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	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 Santa Ana is a direct-funded independent charter school, established in 2015 in Santa Ana, the county seat of Orange County. The Orange County Board of Education approved the school's charter petition in January 2016, and Grades TK through 8 began in the fall of 2016.

The name of the school refers to providing scholarship pathways for students through rigorous academics and intensive athletics and arts. Scholarship Prep is committed to closing the achievement gap for all students, specifically homeless and foster youth and those underserved. Scholarship Prep creates a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Scholarship Prep seeks to establish a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement, with the primary goal that every student will one day receive a college scholarship, earn a degree, and give back to his or her community.

Scholarship Prep has grown since its opening, now serving approximately 502 Scholars in grades TK-8.
The current enrollment is broken down below:

TK: 13
Kindergarten: 52
First Grade: 60
Second Grade: 68
Third Grade: 53
Fourth Grade: 54
Fifth Grade: 53

Sixth Grade: 47
Seventh Grade: 48
Eighth Grade: 54

Scholarship Prep's significant student subgroups consist of 87% Socioeconomically Disadvantaged, 39% English Learners, 12% Special Education, and 22% Homeless Youth. The predominant student race/ethnicity subgroup at Scholarship Prep is Hispanic (97%). Consistently all students, including specific subgroups, are the target of Scholarship Preps' school-wide learning goals for the Local Control Accountability Plan.

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 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 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 performance of our Reclassified English Learners in both ELA and math, 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 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 math indicator on the California Dashboard, with students scoring 4.3 points above standard.

Additiotionally, the CAASPP 18-19 scores show that Scholarship Prep EL students who have reclassified outperformed their English Only peers in both ELA and math.

iReady
In addition to CAASPP, Scholarship Prep 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 40% to 24%. We also increased the percentage of students at or above Grade Level from 24% to 47%. In math we decreased the percentage of students at risk from 33% to 20%, and increased the percentage of students at or above Grade Level from 19% to 43%.

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 maintained a low suspension rate, and even decreased the rate from 2.1% to 1.7%. This year, the 2020-2021 school year, Scholarship Prep had 0 suspensions.
In addition to low suspension rates, Scholarship Prep 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 wants to work to ensure the continued success in this area. Furthermore, Scholarship Prep 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 ELA and the performance of our English Learners, as well as literacy achievement for lower elementary students.

CAASPP
The last set of CAASPP scores available for Scholarship Prep 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 ELA resulted in a yellow on the CAASPP ELA indicator on the California Dashboard. While students still scored 2 points above standard, we will continue to push students to increase their growth significantly year to year, and to increase their distance from standard.

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 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 increased the percent of 2nd grade students on or above Grade Level from 14% to 44%, however, 56% 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.

English Learners
The most recent California Dashboard data shows that Scholarship Prep EL students have maintained performance levels. We want to push our EL students to improve their performance on the CAASPP in both math and ELA, as well as pushing them to make adequate progress toward English proficiency on the ELPAC.

Additionally, for the 2019-2020 year, reclassification rates were low due to COVID-19 school closures, and the impact of school closures on state testing, including ELPAC. Scholarship Prep aims to increase the reclassification of EL students.

School Climate and Engagement
While Scholarship Prep 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's chronic absenteeism rate increased 1.6% to 5.4% in 2019, and is currently around 8%. While we believe that the more recent increase this year may be impacted by 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 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 also recognizes the importance of home-school connection and deeply values family engagement and involvement. As such, Scholarship Prep 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 teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

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

Goal 3- Belonging For All: 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. Scholarship Prep 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

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

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

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 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.*
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 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 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 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 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 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 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 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 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 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 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 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	**Access for All: Credentials, Materials, and Facilities** 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. **Priority Areas:** 1. Basic Services 2. CCSS Implementation 7. 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 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,	$1,378,176	No

		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.			
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.	$39,448	No	
3	Facilities	Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils.	$651,925	No	
4	IT Support	Hire and train personnel to provide tech support the implementation of the academic program for all teachers and students.	$52,777	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.	$120,000	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.	$47,685	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.	$460,439	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	**Success for All: Achieve at Least Equal to Comparison Schools on State Assessments** 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. **Priority Areas:** 4. Student Achievement 8. Other Outcomes

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 (2 pts above standard)
-Increase CAASPP math distance from 3 (4.3 pts above)
-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 35%)
-Increase percent of K-2 students meeting or exceeding their growth goals in iReady math (currently 35%)
-Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC (currently 49.5%)
-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 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	CAASPP 18-19: All- 2 pts above FRL- 0.1 pts above EL- 12.3 pts below RFEP- 28.0 pts above SpEd- 43.6 pts below MV- Not a significant subgroup in 18-19 Hisp- 1.1 pts above	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 10.0 pts above FRL- 10.0 pts above EL- 10.0 pts above RFEP- 30.0 pts above SpEd- At standard MV- 10.0 pts above Hisp- 10.0 pts above
CAASPP Math Distance from 3 (3rd-8th) A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	CAASPP 18-19: All- 4.3 pts above FRL- 2.5 pts above EL- 9.6 pts below RFEP- 32.2 pts above SpEd- 44.4 pts below MV- Not a significant subgroup in 18-19 Hisp- 2.5 pts above	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 15.0 pts above FRL- 15.0 pts above EL- 15.0 pts above RFEP- 40.0 pts above SpEd- At standard MV- 15.0 pts above Hisp- 15.0 pts above
CAST % suggesting considerable understanding A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Baseline	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 50% FRL- 50% EL- 50% RFEP- 50% SpEd- 50% MV- 50% Hisp- 50%

Metric	Baseline	Year 1	Year 2	Year 3	Desired Outcome
Percentage of K-2 students meeting or exceeding their growth goals in iReady reading	ELA- 35% K- 23% 1- 34% 2- 44%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA- 60% K- 60% 1- 60% 2- 60%
Percentage of K-2 students meeting or exceeding their growth goals in iReady math	Math- 35% K- 26% 1- 36% 2- 42%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math- 60% K- 60% 1- 60% 2- 60%
Percentage of EL students showing proficiency on the Summative ELPAC	18.52%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	35%
Percentage of EL students who reclassify	18.52%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	35%
Percentage of teachers scoring 3.0 of higher on evaluation rubric	83%	[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.	$3,560	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.	$189,885	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.	$15,850	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.	$141,349	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.	$213,836	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	**Belonging for All: Stakeholder Input on Decisions, Parent Involvement, and Safe School Environments** 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. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement. **Priority Areas:** 3. Parent Involvement 5. Student Engagement 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 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
-Maintain or decrease the percentage of students with office referrals
-Maintain the suspension rate (.8% in 19-20, currently 0%)
-Maintain the expulsion rate (0% in 19-20, currently 0%)
-Maintain or increase the attendance rate (currently 97.2%)
-Decrease the chronic absenteeism rate (currently 8.6%)

Actions and Expenditures

To ensure success for all students, Scholarship Prep 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 - 88% Students - 96% Staff - 95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Families - 95% Students - 100% Staff - 100%
Average rating (agreement) on belonging questions on the LCAP survey A. Families B. Students (3rd - 8th) C. Staff	Families - 97% Students - 96% Staff - 97%	[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
  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- ≤ 2%
					FRL- ≤ 2%
					EL- ≤ 2%
					RFEP- ≤ 2%
					SpEd- ≤ 2%
					MV- ≤ 2%
					Hisp- ≤ 2%

Suspension rate
  A. All
  B. FRL
  C. EL
  D. RFEP
  E. SpEd
  F. MV
  G. Hisp
	Current (during distance learning):
	0%
	
	19-20:
	All- 1.7%
	FRL- 1.9%
	EL- 1.1%
	RFEP- No Baseline
	SpEd- 0%
	MV- Not a significant subgroup in 18-19
	Hisp- 1.8%
		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- ≤ 1%
					FRL- ≤ 1%
					EL- ≤ 1%
					RFEP- ≤ 1%
					SpEd- ≤ 1%
					MV- ≤ 1%
					Hisp- ≤ 1%

Expulsion rate
  A. All
  B. FRL
  C. EL
  D. RFEP
  E. SpEd
  F. MV
  G. Hisp
	Current (during distance learning):
	0%
	
	19-20:
		[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
	All- 97%
	FRL-
	EL- 96.2%
		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- 98%
					FRL- 98%
					EL- 98%

D. RFEP E. SpEd F. MV G. Hisp	RFEP- 98.5% SpEd- 97.4% MV- Hisp- 97.2%				RFEP- 98% SpEd- 98% MV- 98% Hisp- 98%

Chronic Absentee rate
  A. All
  B. FRL
  C. EL
  D. RFEP
  E. SpEd
  F. MV
  G. Hisp
	Chronic Absentee rate
	All- 8.6%
	FRL-
	EL- 12.2%
	RFEP- 3.8%
	SpEd- 8.2%
	MV-
	Hisp- 8.6%
		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All- $\leq 4\%$
					FRL- $\leq 4\%$
					EL- $\leq 4\%$
					RFEP- $\leq 4\%$
					SpEd- $\leq 4\%$
					MV- $\leq 4\%$
					Hisp- $\leq 4\%$

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. Costs: 5900	$61,200	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,	$26,000	Yes

Tier 2/3	Supplemental Service Actions			
5	Assistant Principal and Dean	Hire and train administrative support members (assistant principal, dean) to support school culture, including but not limited to implementation of SEL, PBIS, and Restorative Practices.	$247,600	Yes
6	Attendance and Engagement Support	Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism.	$180,097	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.	$137,460	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.	$64,876	Yes
9	Transportation for Foster/Homeless	Provide transportation for foster/homeless youth for to and from school and school functions.	$40,000	Yes
10	Resources for Foster/Homeless	Provide resources for homeless youth and families, including but not limited to school supplies, clothing, and pantry items.	$63,000	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.

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.

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
24.4%	$1,484,961

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 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.*

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 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 Preps distribution approach is principally directed to unduplicated pupils by identifying families in need.

Goal 2- Success for All: *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.*

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 works to ensure student progress is closely monitored so that teachers and staff can provide inventions, resources, and supports aligned to student need- academically, behaviorally, and socially-emotionally. Scholarship Prep 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 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 provides high quality teachers and curriculum to support effective first teaching, for some students extended, targeted supports are necessary.

Scholarship Prep 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 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-promise 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 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 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 makes sure to provide additional and targeted outreach to families to encourage attendance and participation in stakeholder meetings and surveys. Additionally, Scholarship Prep 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, 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 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'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 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 Preps 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 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 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

Assistant Principals and 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 (AP and 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'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 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.