

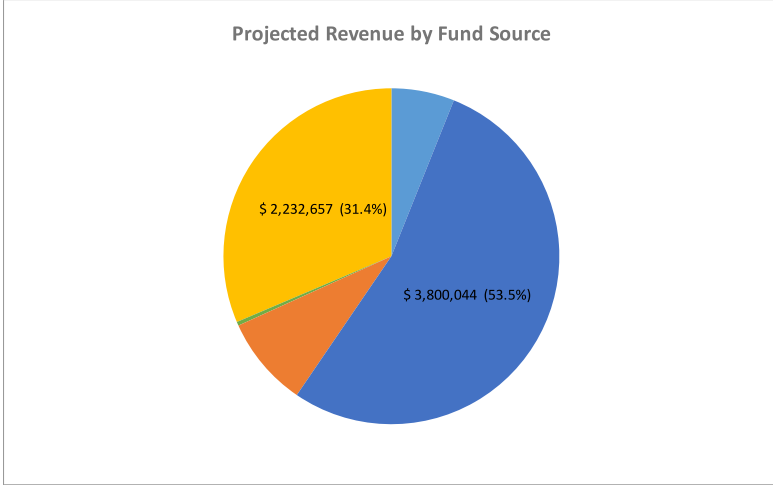
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Scholarship Prep-Oceanside
 CDS Code: 37 10371 0136085
 School Year: 2021 – 22
 LEA contact information: Jason Watts

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

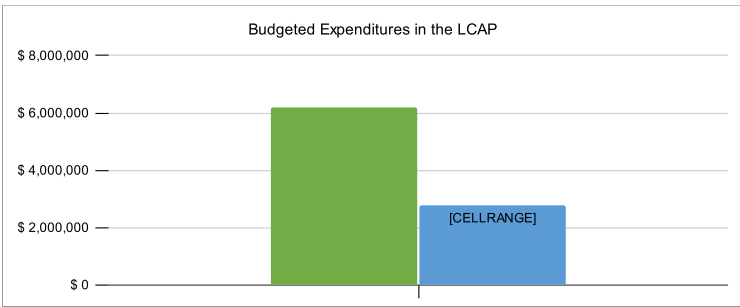
Budget Overview for the 2021 – 22 School Year



This chart shows the total general purpose revenue Scholarship Prep-Oceanside expects to receive in the coming year from all sources.

The total revenue projected for Scholarship Prep-Oceanside is \$7,109,249.00, of which \$4,231,386.00 is Local Control Funding Formula (LCFF), \$619,113.00 is other state funds, \$26,093.00 is local funds, and \$2,232,657.00 is federal funds. Of the \$4,231,386.00 in LCFF Funds, \$431,342.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Scholarship Prep-Oceanside plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Scholarship Prep-Oceanside plans to spend \$6,189,154.00 for the 2021 – 22 school year. Of that amount, \$2,785,138.00 is tied to actions/services in the LCAP and \$3,404,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

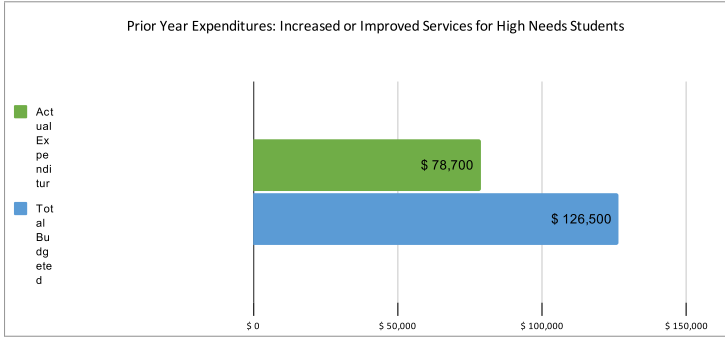
Major General Fund Budget Expenditures for the school year not included in the LCAP are rent, office expenses, insurance, utilities and janitorial services, and equipment leasing.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Scholarship Prep-Oceanside is projecting it will receive \$431,342.00 based on the enrollment of foster youth, English learner, and low-income students. Scholarship Prep-Oceanside must describe how it intends to increase or improve services for high needs students in the LCAP. Scholarship Prep-Oceanside plans to spend \$1,398,180.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Scholarship Prep-Oceanside budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Scholarship Prep-Oceanside estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Scholarship Prep-Oceanside's Learning Continuity Plan budgeted \$126,500.00 for planned actions to increase or improve services for high needs students. Scholarship Prep-Oceanside actually spent \$78,700.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$47,800.00 had the following impact on Scholarship Prep-Oceanside's ability to increase or improve services for high needs students:

The difference in budgeted to actual expenditures to increase or improve services for high needs students had no impact on the actual services or impact on students. Scholarship Prep was

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scholarship Prep Oceanside	Jason Watts, Executive Director	jwatts@scholarshipschools.org 714-795-2195

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (Basic)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of staff appropriately assigned and fully-credentialed	100% of staff appropriately assigned and fully-credentialed

80% of teachers scoring a cumulative 3.0 or higher on evaluation rubric	88% of teachers scoring a cumulative 3.0 or higher on evaluation rubric
100% of students receiving standards-based instructional materials	100% of students receiving standards-based instructional materials
Facility in GOOD repair	Facility in GOOD repair

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Attract and retain qualified staff to meet goals.	\$750	\$1,490
Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served.	\$1,111,758	\$1,065,082
Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access)	\$226,172	\$188,368
Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils	\$137,500	\$46,160

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented except for a portion of the budget for upgrading facilities. The COVID-19 pandemic occurred and planned facilities upgrades were not needed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Scholarship Prep administration were able to effectively recruit qualified staff through the updated interview process. The interview process was refined to include thorough paper screening of candidates, multiple interviews with varied stakeholders including model lessons and performance tasks (translation, data analysis, etc.) as applicable, and input from various levels of current employees.

Scholarship Prep continued using its new teacher evaluation system. The new evaluation system provides for advancement opportunities for current teachers and staff to take on additional roles and leadership positions, helping to maintain a high staff retention level.

Scholarship Prep executive administration ensured that all students had standards-aligned instructional materials for all subjects – both in-person as well as during Hybrid Learning. The Principal was instrumental in providing updated enrollment numbers at least weekly to allow for the correct number of print materials and digital licenses to be ordered.

Scholarship Prep administration conducted regular facilities walkthroughs to identify any issues that needed to be corrected as well as areas that could be improved to provide better service to students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CAASPP ELA % Standard Met/Exceeded – 57%	No data available
CAASPP Math % Standard Met/Exceeded – 46%	No data available
CAST % suggesting <i>considerable</i> understanding – Baseline + 4%	No data available
Percentage of ELs making progress toward EL proficiency as measured by the ELPAC – Baseline + 4%	No data available

Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP) – 33%	18.52%
ELAC meetings held – 8	8 ELAC meetings held
Chromebooks for all students in grades 2-8, two class sets for rotations in grades K and 1.	All students in all grades had access to Chromebooks daily.
Percentage of K-2 Students Meeting Early Literacy Benchmarks/ NWEA assessments – Baseline.	30% of K-2 students met early literacy benchmarks.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes.	\$20,000	\$32,449
Increase access to technology, utilizing standards to plan instruction for all students, including English Learners.	\$116,820	\$132,139
Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.	No additional cost	\$0
Provide intervention sessions and tutoring as needed to students with exceptional needs.	\$15,000	\$14,174
Offer a variety of Non-Core classes to all students before, during and after school at no cost.	\$171,230	\$149,743
Prepare and administer appropriate assessments to monitor student progress in goal areas.	\$8,900	\$10,876
Provide intervention and support services to English Learners through the Intervention Lead/Resident Sub.	\$43,206	\$49,360
Promote accelerated English Language Development (ELD) by providing ELs with Integrated and Designated ELD utilizing the proficiency standards and proficiency scales.	No additional cost	\$0

Prepare and administer NWEA Reading and Math assessments to students in grades K-2 to monitor student achievement and progress.	\$2,000	\$2,361
Administer the Naglieri Nonverbal Test of Ability to all students in 3 rd grade to identify students qualifying for gifted education program.	No additional cost	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Scholarship Prep utilized additional pupil free professional development days to provide support to teachers in many areas, including the creation of interdisciplinary cross-curricular projects. The teaching staff of this campus collaborated with their grade alike peers from our other campuses to ensure that all teachers were having grade-level specific conversations around curriculum, State Standards, and unit planning.

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

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

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

Scholarship Prep continued the practice of offering a non-core elective classes to students at no cost.

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

We also provided intervention services to ELs specifically and improved our Integrated and Designated ELD programming.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3 (Parent Involvement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Family participation in annual LCAP survey – 75%	91%
Family participation in informational Parent Meetings (Coffee with Founders, Principal meetings, Pep Squad) – 40%	77%
Parent participation in programs for unduplicated pupils – 50%	63%
Parent participation in programs for individuals with exceptional needs – 50%	67%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Engage stakeholders to maintain educational program.	\$2,500	\$4,003
Scholarship Prep’s educational philosophy, including meetings discussing cyber safety and social-emotional needs.	No additional cost	\$0
Conduct annual Parent Survey.	No additional cost	\$0
Schedule parent meetings based on specific issues pertinent to students with exceptional needs (GATE, students with disabilities, etc.).	No additional cost	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Scholarship Prep engaged stakeholders, especially parents, in a number of new or improved ways. As part of our project-based learning pedagogy, teachers improved their outreach to and inclusion of community members in their project planning and presentations. Scholarship Prep continued partnering with *Raising Highly Capable Kids*, a local organization, to offer parenting classes in Spanish to our families.

Scholarship Prep held parent meetings on a number of issues including suicide prevention, supporting English Learners in the classroom and cyber-safety. Scholarship Prep amended the manner in which the annual Parent Survey was conducted, sending it home with students in their home language as a non-graded homework assignment and also via a virtual link.

Finally, we offered parent meetings targeting specific subgroups, including ELs, students with disabilities, homeless youth, and foster youth.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Safety/emergency drills held - 12	12
Students receiving office referrals - 8	1
Suspension rates - All 1.0% Students with Disabilities 1.0%	All 0.0% Students with Disabilities 0.0%
Expulsion rate – 0%	0%
Attendance rate - All 97% Foster \geq 97% Homeless \geq 97%	All 98%, Foster 98%, Homeless, 98%
Chronic absenteeism rate – 5.5%	3.2%
Middle school dropout rate – 0%	0%
Special Education staff (full-time) participation in SELPA professional learning offerings – 100%	100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Prioritize and track daily attendance with all students.	\$46,857	\$37,080
Emphasizing campus safety to all stakeholders through monthly practice drills.	No additional cost	\$0

Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings.	No additional cost	\$0
Provide Professional Development in School Climate to support staff.	No additional cost	\$0
Provide services and supports to Foster and Homeless students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed through the Homeless and Foster Youth Services Coordinator.	\$6,500	\$30,682
Redesign the After School Program personnel and offerings to provide a more rigorous and structured learning environment to ensure targeted students are receiving proper academic support and intervention immediately after school.	No additional cost	\$0
Engage in external and internal professional development on the Multi-Tiered System of Supports (MTSS) to target the needs of all students and especially those with specific needs such as Special Education, English Learner Provide Professional Development in School Climate to support staff.	No additional cost	\$0
Provide a Dean of Culture to assist with professional development on school culture, maintaining the character education program, and providing support on restorative practices.	\$78,930	\$74,000
Provide release time or professional development time for full time special education to engage in remote or in-person SELPA learning opportunities.	No additional cost	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Scholarship Prep continued to promote the importance of prompt daily attendance at multiple meetings and in multiple modes of communication by teachers, staff, and administration. Office staff worked directly with school administrators to monitor absenteeism and student tardies. We continued this work during Distance Learning to ensure high levels of engagement.

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

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

We were intentional and successful in providing support services to our foster and homeless youth, including food, school supplies, and clothing items.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional cleaning/sanitization	\$3,500	\$352.70	Y
Handwashing/hand sanitizing stations	\$9,000	\$4,852.20	Y
PPE for students and staff	\$2,000	\$3,568.23	Y
Thermometers	\$2,000	\$1,649.55	Y
Replace HVAC filters	\$2,000	\$2,183.40	Y
PPE signage	\$1,000	\$1,805.07	Y
Addition of ELD aides	\$8,000	\$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive difference was that Scholarship Prep did not add ELD aides. We found that it was more effective to have our existing staff handle these responsibilities instead of adding additional personnel.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Scholarship Prep was successful in providing a clean, safe, healthy environment for all students and staff. Every person entering the campus was temperature checked in addition to needing to verify that there were free of systems using a technology device. Any student or staff without PPE devices was provided one.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of ELD and intervention teachers	\$80,000	\$62,024.66	Y
Increased curriculum purchasing	\$13,000	\$13,476.21	Y
Hotspots for families	\$6,000	\$1,641.46	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was no substantive difference.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Both the Hybrid and Distance Learning models had components of live instruction with a teacher as well as online, asynchronous learning activities. While in the Distance Learning model, all students accessed the live lesson at the same time in the morning, and engaged in the asynchronous learning in the afternoon, in the Hybrid Model, those components were just adjusted such that one cohort got the live lesson in person in the morning, and engaged in the asynchronous learning in the afternoon, and the other group got the live lesson in the afternoon and engaged with the asynchronous materials in the morning. In both models, students were grouped in self-contained classes and had one teacher and are with one cohort of students. This teacher and group of students remained consistent as SPS shifted from one model to the other.

Access to Devices and Connectivity

All students had Chromebooks to use. Hotspots were also available to families based on need. For Hotspots, McKinney Vento families were prioritized first, and were given out based on need to families after that.

Pupil Participation and Progress

To gauge student progress, teachers give all students at least 3 common benchmark assessments in both ELA and math. They also gave at least 1 formative math assessment and one formative ELA assessment a week, and entered the grade for said assessments in their gradebook. This data was used to drive instruction and determine supports/interventions, as well as a communication tool for students and families to inform them of their progress.

Distance Learning Professional Development

PD sessions and collaboration protocols were facilitated with adult social-emotional learning in mind, and incorporated some of the practices we wanted to see in our classrooms as well, such as welcoming rituals (ie: check ins or team building opportunities), effective engagement strategies, and optimistic closures that allow for reflection on learning.

Staff Roles and Responsibilities

As a result of COVID-19 and the changes to the way school must be operated, SPS adapted some roles and responsibilities of teachers and staff, including Teachers moving from a cored teaching model (teachers teach one subject to multiple groups) to a self-contained model (each teacher teaches all subjects to one group), and Electives teachers provide learning opportunities for all students, instead of a smaller group (students can now take all electives, instead of opting into one).

Support for Pupils with Unique Needs.

English Learners received language supports through both Designated and Integrated ELD. EL students received their core instruction with these EL supports, as well as getting designated instruction focused on language development as part of their regular daily school day. Students with IEPs received online (or in-person in the Hybrid Learning model) small-group instruction with additional teachers or aides, and additional teachers as aides were available daily for office hours to provide support that goes beyond the supports outlined in a student's IEP.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	\$0	\$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Both the Hybrid and Distance Learning models had components of live instruction with a teacher as well as online, asynchronous learning activities. While in the Distance Learning model, all students accessed the live lesson at the same time in the morning, and engaged in the asynchronous learning in the afternoon, in the Hybrid Model, those components were just adjusted such that one cohort got the live lesson in person in the morning, and engaged in the asynchronous learning in the afternoon, and the other group got the live lesson in the afternoon and engaged with the asynchronous materials in the morning. In both models, students were grouped in self-contained classes and had one teacher and are with one cohort of students. This teacher and group of students remained consistent as SPS shifted from one model to the other.

To gauge student progress, teachers give all students at least 3 common benchmark assessments in both ELA and math. They also gave at least 1 formative math assessment and one formative ELA assessment a week, and entered the grade for said assessments in their gradebook. This data was used to drive instruction and determine supports/interventions, as well as a communication tool for students and families to inform them of their progress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SPS supported the mental health and social-emotional well-being of students. As part of the daily schedule, all SPS teachers engaged in a “Morning Meeting” with students that emphasized community building, relationships, and social-emotional learning. Students also engaged in a weekly Social Emotional Learning lesson provided by the School Counselor. Counselors provided individual and group counseling along with direct referrals to outside counseling.

Professional development was provided to staff including training on social emotional learning, trauma informed practices, and suicide prevention. Teachers were trained not only on these topics overall, but dove into what each of these topics looked like in a digital/virtual world.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SPS utilized several engagement and outreach activities for families in the time of Distance Learning. SPS regularly communicated with families through weekly newsletters from the principal, regular updates on the school’s website and social media, and daily access

to teachers through Class Dojo. All communication was sent out in both English and Spanish and is available on multiple platforms to increase accessibility and participation.

SPS tracked daily participation and engagement of students to ensure that all students both had access to, and were actively engaged in, their learning and the school community. When participation data indicates a student/family was not engaged, the school reached out to the family to assess need and offer resources and support to re-engage the student and family.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During Distance Learning, meals were distributed in a Grab and Go style with all meals consumed offsite. Bagged meals (breakfast and lunch) for the entire week were available for pick up either three days per week or via bulk distribution on a single day. In addition, due to community need, the school was a Community Eligibility Provision school and will be providing meals to all students free of charge, regardless of their income level. Social distancing practices were followed by all meal distribution personnel by wearing gloves, masks, and staying six feet apart. In order to ensure that parents, guardians, and students are aware of the availability of meals, SPS communicated in multiple languages the availability of meals as widely as possible. Communication strategies included: email blasts, social media messages/posts, personal phone calls, automated phone calls, and website announcements.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The major lessons Scholarship Prep learned that will impact the 2021-24 LCAP are:

- The importance of continued technology integration into the classroom;
- The need to provide food and clothing resources to students in need; and
- The importance of effective PLC protocols for staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP through:

- ordering additional supplemental curriculum;
- adding additional special education staff;
- implementing extended learning through summer programming and an after school program; and
- providing specific supports for homeless and foster youth.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection guided LCAP development in a number of ways. Mainly, the review of data and successes showed us that we need to:

- Hire additional staff members to support at-risk students;
- Provide extended learning opportunities in a number of ways;
- Increase the wrap-around services for foster and homeless youth and their families; and
- More effectively support English Language Development through Designated ELD.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scholarship Prep- Oceanside	Jason Watts Executive Director	jwatts@scholarshipschools.org (714) 795-3729

Plan Summary 2021 (2021-2024)

General Information

A description of the LEA, its schools, and its students.

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

Scholarship Prep Oceanside’s significant student subgroups consist of 53% Socioeconomically Disadvantaged, 14.7% English Learners, and 14.7% Special Education. The predominant student race/ethnicity subgroups at Scholarship Prep Oceanside are Hispanic (60%) and White (25.6%). Consistently all students, including specific subgroups, are the target of Scholarship Prep Oceanside’s school-wide learning goals for the Local Control Accountability Plan.

Scholarship Prep Oceanside has grown since its opening, now planning to serve approximately 522 Scholars in fall 2021 in grades TK-8. Enrollment is broken down by grade level below:

- TK: 22
- Kindergarten: 44
- First Grade: 86

Second Grade: 64

Third Grade: 64

Fourth Grade: 64

Fifth Grade: 64

Sixth Grade: 32

Seventh Grade: 50

Eighth Grade: 32

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals, local self assessment tools, and stakeholder impact, we have identified several successes which we have bucketed into the LCAP focus areas of conditions for learning, student achievement, and school climate and engagement.

Conditions for Learning

Successes in the area of conditions for learning include having a fully credentialed teaching staff, standards based instructional materials for all students, facilities improvements, and providing students with access to technology.

Fully credentialed teaching staff

All grade level teachers at Scholarship Prep Oceanside are fully credentialed and have the correct authorization to teach English Learners. All special education and counseling staff are also fully and correctly credentialed in their areas of focus (ie: education specialists/RSP teachers, speech and language pathologists, school counselors, etc.).

Standards based instructional materials

All students have access to rigorous, standards-based instructional materials for all core content, as well as supplemental resources for all subject areas.

Students with access to technology- devices and connectivity

Scholarship Prep Oceanside provides all students with access to Chromebooks for their use both on site and at home. Additionally, in 2020-2021 we were able to provide hot spots to families to support with connectivity for Distance and Hybrid Learning during the COVID-19 pandemic.

Student Achievement

Successes in the area of student achievement include performance on CAASPP in math and ELA, as well as student performance on the iReady Diagnostic assessment in both reading and math.

CAASPP

The last set of CAASPP scores available for Scholarship Prep Oceanside are from the 18-19 school year. Due to the COVID-19 pandemic and subsequent school closures in March of 2020, CAASPP was suspended for the 19-20 school year. While we do not have updated scores from 19-20, CAASPP 18-19 scores in math resulted in a green on the CAASPP ELA and math indicators on the California Dashboard. In ELA, student scored 6.5 points above standard, and grew 11 points in distance to standard from the previous year. In math, while students scored 19.4 points below standard, they grew 7.7 points in distance to standard from the previous year.

Additionally, the CAASPP 18-19 scores show that Scholarship Prep Oceanside EL students are growing significantly in both ELA and math, as well as in their language proficiency. In ELA, EL students grew 17.1 points in distance to standard and reclassified students grew 17.9 points in distance to standard. In math, EL students grew 26 points in distance to standard and reclassified students grew 35.4 points in distance to standard. In English proficiency metrics, 67.4% of EL students made adequate progress toward English proficiency.

iReady

In addition to CAASPP, Scholarship Prep Oceanside also utilizes iReady Diagnostic Assessments in both reading and math. In the 2020-2021 school year, in reading, we reduced the percentage of students at risk from 32% to 19%. We also increased the percentage of students at or above Grade Level from 40% to 55%. In math we decreased the percentage of students at risk from 28% to 15%, and increased the percentage of students at or above Grade Level from 31% to 50%.

School Climate and Engagement

Successes in the area of school climate and engagement include low suspension rates, high attendance rates, high parent participation rates, and high scores on school climate indicators on stakeholder surveys.

Suspension and Attendance

In the 2019-2020 school year, Scholarship Prep Oceanside maintained a 0% suspension rate. This year, the 2020-2021 school year, Scholarship Prep Oceanside had 0 suspensions.

In addition to low suspension rates, Scholarship Prep Oceanside has maintained high attendance and engagement rates, even during COVID-19. The 2020-2021 average attendance rate remained above 97% with both Distance and Hybrid Learning models.

Family Participation and Survey Feedback

In the 2020-2021 school year we had high family participation on the LCAP survey and in event attendance. 97% of families completed the LCAP survey to give feedback, and 98% of families participated in at least one event (IEPs, Parent Conferences, Virtual Open House, Coffee with the Principal, etc.).

The LCAP survey gave us valuable feedback on stakeholder perceptions, and highlighted several strengths around positive school climate. 98% of parents feel that “I feel welcomed at Scholarship Prep”, and feel the school is safe, clean, and comfortable for students, that teachers care about their students and have high behavior standards, and that students feel safe. They also feel that their students can achieve at our school, and they feel welcomed and are comfortable communicating with the school.

98% of students feel that “My teachers are proud when I do well”, and shared that they agree that teachers make learning fun, help when they need it, and support students in class. They also agree that teachers are proud of their students and praise their success to others, that teachers care about how students feel, and treat students with respect and are fair to all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals, local self assessment tools, and stakeholder impact, we have identified some areas of growth which we have bucketed into the LCAP focus areas of conditions for learning, student achievement, and school climate and engagement.

Conditions for Learning

While we had many successes in the area of conditions for learning, Scholarship Prep Oceanside wants to work to ensure the continued success in this area. Furthermore, Scholarship Prep Oceanside aims to continue to serve as many students as possible and has identified a need to ensure continued facilities improvements to maintain the safety of students, foster the welcoming environment on campus, and increase capacity for increased enrollment.

Student Achievement

Areas of focus in student achievement include performance on CAASPP in math and the overall achievement of our subgroups, as well as literacy achievement for lower elementary students.

CAASPP

The last set of CAASPP scores available for Scholarship Prep Oceanside are from the 18-19 school year. Due to the COVID-19 pandemic and subsequent school closures in March of 2020, CAASPP was suspended for the 19-20 school year. While we do not have updated scores from 19-20, CAASPP 18-19 scores indicate that while we had adequate growth in math, leading to green in the indicator, our overall achievement in math was 19.4 points below the standard. Additionally, while many of our subgroups are showing improvement in their

distance to standard, we are still below standard in reading and math for our Hispanic students, EL students, low SES students, and special education students.

Early Literacy

Ensuring all students are leaving 2nd grade meeting literacy benchmarks is key in students being able to effectively make the jump from learning to read to reading to learn. Scholarship Prep Oceanside aims to increase the percentage of students meeting literacy benchmarks by the end of 2nd grade in order to put them on the path to success. In 2020-2021, Scholarship Prep Oceanside increased the percent of 2nd grade students on or above Grade Level from 41% to 50%, however, 50% still left below benchmark. While we are proud of the growth of our students this year, we want to continue to push to increase the percentage of students meeting benchmark by the end of 2nd grade.

School Climate and Engagement

While Scholarship Prep Oceanside has a high attendance rate, we find that chronic absenteeism remains an area of focus. The most recent California Dashboard data shows that Scholarship Prep Oceanside's chronic absenteeism rate remained at 6.1% in 2019, and is currently around 5.8%. While we are proud that our rate has not increased during the COVID-19 pandemic, it remains an important area of focus for the school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Scholarship Prep Oceanside recognizes that staff development directly affects the success of all students, and the school is committed to increasing the practice of teachers and leaders in supporting all students through instruction and assessment, social emotional learning, behavioral support, trauma informed practices, and culturally responsive education. Professional Development is continuously provided to all staff throughout the year.

Scholarship Prep Oceanside also recognizes the importance of home-school connection and deeply values family engagement and involvement. As such, Scholarship Prep Oceanside provides numerous opportunities for parental involvement, and will continue to include parents in the English Language Advisory Committee, School Site Council and PEP Squad (parent organization).

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

Goal 1- Access For All: Scholarship Prep Oceanside teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep Oceanside has sufficient access to standards-aligned instructional materials. Scholarship Prep Oceanside facilities are maintained in good repair.

Goal 2- Success For All: Scholarship Prep Oceanside students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

Goal 3- Belonging For All: Scholarship Prep Oceanside will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep Oceanside will maintain a positive, safe school climate to ensure high levels of student engagement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

In the Spring of 2021, the LCAP annual survey was provided to all stakeholders to complete. A majority of the questions in the survey are directly aligned to the 8 Basic State Priorities that are asked to be addressed in the LCAP. Stakeholders were also asked to select the top 2 state priorities on which we should spend funds to address. Multiple methods were used to facilitate parent completion of the survey, including providing a link on our website and social media pages, sending home paper versions, and allowing parents to complete the survey during on-campus meetings. Data from the survey and stakeholders' meetings was reviewed, shared with stakeholders, and discussed as a site administrative team. High priority status pertaining to student achievement, student engagement, and school climate was based upon the survey results. This information was compiled and the Annual LCAP Update was adjusted based on these identified needs. The Scholarship Prep Board of Directors reviewed the LCAP for final approval during an open Board Meeting on June 29, 2021.

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

A summary of the feedback provided by specific stakeholder groups.

Students and Families

Families were also asked to select the top 2 state priorities on which we should spend funds to address: Student Achievement and Student Engagement. Families and students expressed positive feelings in areas of academic program, positive school culture, and effective leadership. In the time of COVID-19, school closures, and Distance/Hybrid Learning, there was an increase of families and students interested in more information about basic services and ways for families to get more involved in the school.

Teachers and Other School Personnel

Teachers and school personnel feedback falls in line with family input on the top 2 state priorities of Student Achievement and Student Engagement. This group would like to see an increase in social emotional and mental health support for students, particularly Foster and

Homeless youth. Teachers and staff personnel also would like to see a continued push to provide basic services, supports, and resources for families. Lastly, teachers would like to ensure meaningful intervention and support is available to students as we come out of a year of Distance and Hybrid Learning to ensure that teachers and students are able to address student learning needs.

Principals and Administrators

The feedback of Principals and administrators mirrors that of teachers and staff. They would like to continue to prioritize student achievement and social emotional and mental health needs of students. Principals and administrators would also like to continue to provide outreach and support to families in need, and work to provide meaningful ways to engage families in the school community.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1- Access for All: *Scholarship Prep Oceanside teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep Oceanside facilities are maintained in good repair.*

Stakeholder feedback indicated a continued need for teacher voice in curriculum, access to technology for students, and retention of effective staff. Teachers in particular shared that they appreciated the voice they had in curriculum adoption and use. This year we utilized teacher voice in all curriculum purchasing, worked to ensure all students will have a Chromebook in good condition, and we have prioritized teacher well-being as part of the school culture and professional development plans.

Teacher voice, along with student data, will continue to be driving factors in providing both core and supplemental materials that allow for rigorous, standards-aligned teaching and learning, as well as individualized learning for all students. As a result, we invested in supplemental curricular resources that provide individualized, adaptive learning opportunities for all students.

Scholarship Prep Oceanside will also continue to provide access to technology (Chromebooks, tablets, hotspots), in alignment with input and feedback from both families and teachers. As mentioned above, all students will have a Chromebook in good working condition.

Students and families love our teachers, and good teachers are a necessary component to ensure student achievement. We are continuing to establish and refine our leadership tracks, voice and choice in PD, and voice and choice in school programs in order to keep our amazing staff.

Goal 2- Success for All: *Scholarship Prep Oceanside students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.*

Feedback from all stakeholders indicated an increased recognition of the importance of social emotional learning (SEL). As a result, Scholarship Prep Oceanside has built SEL into the school day and will purchase an SEL curriculum to support teachers in implementing the

program. Additionally, counselors, Deans, and the Director of Student Services will support the implementation and data collection around SEL.

Similarly, all stakeholders provided input around an increased need for intervention and support for all students. Scholarship Prep Oceanside has built regular intervention into the school day to support all students in areas of identified need. Additional curriculum and support staff will be provided to support with intervention.

Parents and administrators indicated a need for after school programming as well, which Scholarship Prep Oceanside will implement. Electives have always been an area that all stakeholders support. We will continue to provide electives programming for all students.

Goal 3- Belonging for All: *Scholarship Prep Oceanside will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep Oceanside will maintain a positive, safe school climate to ensure high levels of student engagement.*

Stakeholder feedback from teachers and administrators indicated that teachers appreciated having voice and choice in their professional development (PD). As a result, Scholarship Prep Oceanside will offer teacher choice PD aligned to school-wide goals and initiatives, for teachers to select from throughout the year. Additionally, teachers and administrators indicated that they would like more PD opportunities on trauma informed practices and equity and inclusion, which we have made our focus for PD to support safe and inclusive learning environments for all students.

Stakeholder feedback from all stakeholders indicated that a positive of learning in the virtual world was the flexibility that virtual meetings provided. As such, Scholarship Prep Oceanside is exploring ways to increase attendance at parent meetings during in person school years by offering virtual meetings for families.

Similarly, stakeholders expressed an appreciation for the ease of use of a common communication platform so that they could easily stay in touch and up to date with the school and their teachers. Scholarship Prep Oceanside will continue to utilize common communication platforms in alignment with this feedback.

Finally, this year we saw an increase in the need/desire for basic needs and services. As such, Scholarship Prep Oceanside will add additional Foster/Homeless Youth supports, and develop systems/protocols for effectively identifying and responding to student/family need.

Goals and Actions

Goal

Goal #	Description
1	<p>Access for All: Credentials, Materials, and Facilities Scholarship Prep Oceanside teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep Oceanside has sufficient access to standards-aligned instructional materials. Scholarship Prep Oceanside facilities are maintained in good repair.</p> <p>Priority Areas:</p> <ol style="list-style-type: none">1. Basic Services2. CCSS Implementation7. Course Access

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful academically, and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.

Related Metrics and Expected Outcomes

To monitor progress and evaluate success in this goal, we aim to:

- Maintain the percentage of teachers fully credentialed (currently 100%)
- Maintain the percentage of students with access to curricular resources (currently 100%)
- Maintain the percentage of students with access to technology devices (currently 100%)
- Maintain or upgrade the school facilities rating on FIT tool (currently GOOD)
- Increase the percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum (baseline TBD in August 2021)

Actions and Expenditures

To ensure equitable access for all students, Scholarship Prep Oceanside will:

- Hire and retain highly qualified staff
- Provide standards-aligned core instructional materials to all students
- Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all students

- Provide personnel to provide tech support the implementation of the academic program
- Provide Chromebooks to all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Percentage of students with access to curricular resources	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Percentage of students with access to technology devices	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
School facilities maintained and upgraded (rating on FIT tool)	GOOD	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	GOOD
Percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum	No Baseline- TBD in August 2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1	Base Program Actions			

1	Hiring Credentialed Staff	Hire highly qualified staff. Develop systems and procedures to ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils including students in special education, students learning English, and students in the foster care system are fully served by highly qualified teachers.	\$1,136,197	No
2	Aligned Core Curriculum	Provide standards-aligned core instructional materials to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	\$41,094	No
3	Facilities	Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils.	\$100,637	No
4	IT Support	Hire and train personnel to provide tech support the implementation of the academic program for all teachers and students.	\$51,110	No
5	Chromebooks	Purchase and distribute Chromebooks and internet access to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	\$60,000	Yes
Tier 2/3	Supplemental Service Actions			
6	Aligned Supplemental Curriculum	Provide standards-aligned supplemental instructional materials to all students including targeted pupils such as students in special education and students in the foster care system. Provide core and supplemental materials for integrated and designated ELD for all EL students.	\$44,534	Yes
7	Special Education Added Support	Hire and train personnel to ensure all students with IEPs are provided with services and supports outlined in their IEPs, maintain current and correct student records, and support other Ed Specialists in both services and compliance.	\$448,084	Yes

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	<p>Success for All: Achieve at Least Equal to Comparison Schools on State Assessments Scholarship Prep Oceanside students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.</p> <p>Priority Areas: 4. Student Achievement 8. Other Outcomes</p>

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful and close the opportunity gap, they must achieve at high levels and outperform comparison schools on state assessments.

Related Metrics and Expected Outcomes

- To monitor progress and evaluate success in this goal, we aim to:
- Increase CAASPP ELA distance from 3 (6.5 pts above standard)
 - Increase CAASPP math distance from 3 (19.4 pts below standard)
 - Increase CASTpercent of students suggesting considerable understanding (no current baseline, CAST to be given 21-22 for baseline)
 - Increase percent of K-2 students meeting or exceeding their growth goals in iReady reading (currently 30%)
 - Increase percent of K-2 students meeting or exceeding their growth goals in iReady math (currently 33%)
 - Increase percent of 2nd graders meeting early literacy benchmarks (at or above grade level in iReady) (currently 59%)
 - Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC (currently 67.4%)
 - Increase percent of EL students who reclassify
 - Increase percent of teachers scoring 3.0 of higher on evaluation rubric

Actions and Expenditures

- To ensure success for all students, Scholarship Prep Oceanside will:
- Provide individualized coaching to all teachers
 - Provide electives instructors to provide arts and athletics instruction for all students
 - Utilize effective data tools and protocols to support teachers in analyzing student data
 - Provide instructional aides to support with intervention and additional after school tutoring
 - Develop and implement Extended School Year (ESY) and Summer Bridge opportunities for students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Distance from 3 (3rd-8th) A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Current Baseline Last CAASPP 18-19: All- 6.5 pts above FRL- 8.4 pts below EL- 43 pts below RFEP- 15.7 pts below SpEd- 85.1 pts below MV- Not a significant subgroup in 18-19 Hisp- 12.6 pts below	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 10.0 pts above FRL- At standard EL- 20 pts below RFEP- At standard above SpEd- 20 pts below MV- 10.0 pts above Hisp- At standard
CAASPP Math Distance from 3 (3rd-8th) A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Current Baseline Last CAASPP 18-19: All- 19.4 pts below FRL- 35.7 pts below EL- 57.6 pts below RFEP- 45.3 pt below SpEd- 92 pts below MV- Not a significant subgroup in 18-19 Hisp- 42.4 pts below	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- At standard FRL- At standard EL- 15 pts below RFEP- 20 pts below SpEd- 40 pts below MV- At standard Hisp- 20 pts below
CAST % suggesting considerable understanding A. All B. FRL C. EL D. RFEP	No Baseline	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

E. SpEd F. MV G. Hisp					
Percentage of K-2 students meeting or exceeding their growth goals in iReady reading	ELA- 30% K- 17% 1- 38% 2- 33%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA- 45% K- 32% 1- 53% 2- 48%
Percentage of K-2 students meeting or exceeding their growth goals in iReady math	Math- 33% K- 28% 1- 35% 2- 34%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math- 48% K- 43% 1- 50% 2- 49%
Percentage of EL students showing proficiency on the Summative ELPAC	28.07%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	40%
Percentage of EL students who reclassify	28.07%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	40%
Percentage of teachers scoring 3.0 or higher on evaluation rubric	87%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1 Base Program Actions				
1	Teacher Coaching	Provide individualized coaching to all teachers to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	\$6,520	No

2	Electives	Hire and train electives instructors to provide arts and athletics instruction for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	\$151,908	Yes
Tier 2/3		Supplemental Service Actions		
3	Data Analysis Tools and Protocols	Develop and utilize effective data tools and protocols to support teachers in analyzing student data to push student achievement for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	\$5,283	Yes
4	Intervention and Tutoring	Provide instructional aides to support with intervention and additional after school tutoring for students who exhibit additional need for support, including, but not limited to foster and homeless youth and EL students.	\$174,362	Yes
5	Extended Learning: ESY, Summer Bridge, after school	Develop and implement Extended School Year (ESY) and Summer Bridge Opportunities for students to extend their learning beyond the regularly scheduled school year.	\$200,836	Yes

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	<p data-bbox="296 151 1850 183">Belonging for All: Stakeholder Input on Decisions, Parent Involvement, and Safe School Environments</p> <p data-bbox="296 191 2018 310">Scholarship Prep Oceanside will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep Oceanside will maintain a positive, safe school climate to ensure high levels of student engagement.</p> <p data-bbox="296 362 520 394">Priority Areas:</p> <ul data-bbox="296 402 638 516" style="list-style-type: none"><li data-bbox="296 402 611 435">3. Parent Involvement<li data-bbox="296 443 638 475">5. Student Engagement<li data-bbox="296 483 548 516">6. School Climate

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful and close the opportunity gap, Scholarship Prep Oceanside will increase parental involvement, and maintain a positive, safe school climate to ensure high levels of student engagement.

Related Metrics and Expected Outcomes

- To monitor progress and evaluate success in this goal, we aim to:
- Maintain or increase participation rate on LCAP survey
 - Maintain or increase the average rating on belonging questions on the LCAP survey
 - Increase participation rate in informational meetings
 - Decrease the percentage of students with office referrals
 - Maintain the suspension rate (0% in 19-20, currently 0%)
 - Maintain the expulsion rate (0% in 19-20, currently 0%)
 - Maintain or increase the attendance rate (currently 97.8%)
 - Decrease the chronic absenteeism rate (currently 5.8%)

Actions and Expenditures

- To ensure success for all students, Scholarship Prep Oceanside will:
- Schedule family meetings regularly throughout the school year
 - Continue to conduct an annual LCAP survey
 - Establish common communication platforms for families
 - Provide professional development to teachers and staff to support in meeting the needs of all students
 - Hire and train administrative support members

- Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers
- Hire and train social emotional support staff
- Provide transportation for foster/homeless youth
- Provide resources for homeless youth and families

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation rate on LCAP survey A. Families B. Students (3rd - 8th) C. Staff	Families - 92% Students - 97% Staff - 95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Families - 95% Students - 100% Staff - 100%
Average rating on belonging questions on the LCAP survey A. Families B. Students (3rd - 8th) C. Staff	Families - 96% Students - 93% Staff - 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Families - 99% Students - 99% Staff - 99%
Participation rate in informational meetings A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Current Baseline	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 95% FRL- 95% EL- 95% RFEP- 95% SpEd- 95% MV- 95% Hisp- 95%
Percentage of students with office referrals	No Current Baseline	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- ≤ 2% FRL- ≤ 2% EL- ≤ 2%

A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp					RFEP- \leq 2% SpEd- \leq 2% MV- \leq 2% Hisp- \leq 2%
Suspension rate A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	Current (during distance learning): 0% 19-20: 0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- \leq 1% FRL- \leq 1% EL- \leq 1% RFEP- \leq 1% SpEd- \leq 1% MV- \leq 1% Hisp- \leq 1%
Expulsion rate A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	Current (during distance learning): 0% 19-20: 0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 0% FRL- 0% EL- 0% RFEP- 0% SpEd- 0% MV- 0% Hisp- 0%
Attendance rate A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	All- 97% FRL- EL- 96.2% RFEP- 98.5% SpEd- 97.4% MV- Hisp- 97.2%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 97% FRL- 97% EL- 97% RFEP- 98% SpEd- 97% MV- 97% Hisp- 97%
Chronic Absentee rate	Chronic Absentee rate	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- \leq 4% FRL- \leq 4%

A. All	All- 5.8%				EL- ≤ 4%
B. FRL	FRL-				RFEP- ≤ 4%
C. EL	EL- 8.6%				SpEd- ≤ 4%
D. RFEP	RFEP- 4.78%				MV- ≤ 4%
E. SpEd	SpEd- 11.4%				Hispanic- ≤ 4%
F. MV	MV-				
G. Hisp	Hispanic- 6.5%				

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1				
Base Program Actions				
1	Parent Meetings	Schedule family meetings regularly throughout the school year to give all parents, including families students in special education, students learning English, and students in the foster care system an opportunity to stay informed, give input, and get involved.	\$0	No
2	LCAP Survey	Conduct an annual LCAP survey and provide outreach to target subgroups to encourage participation.	\$0	No
3	Communication	Establish common communication platforms that provide opportunities for regular communication in multiple languages for families.	\$51,400	No
4	Professional Development	Provide professional development to teachers and staff to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system. Provide training and professional development to teachers and staff regarding needs of students, including culturally diverse students and students who have experienced trauma.	\$23,300	Yes
Tier 2/3				
Supplemental Service Actions				
5	Deans	Hire and train administrative support members (deans) to support school culture, including but not limited to implementation of SEL, PBIS, and Restorative Practices.	\$156,310	Yes
6	Attendance and Engagement Support	Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism.	\$136,997	Yes

7	Social Emotional Support	Hire and train social emotional support staff (counselor, school psychologist) to support with the social-emotional and mental health of students, including students in special education, students learning English, and students in the foster care system.	\$59,833	Yes
8	Foster/Homeless Support Staff	Hire and train foster/homeless youth support staff to support with the identification and support of foster/homeless students and families.	\$63,730	Yes
9	Transportation for Foster/Homeless	Provide transportation for foster/homeless youth for to and from school and school functions.	\$10,000	Yes
10	Resources for Foster/Homeless	Provide resources for homeless youth and families, including but not limited to school supplies, clothing, and pantry items.	\$16,000	Yes

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021

Percentage to Increase or Improve Services

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students

[Insert percentage 10.2%

\$488,644

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1- Access for All: *Scholarship Prep Oceanside teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep Oceanside has sufficient access to standards-aligned instructional materials. Scholarship Prep Oceanside facilities are maintained in good repair.*

Highly Effective Staff and Aligned Curriculum

Students from underserved communities, particularly foster youth, English learners, and low-income students often experience learning and opportunity gaps compared to their more affluent peers. Prioritizing highly effective staff, and high quality, rigorous, and standards aligned curriculum, we are able to provide the highest quality differentiated instruction that benefits all students, and focuses particularly on students most in need of effective teaching and learning.

Access to Technology and Tech Support

Many of our students from underserved populations have less access to devices to access education tools. Unduplicated pupils face this barrier more severely than their peers do. Even if students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Scholarship Prep Oceanside distributes Chromebooks to all students and has distributed hotspots and other materials to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Scholarship Prep Oceanside's distribution approach is principally directed to unduplicated pupils by identifying families in need.

Goal 2- Success for All: *Scholarship Prep Oceanside students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.*

Data Tools and Protocols and Teacher Coaching

Students from underserved communities, particularly homeless and foster youth, English learners, and low-income students have experience learning and opportunity gaps compared to their more affluent peers. Scholarship Prep Oceanside works to ensure student progress is closely monitored so that teachers and staff can provide interventions, resources, and supports aligned to student need- academically, behaviorally, and socially-emotionally. Scholarship Prep Oceanside also works to ensure that teachers are coached to ensure they are effectively progress monitor, reflect on student data, and implement effective teaching strategies to meet the needs of underserved students.

Electives

Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social-emotional learning, since music, art, athletics and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to address chronic absenteeism and disengagement. Scholarship Prep Oceanside offers arts and athletics options for students built into the regular school day. Students have the opportunity to participate in basketball, soccer, dance, and studio art. These non-academic programs promotes the healthy growth and development of children through study and practice of new skills, and fosters development of motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.

Intervention and Tutoring

In general, the achievement gap has negatively impacted low-income students, English Learners, and foster youth, and is something that has been exacerbated by the pandemic. While Scholarship Prep Oceanside provides high quality teachers and curriculum to support effective first teaching, for some students extended, targeted supports are necessary.

Scholarship Prep Oceanside has been strategic in building intervention into the daily schedule to ensure the most high needs students are receiving additional support. The placement of Instructional Aides and other instruction-related staff members in classrooms with substantial academic needs and high concentrations of unduplicated pupils ensures that the supports are individualized and targeted. The enhanced instruction that their contributions unlock helps accelerate learning for low-income students, English Learners, foster youth, and others who are struggling.

In addition to intervention during the school day, some students may need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. To do this, Scholarship Prep Oceanside will provide support

to students in after school tutoring. This support addresses the needs of unduplicated pupils in several ways. First, highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth. They also often utilize materials that are particularly effective in engaging and supporting unduplicated pupils.

Extended Learning

Historically, an achievement gap has existed between unduplicated pupils and their peers, and school closures have placed low-income students, English Learners, and foster youth at greater risk of learning loss. For example, EL students may have had fewer opportunities to practice communication skills in an academic setting, which can lead them to fall further behind. Similar challenges exist for other high-need students. The summer program is specifically designed for at-risk students and English learners, engaging students through standards-based math and literature utilizing adaptive software to meet the needs of students at their current levels and push them academically. Additionally, students in the summer program will engage in social-emotional learning, enrichment activities, as well as elective programming.

Goal 3- Belonging for All: *Scholarship Prep Oceanside will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep Oceanside will maintain a positive, safe school climate to ensure high levels of student engagement.*

Attendance and Engagement Support

Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access. To best meet the needs of these students, Scholarship Prep Oceanside makes sure to provide additional and targeted outreach to families to encourage attendance and participation in stakeholder meetings and surveys. Additionally, Scholarship Prep Oceanside has adopted school-wide common communication platforms with translation capabilities to better communicate with and meet the needs of high need students and families.

Professional Development

At Scholarship Prep Oceanside, a sense of belonging and school connectedness is of utmost importance. Unfortunately, often the sense of connectedness for unduplicated pupils is lower than those of their peers, and often stems from their learning opportunities being disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement. To ensure that we are able to create positive and inclusive environments, Scholarship Prep Oceanside provides professional development specifically in the areas of diversity and inclusion, trauma informed practices, and effective restorative classroom practices to ensure that all students have access to emotionally safe learning environments, and positive relationships to caring adults and peers.

Social Emotional Support and Additional Administrative Staff

Additional adult-to-student connections are critical for unduplicated pupils. Proactive measures are crucial to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. Lead teachers and the Dean of Culture help train staff in building strong relationships with students and creating classroom communities that are welcoming and encouraging. Lead teachers and the Dean of Culture also provide direct support in providing mentorship and serving as an outlet for students, principally unduplicated pupils, to discuss personal circumstances, provide supports and resources, and make referrals to additional community partners, as necessary. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers.

Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. Counseling services are part of Scholarship Prep Oceanside's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1- Access for All

Technology

Scholarship Prep Oceanside distributes Chromebooks to all students and has distributed hotspots and other materials to families in need, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Scholarship Prep Oceanside's distribution approach is principally directed to unduplicated pupils by identifying families in need. Since low-income students, English Learners, and foster youth tend to be among the hardest to reach, additional outreach helps ensure that they can benefit from more reliable internet. Costs for this include Chromebooks, Hotspots/paid internet service, and staffing for additional family outreach.

Supplemental Curriculum

Students from underserved communities, particularly foster youth, English learners, and low-income students often experience learning and opportunity gaps compared to their more affluent peers. To address the needs of students, Scholarship Prep Oceanside ensures that teachers and students have access to adaptive curriculum and individualized learning resources to ensure their academic needs are met, helping them to close the opportunity gap. Costs associated with this include supplemental curriculum and technology costs (since much of the adaptive and supplemental resources are online).

Additional Special Education Support Staff

In general, the achievement gap has negatively impacted low-income students, English Learners, and foster youth, many of whom are also students with IEPs. Providing additional Special Education and support staff to focus primarily on serving underserved students, Scholarship Prep Oceanside is able to best meet the needs of all students by both providing direct support as well as supporting general education teachers in effectively implementing accommodations and supports. Costs associated with this include Special Education personnel, as well as training for staff.

Goal 2- Success for All

Intervention and Tutoring

The placement of Instructional Aides and other instruction-related staff members in high-need classrooms increases the opportunities for unduplicated pupils to receive academic interventions, particularly in English Language Arts and Mathematics. The quality of educational services for low-income students, English Learners, and foster youth improves, as well. With support staff providing assistance, teachers have the ability to assess the needs of struggling students with greater precision, so instruction can be differentiated and interventions can be targeted. Social-emotional learning can also be tailored to those who require additional attention. Costs associated with this include Instructional Aides, as well as training for staff.

Electives Program

The electives program increases opportunities for unduplicated pupils to participate in enrichment activities that ultimately lead to improved academic performance and overall well-being. According to stakeholder feedback, low-income students, English Learners, and foster youth benefit from non-academic ways to engage in school. Electives instruction fosters increased engagement and the program aligns with social-emotional learning and character development that enhances overall student well-being. Costs associated with this include electives personnel, professional development, and materials.

Extended Learning Opportunities

Summer programs principally benefit unduplicated pupils, whose learning loss has been disproportionately impacted by the pandemic and distance learning. As a result, Low-income students, English Learners, foster youth, and other high-need students will benefit from more time in structured educational environments where their specific skill gaps can be addressed. Moreover, the summer season is when achievement gaps between unduplicated pupils and their peers tend to widen, so their participation in interventions and enrichment programs is more critical than ever. Costs associated with this include Summer Bridge and ESY staffing, materials, and meal programs.

Goal 3- Belonging for All

Professional Development

Meaningful adult-to-student connections are critical for unduplicated pupils. Proactive measures are crucial to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. To support teachers in building these connections and developing learning communities that foster student success, professional development is provided in the areas of diversity and inclusion, trauma informed practices, and strategies that specifically

support and engage low-income students, English Learners, and foster youth. Costs associated with this include outside and in house professional development opportunities and materials.

Administrative Support

Deans help offer additional support for students through their work in supporting teachers in implementing effective instruction (trauma informed and culturally relevant practices), as well as implementing schoolwide systems for positive school culture and Restorative Practices. Often, the limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. Trauma-informed and culturally relevant practices allow students to more effectively bridge the gap between their experiences in and out of school, see themselves in the curriculum, and feel valued in the classroom, fostering both an increased sense of belonging and achievement. Restorative justice practices encourage conflict resolution, cultural awareness, positive behavior supports, and other approaches that are rooted in student voices. They view diversity as an asset, embrace the community as true partners in education, and have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers. Costs associated with this include personnel (Deans) and professional development.

Attendance and Engagement

School staff outreach and the coordination of community resources help form a supportive approach that principally benefits low-income students, English Learners, and foster youth, whose struggles can often lead to disengagement and a limited sense of belonging in school. Personal calls and/or home visits help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Costs associated with this primarily include personnel costs (attendance clerk) who support with early identification and outreach for families.

Social Emotional Support

Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. Counseling services are part of Scholarship Prep Oceanside's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma. Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. Additionally, the delivery of targeted social-emotional and mental health support helps to address the challenges of unduplicated pupils, whose access to such resources is generally limited.

Foster/Homeless Support

In addition to the supports listed above, Scholarship Prep Oceanside provides specific, targeted supports for foster and homeless students and their families. These supports include personnel and protocols for identifying students and families experiencing homelessness, and

providing direct support and resources, including, but not limited to mental health, transportation, and a resource center. The resource center has items for families that cover basic needs and essentials such as food, hygiene products, clothing, and school supplies. Costs associated with this include personnel, transportation, and materials/resources for the resource center.

