after school tutorial, parent education and the addition of a dedicated counselor to support these students. School staff and Advisory Councils align their goals and actions to support the approved Local Control Accountability Plan. LCFF allocated funds will be effectively utilized to support the goals and actions and services described in the LCAP to support all students and targeted subgroups.

Funds will be used to:

-Funds will be used to:

Train personnel to support students

Additional Instructional technology and supplemental materials to support student achievement and access to technology

Provide additional social emotional support through the addition of a dedicated counselor

Increase programs and personnel to promote attendance rates and lower suspension rates

Provide professional development in the areas of identified need and goals targeted to subgroups

Implement professional development and materials support to ensure students are making annual gains

Purchase additional supplemental Instructional Materials to support the implementation of Common Core State Standards