

Introduction:

LEA: Sixth Street Prep School Charter School Contact – Collin Rowe, Principal - crowe@vesd.net (760) 241-0962 - LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Sixth Street Prep School Charter School (SSPS) is a dependent charter within Victor Elementary School District (VESD). SSPS has a unique relationship with VESD, as it goes beyond what is typical between a charter school and its authorizer. SSPS is regarded and treated as one of the elementary school sites within VESD. This is reflected in SSPS being aligned to VESD in all board goals and policies, operations, supervision, professional development, planning, community involvement, stakeholder groups, etc. Though SSPS has a distinct curriculum and a budget separate from VESD, in all other respects SSPS is a VESD school. Thus, our integration is reflected in the development of SSPS's LCAP, as well. Like VESD, SSPS has regularly involved stakeholders in its continuous improvement cycle. SSPS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles.	The input that is provided by all stakeholders, including those at SSPSCS, not only guides the LCAP annual update, but it also influences SSPSCS' Goals and Objectives. Input gathered in 2015-16 from stakeholders indicated a need for: • building better relationships between schools and parents • parent training for student academics and behavior • English classes for parents • translation for EL parents • tiered interventions of support • continued professional development for staff • continued alignment between State and Federal plans • continued access to technology to ensure 21st Century skills • continue to provide access to schools of choice

With the onset of the Local Control Funding Formula, VESD adapted its planning process so that it is ongoing throughout the school year. SSPS was integrated into these processes. Victor Elementary School District (VESD) has regularly involved stakeholders in a continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. VESD currently has multiple committees in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals (including SSPS) come together and meet monthly so that they can bring information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletter, staff meetings, etc. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), Victorville Chamber, Rotary, Kiwanis, Assistance League (Operation School Bell), United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation. The continuous improvement cycle goes on throughout the school year. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to improve the results. The description/activities of each group in 2015-16 are as follows: Strategic Study: Representation from all stakeholder groups - including staff, parents, community members and students - met and reviewed updates on district data, surveys, demographics, and monitoring systems, as well as educational research. Attendees discussed and gave feedback about the question, "After hearing and reading the information today, what else can VESD do to help you	• real world experiences for students • exposure to career pathways VESD has an LEA plan that delineates what actions and services will be provided to support the students in the district. The LEA plan (including Title III actions and services), which includes SSPSCS, is aligned to the Board Goals and Objectives as well as the LCAP. It is important to VESD stakeholders that our actions be targeted, focused and aligned. Please see LEA Plan that includes Title III actions and services posted on the web site at www.vesd.net. Key metrics used to evaluate the effectiveness of our actions and services may include but are not be limited to the following: SBAC results, report card data, attendance data, re-designation rates, suspension and expulsion data, district-wide multiple measures, Career project/portfolio completion, survey results, Williams site inspections and Williams criteria, professional development trainings and requests for training, resource center walk-ins, classes provided and center usage. One tool SSPS uses to measure the effectiveness of its actions and services is the Learning for all Plan (LFA). The LFA is a longstanding plan for school sites that aligns with Larry Lezotte's Seven Correlates of Effective Schools; the LFA monitors operational and academic achievement. As VESD sites accomplish goals they receive monetary incentives to spend at the site level (see below.) As SSPS has a budget separate from VESD, it does not receive the monetary incentives associated with the LFA. However, SSPS uses the LFA goals to guide the school's progress and the school uses the same surveys and acquires data from those surveys to drive decisions. The LFA Plan is reviewed, updated and Board approved annually. Other key metrics used to evaluate the effectiveness of our actions and services may include but not be limited to the following: suspension and expulsion data, attendance rates, report card data, SBAC results, English Learner re-designation rates, CELDT annual targets, district/site multiple measures, Career Portfolio/Project completion, parent involvement, 5 Star Review (site-wide safety inventory and check), increased ELAC attendance and survey results.
---	---

prepare these children for their future?" Feedback and information generated from this meeting was then shared with each of the stakeholder groups during the 2015-16 year to inform next steps.

District Advisory Committee (DAC): Committee members provided feedback for the Local Control Accountability Plan during their 2015-16 meetings. Committee members discussed the LCAP feedback obtained through the Strategic Study meeting held in September 2015. They defined categories of this feedback into four main groups - professional development, family/community resource center, materials, and other activities. The input gathered from Strategic Study was then organized into the categories and themes were identified. Feedback and ideas about the themes were shared by DAC Committee members.

District English Learner Advisory Committee (DELAC): Parents and Think Together Site Coordinators were educated on the reporting system for our new state assessment, the California State Standards, Depth of Knowledge, using Chromebooks and Google Drive to develop student thinking and learning, LCAP/LEA, and data from all VESD departments, along with feedback from the annual Strategic Study. At these meetings, community resources were shared that included the Mexican Consulate donating books, Victorville Public Library literacy programs, and Desert Community Bank and financial literacy. Parents and Think Together Site Coordinators provided feedback on both the LCAP and LEA Plan, with a focus on parent/staff training and resources needed to support the schools and their children's learning.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their 2015-16 meetings. Committee members discussed the feedback obtained through the Strategic Study meeting held in September 2015. They reviewed, discussed, and shared suggestions/examples of actions (that could be taken, based on that feedback). A subgroup of the BAC attended the Governor's budget workshops presented by School Services of California.

Quality Works (QW): Certificated, classified and management employees receives data on all VESD systems and does a self-analysis using the continuous improvement cycle. QW provided input for the Local Control Accountability Plan during their 2015-16 meetings, as members discussed the feedback obtained through the Strategic Study meeting held in September 2015. They analyzed, reviewed, discussed, and gave input on topics such as professional development and the family resource center.

Foster Youth Advisory Committee (FYAC): Classified, certificated, admin, psychologist, community members, and representatives from local agencies participated in the FYA committee during the 2015-16. Our membership increased by 7 members this year. A foster youth psychologist was added to the department to assist foster youth. FYAC continued to work on goals developed in the 2014-15 school year. We created an enrollment form to stabilize transition, analyzed data, pooled agency resources, provided LCAP feedback, and hosted two events for foster youth students and their families.

Victor Elementary School District Learning for All Plan Survey Questions Used

Customer Service

Parent Survey: I would recommend this school to others.

Student Survey: I am proud of my school.

Staff Survey: I am treated respectfully by all staff.

Staff Survey: I have the tools that are required to do my job.

Staff Survey: I have the training that is required to do my job.

Parent Involvement

Parent Survey statement: I am given the opportunity to be part of my child's education working together to help my child.

Communication

Parent Survey: My school has informed me of the goals and progress of my child. I have a clear understanding of my school's vision/goals for my child.

Student Survey: My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned

Staff Survey: # 10 for classified: I have the opportunity to attend monthly classified meetings, # 12 for classified and certificated: There is always an avenue to express my concerns or questions.

Safety

Parent: I feel my child is safe at school.

Student: I feel safe at my school.

Staff: My work environment is safe, clean, and well maintained.

Staff: I feel safe in expressing my ideas and concerns.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers and parents. We established AAEC so we can ensure the best possible education for our African American students. We have created meeting norms, shared concerns regarding equity and bias. We have shared student test data from SBAC and used Thinking Maps and a SWOT analysis to prioritize needs. Student Focus Groups: Groups of 12-15 students in grades four through six from each VESD school are interviewed with specific questions related to local control accountability goals. For the 2015-16 year, students were asked questions about safety at school and safety coming to/leaving school. Students shared information and input in response to these questions. SSPS stakeholders are represented within VESD's committees and participate equally in sharing information and providing input. This input has been used and will continue to be used to inform SSPS's Local Control Accountability Plan. VESD Principals (including the SSPS Principal) come together monthly to learn and bring information back to the school stakeholders. SSPS shares information with stakeholders through its School Site Council, English Learner Advisory Committee (ELAC), The Busy Bee Parent Group, weekly Sunday Call Outs, SSPS monthly parent newsletter, staff meetings, etc. SSPS's principal is included and receives consistent communication from VESD Cabinet concerning all district information. SSPS works with and receives input from outside agencies on a regular basis (i.e. SELPA, CSEA, VETA, City of Victorville After School Program, Victor Community Support Services, United Way, Horace Mann, San Bernardino County Office of Education, and Victor Elementary Education Foundation).	
Annual Update: The annual Strategic Study took place on 9/29/15. The data reviewed included budget, student results, special education, personnel, facilities, technology, LFA results and all surveys (student, parent, and staff).	Annual Update: The four original goals from the 2015-16 LCAP were refined to three goals for 2016-17. Goal one and goal two were combined. New actions and services will be focused on parent and family support and professional development.

In addition to the Strategic Study, we held our 3rd Annual State of the District Address on 4/19/16 to include a broader community audience. Approximately <u>130</u> stakeholders attended. Results were shared again and input was sought. African American Engagement Committee (AAEC)- met on 9/10/15 , 10/15/15, 11/19/15, 1/14/16, 2/18/16 and 3/31/16 District English Learner Advisory Committee (DELAC) - met monthly within the school year. DELAC met on 9/8/15, 10/13/15, 11/10/15, 12/8/15, 1/12/16, 2/9/16, 3/8/16, 4/12/16, 5/10/16 District Advisory Committee (DAC) – met on 9/29/2015, 1/26/2016, 4/26/2016 Budget Advisory Committee (BAC) – met on 9/28/15, 10/26/15, 1/11/16, 2/8/16, 3/7/16, 4/4/16, 5/2/16 Quality Works (QW) – met on 9/1/2015, 10/6/2015, 11/3/2015, 12/1/2015, 1/5/2016, 2/2/2016, 4/5/2016, 5/3/2016 Foster Youth Advisory Committee (FYAC) – met on 9/8/15, 10/13/15, 11/10/15, 12/9/15, 1/12/16, 3/8/16, 4/12/16, 5/10/16. VESD student input/meetings were held on the following dates: 8/26/2015, 9/2/2015, 9/9/2015, 9/16/2015, 9/30/2015, 10/14/2015, 10/21/2015, 10/28/2015, 11/4/2015, 12/9/2015, 12/16/2015, 12/17/2015, 1/13/2016, 1/20/2016, 1/27/2016, 2/3/2016, 2/10/2016, 2/17/2016, 2/18/2016, 2/24/2016, 3/8/2016, 3/9/2016, 3/30/2016, 3/31/2016, 4/6/2016, 4/13/2016, 4/20/2016, 4/21/2016, 4/27/2016, 5/4/2016, 5/11/2016, 5/18/2016, 5/25/2016, 5/26/2016. The input of SSPSCS students for the LCAP was sought through meeting with VESD’s Superintendent on 12/17/15. VESD Cabinet members visited each of the 17 school sites to review input the 2015/16 LCAP. After reviewing input on the LCAP, feedback was sought and volunteers were invited to participate in existing committees. Site visit dates were as follows: 2/24/2016 (1 site), 3/2/2016 (1 site), 3/9/2016 (1 site), 3/30/2016 (2 sites), 4/6/2016 (2 sites), 4/13/2016 (2 sites), 4/20/2016 (1 site), 4/27/2016 (1 site), 5/4/2016(1 site), 5/11/2016 (3 sites), 5/18/2016 (1 site), 5/25/2016 (1 site) In addition to the stakeholder input on LCAP development already in place (described above), the input of SSPS students for the LCAP was sought through biannual meetings	Continue professional development opportunities for all teachers and principal.
--	--

with VESD's Superintendent. These meetings were held 2/18/16 and 5/18/16. Information from these meetings was shared with the SSPS Principal and staff. SSPS sought parent input for the LCAP via focus groups and surveys to learn about the information and resources that parents are requesting in order to support their student's learning and CCSS. All stakeholders were afforded email access to the principal and informed via School Messenger that their input was needed and valuable. Parent meetings were held 9/21/15, 10/10/15, 2/22/16, 2/23/16, 4/18/16, 4/27/16 and 5/23/16	
---	--

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- | | | |
|-------------------|---|---|
| GOAL:
1 | <p>All students will reach their full potential.</p> | <p>Related State and/or Local Priorities:</p> <p>1__x 2__x 3__x 4__x 5__x 6__x 7__x
8__x</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p> |
| Identified Need : | <p>All students will increase their depth of knowledge and college and career readiness as evidenced by SBAC (14-15 baseline results):</p> <ul style="list-style-type: none"> All Students scoring 1: ELA – 23% , Math – 27% FY Students scoring 1: N/A – FY currently at SSP are not in grades 3-6 EL Students scoring 1: ELA – 44%, Math – 49% LI Students scoring 1: ELA – 23%, Math – 27% <p>EL Redesignations:</p> <ul style="list-style-type: none"> 14-15: 14.5% <p>Need: Safe and orderly campuses
Baseline 14/15 Year – Staff (93% Agree/Strongly Agree), Students (96% yes), Parents (98% yes)
Baseline 14/15 Year – 5 Star Review Gold Status</p> <p>Need: Customer Service
Baseline 14/15 Year – Staff (93% - Agree/Strongly Agree), Students (97% - yes), Parents (99% - yes)</p> <p>Need: Parent Involvement
Baseline 14/15 Year – Parents (97% - yes)</p> | |

	Need: Communication Baseline 14/15 Year – Staff (100% - yes / 100% - yes), Students (87% - yes), Parents (100% - yes)		
Goal Applies to:	Schools:	Sixth Street Prep School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Incremental growth on EL re-designation 10% or higher of EL population redesignated annually Learn on a safe and orderly campus Maintain 5 Star Review Gold Status Communication Increase % of students understanding grades earned by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Recruit, hire, assign, and retain highly qualified staff \$1,714,273 Funding: LCFF Base / Sup./Conc. & Title 1 Objects:1,2,3XXX
2. Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, Kagan Cooperative Learning Structures, NGSS, Thinking Maps, Singapore Math and Response to Intervention, etc...).	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Professional development and collaboration \$27,500 (subs) / Registration / meals / hotels Funding: LCFF Base, Supp/Conc.

			Objects: 1,2,3,5XXX
3. Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	School Wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Maintain Facilities \$TBD Funding: LCFF Base Objects: 1,2,3,4,5XXX
4. Provide instructional resources (e.g., materials, supplies) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	School Wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Provide instructional resources \$160,000 Funding: LCFF Base, Supp/Conc. Lottery Object: 4,5XXX
5. Support reduced class sizes in TK/K, 1 st and 2 nd grades.	School Wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Reduce class sizes \$94,781 Funding: LCFF Supp/Conc Objects: 1,2,3XXX
6. Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	School Wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Classroom technology \$25,000 (tech inventory/supplies/software) Funding: LCFF Base Object: 4XXX

7. Provide Common Core instructional nights in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc...	School Wide	☒ <u>X</u> ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Parent education \$2,500 Funding: LCFF Supp/ Conc. Object: 4, 5XXX
8. Provide 45 minutes of Extended Day learning to all students to support their success.	School Wide	☒ <u>X</u> ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funding: LCFF Supp/Conc. \$57,961 Objects: 1, 2, 3XXX
9. Recognize and reward student progress and achievement	School Wide	☒ <u>X</u> ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funds for recognition of student progress and achievement \$5,000 Funding: LCFF Supp/Conc Objects: 4, 5XXX
10. SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)	School Wide	☐ <u>ALL</u> OR: ☒ <u>X</u> Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funds for National School Lunch Program \$6,358,526 Funding: National School Lunch Program Fund 13 Object: 1-7XXX District budget
11. Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	School Wide	☐ <u>ALL</u> OR: ☐ Low Income pupils ☒ <u>X</u> English Learners ☐ Foster Youth ☒ <u>X</u> Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funding for materials to support ELD \$10,000 Funding: LCFF Supp/Conc Objects: 4XXX

12. Research and pilot ELA/ELD curriculum for 2016-2017.	School Wide	☐ ALL OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Research \$ TBD Funding: LCFF Supp/Conc. Objects: TBD
13. Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	School Wide	☐ ALL OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Provide targeted services \$TBD Funding: LCFF Base Objects: TBD
14. Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc...	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Cost of subs for CLS visits/ Learning Walks \$6,000 Funding: LCFF Supp. / Conc Objects: 1XXX, 2XXX
15. Continue to provide real world experiences through field trips aligned to California State Standards and 21 st Century learning, NGSS and other SSPS curriculum.	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Field trip transportation & admission/ticket \$30,000 Funding: LCFF Base / Supp. Conc Objects: 5XXX

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Incremental growth on SBAC
 - decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%
- Incremental growth on EL re-designation
 - 10% or higher of EL population redesignated annually
- Learn on a safe and orderly campus
 - Maintain 5 Star Review Gold Status
- Communication
 - 95% or more of all students will report that they understand their assignments and grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Recruit, hire, assign, and retain highly qualified staff \$1,796,562 Funding: LCFF Base / Sup./Conc. & Title 1 Objects:1,2,3XXX
2. Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, Kagan Cooperative Learning Structures, NGSS, Thinking Maps, Singapore Math and Response to Intervention, etc...).	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Professional development and collaboration \$27,500 (subs) / Registration / meals / hotels Funding: LCFF Base, Supp/Conc. Objects: 1,2,3,5XXX
3. Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Maintain Facilities \$TBD Funding: LCFF Base Objects: 1,2,3,4,5XXX
4. Provide instructional resources (e.g., materials, supplies) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Provide instructional resources \$160,000 Funding: LCFF Base, Supp/Conc. Lottery, Title I

			Object: 4,5XXX
5. Support reduced class sizes in TK/K, 1 st and 2 nd grades.	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Reduce class sizes \$109,780 Funding: LCFF Supp/Conc Objects: 1,2,3XXX
6. Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Classroom technology \$25,000 (tech inventory/supplies/software) Funding: LCFF Base Object: 4XXX
7. Provide Common Core instructional nights in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc...	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Parent education \$2,500 Funding: LCFF Supp/ Conc. Object: 4, 5XXX
8. Provide 45 minutes of Extended Day learning to all students to support their success.	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funding: LCFF Supp/Conc. \$59,006 Objects: 1, 2, 3XXX
9. Recognize and reward student progress and achievement	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funds for recognition of student progress and achievement \$5,000 Funding: LCFF Supp/Conc Objects: 4, 5XXX
	School Wide	☐ ALL	

10. SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)		OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funds for National School Lunch Program \$6,358,526 Funding: National School Lunch Program Fund 13 Object: 1-7XXX District budget
11. Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	School Wide	☐ ALL OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Funding for materials to support ELD \$10,000 Funding: LCFF Supp/Conc Objects: 4XXX
12. Research and pilot ELA/ELD curriculum for 2016-2017	School Wide	☐ ALL OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Research \$ TBD Funding: LCFF Supp/Conc. Objects: TBD
13. Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	School Wide	☐ ALL OR: ☒ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_____based on need_____	Provide targeted services \$TBD Funding: LCFF Base Objects: TBD
14. Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc...	School Wide	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Cost of subs for CLS visits/ Learning Walks \$6,000 Funding: LCFF Supp. / Conc Objects: 1XXX, 2XXX

15. Continue to provide real world experiences through field trips aligned to California State Standards and 21 st Century learning, NGSS and other SSPS curriculum.	School Wide	<u> X </u> ALL	Field trip transportation & admission/ticket \$30,000 Funding: LCFF Base / Supp. Conc Objects: 5XXX
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Incremental growth on EL re-designation 10% or higher of EL population redesignated annually Learn on a safe and orderly campus Maintain 5 Star Review Gold Status Communication 95% or more of all students will report that they understand their assignments and grades		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	School Wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Recruit, hire, assign, and retain highly qualified staff \$1,853,327 Funding: LCFF Base / Sup./Conc. & Title 1 Objects:1,2,3XXX
2. Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).	School Wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Professional development and collaboration \$27,500 (subs) / Registration / meals / hotels

			Funding: LCFF Base, Supp/Conc. Objects: 1,2,3,5XXX
3. Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	Maintain Facilities \$TBD Funding: LCFF Base Objects: 1,2,3,4,5XXX
4. Provide instructional resources (e.g., materials, supplies) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	Provide instructional resources \$160,000 Funding: LCFF Base, Supp/Conc. Lottery Object: 4,5XXX
5. Support reduced class sizes in TK/K, 1 st and 2 nd grades.	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	Reduce class sizes \$121,360 Funding: LCFF Supp/Conc Objects: 1,2,3XXX
6. Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Classroom technology \$25,000 (tech inventory/suppli es/software) Funding: LCFF Base Object: 4XXX
7. Provide Common Core instructional nights in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc...	School Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners	Parent education \$2,500 Funding: LCFF Supp/ Conc.

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object: 4, 5XXX
8. Provide 45 minutes of Extended Day learning to all students to support their success.	School Wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding: LCFF Supp/Conc. \$59,926 Objects: 1, 2, 3XXX
9. Recognize and reward student progress and achievement.	School Wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funds for recognition of student progress and achievement \$5,000 Funding: LCFF Supp/Conc Objects: 4, 5XXX
10. SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)	School Wide	<u> </u> ALL OR: <u> X </u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funds for National School Lunch Program \$6,358,526 Funding: National School Lunch Program Fund 13 Object: 1-7XXX District budget
11. Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	School Wide	<u> </u> ALL OR: <u> X </u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding for materials to support ELD \$10,000 Funding: LCFF Supp/Conc Objects: 4XXX
12. Research and pilot ELA/ELD curriculum for 2016-2017	School Wide	<u> </u> ALL OR: <u> X </u> Low Income pupils __English Learners	Research \$ TBD Funding: LCFF Supp/Conc.

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Objects: TBD
13. Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	School Wide	__ALL OR: __X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide targeted services \$TBD Funding: LCFF Base Objects: TBD
14. Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc...	School Wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost of subs for CLS visits/ Learning Walks \$6,000 Funding: LCFF Supp. / Conc Objects: 1XXX, 2XXX
15. Continue to provide real world experiences through field trips aligned to California State Standards and 21 st Century learning, NGSS and other SSPS curriculum.	School Wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field trip transportation & admission/ticket \$30,000 Funding: LCFF Base / Supp. Conc Objects: 5XXX

GOAL: 2	All staff will support every student in reaching their full potential.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__x__ 5__x__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students will increase their depth of knowledge and college and career readiness as evidenced by SBAC (14-15 baseline results): • All Students scoring 1: ELA – 23% , Math – 27% • FY Students scoring 1: N/A – FY currently at SSP are not in grades 3-6 • EL Students scoring 1: ELA – 44%, Math – 49% • LI Students scoring 1: ELA – 23%, Math – 27%		

	Need: Safe and orderly campuses Baseline 14/15 Year – 5 Star Review Gold Status Need: Customer Service – Tools and Training Needed Baseline Tools - 14/15 Year – Staff (92% - Yes) Baseline Training - 14/15 Year – Staff (92% - Yes) Need: Communication Baseline 14/15 Year – Staff (100% - yes / 100% - yes), Students (87% - yes), Parents (100% - yes)		
Goal Applies to:	Schools:	Sixth Street Prep School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Learn on a safe and orderly campus Maintain 5 Star Review Gold Status Customer Service – Tools and Training Needed Increase to and maintain 95% of all staff that feel they have the tools and training necessary to do their jobs Communication Increase % of students understanding grades earned by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS staff is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Support Specialists.	School wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	VESD Support Specialists \$90,152 Funding: LCFF, Objects: 1,2,3XXX District budget
2. SSPS participates in training provided by VESD Educational Services (such as Kagan, Singapore Math, Thinking Maps, ELD, etc...) and each teacher will attend at least one Professional Development conference or workshop.	School wide	☒ X ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Conferences and training / Subs \$42,000 Funding: VESD Federal funds

			LCFF Base, Supp./Conc. Object: 5XXX
3. Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development. - Twenty-one (21) minimum days will be used for collegial planning and professional responsibilities - Fourteen (14) minimum day Fridays of each school year will be used for District staff development based on academic (program improvement and/or District survey results) and/or operational needs; and site-based professional development. - Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences)	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$80,691 Funding: LCFF Sup./Conc. Objects:1,2,3XXX
4. Provide up to 5 days of training for all Certificated Staff.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$26,987 Funding: LCFF Sup./Conc. Objects:1,2,3XXX
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Learn on a safe and orderly campus Maintain 5 Star Review Gold Status Customer Service – Tools and Training Needed Increase to and maintain 95% of all staff that feel they have the tools and training necessary to do their jobs Communication Increase % of students understanding grades earned by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS staff is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Support Specialists.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners	VESD Support Specialists \$93,330

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding: LCFF, Objects: 1,2,3XXX District budget
2. SSPS participates in training provided by VESD Educational Services (such as Kagan, Singapore Math, Thinking Maps, ELD, etc...) and each teacher will attend at least one Professional Development conference or workshop.	School wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Conferences and training / Subs \$42,000 Funding: VESD Federal funds LCFF Base, Supp./Conc. Object: 5XXX
3. Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development. - Twenty-one (21) minimum days will be used for collegial planning and professional responsibilities - Fourteen (14) minimum day Fridays of each school year will be used for District staff development based on academic (program improvement and/or District survey results) and/or operational needs; and site-based professional development. - Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences)	School wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$83,794 Funding: LCFF Sup./Conc. Objects:1,2,3XXX
4. Provide up to 5 days of training for all Certificated Staff.	School wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$27,931 Funding: LCFF Sup./Conc. Objects:1,2,3XXX

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Incremental growth on SBAC
 decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%
 Learn on a safe and orderly campus
 Maintain 5 Star Review Gold Status
 Customer Service – Tools and Training Needed
 Increase to and maintain 95% of all staff that feel they have the tools and training necessary to do their jobs

Communication
Increase % of students understanding grades earned by 5% annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS staff is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Support Specialists.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	VESD Support Specialists \$94,462 Funding: LCFF, Objects: 1,2,3XXX District budget
2. SSPS participates in training provided by VESD Educational Services (such as Kagan, Singapore Math, Thinking Maps, ELD, etc...) and each teacher will attend at least one Professional Development conference or workshop.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Conferences and training / Subs \$42,000 Funding: VESD Federal funds LCFF Base, Supp/Conc. Object: 5XXX
3. Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development. - Twenty-one (21) minimum days will be used for collegial planning and professional responsibilities - Fourteen (14) minimum day Fridays of each school year will be used for District staff development based on academic (program improvement and/or District survey results) and/or operational needs; and site-based professional development. - Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences)	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$86,516 Funding: LCFF Sup./Conc. Objects:1,2,3XXX
4. Provide up to 5 days of training for all Certificated staff.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners	\$28,839 Funding: LCFF Sup./Conc. Objects:1,2,3XXX

☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

GOAL: 3	Through collaboration with all stakeholders, SSPS will partner with all families to support their children in reaching their full potential.		Related State and/or Local Priorities: 1__ 2__ 3__x 4__ 5__x 6__x 7__ 8__ COE only: 9__ 10__ Local : Specify _____						
Identified Need :	Resources for parents to include resources/classes for foster parents, English learner parents and low income parents. Parent Trainings (ELAC, Literacy Circle/Nights, CCSS Trainings, Breakfast w/ Principal, etc...): 2015-16: 15 EL Redesignations: 14-15: 14.5% Parent Involvement - Surveys: <i>I am given the opportunity to be part of my child's education working together to help my child.</i> (97% - Yes) - Student Survey – My parent/guardian and I talk about how I am doing in school. (94% - Yes) Parent Conference Attendance - Baseline 14/15 – 99%								
Goal Applies to:	<table border="1"> <tr> <td data-bbox="359 1094 512 1175">Schools:</td> <td colspan="2" data-bbox="512 1094 877 1175">Sixth Street Prep School</td> </tr> <tr> <td data-bbox="359 1175 785 1175">Applicable Pupil Subgroups:</td> <td colspan="2" data-bbox="785 1175 2018 1175">All</td> </tr> </table>			Schools:	Sixth Street Prep School		Applicable Pupil Subgroups:	All	
Schools:	Sixth Street Prep School								
Applicable Pupil Subgroups:	All								
LCAP Year 1: 2016-17									
Expected Annual Measurable Outcomes:	We will know when SSPS is successfully partnering with families when... - The number of trainings offered is at least 20 each year 400 parents attend trainings annually Incremental growth on SBAC								

decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Incremental growth on EL re-designation 10% or higher of EL population redesignated annually Parent involvement The number of students who report that they talk to someone at home about how they are doing in school will increase by 1% annually.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Release time \$6,000 (sub cost) Funding: LCFF Base Objects:1,2,3, 5XXX
2. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc...).	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$4,000 Funding: LCFF Base / Sup./Conc. Objects:1,2,3, 5XXX
3. Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget)	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	District
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	We will know when SSPS is successfully partnering with families when... - The number of trainings offered is at least 20 each year 400 parents attend trainings annually Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Incremental growth on EL re-designation 10% or higher of EL population redesignated annually		

	Parent involvement The number of students who report that they talk to someone at home about how they are doing in school will increase by 1% annually.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Release time \$6,000 (sub cost) Funding: LCFF Base Objects:1,2,3, 5XXX
2. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc...).	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$4,000 Funding: LCFF Base / Sup./Conc. Objects:1,2,3, 5XXX
3. Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget)	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	District
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	We will know when SSPS is successfully partnering with families when... • The number of trainings offered is at least 20 each year • 400 parents attend trainings annually		
	Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% Incremental growth on EL re-designation 10% or higher of EL population redesignated annually Parent involvement The number of students who report that they talk to someone at home about how they are doing in school will increase by 1% annually.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Release time \$6,000 (sub cost) Funding: LCFF Base Objects:1,2,3, 5XXX
2. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc...).	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$4,000 Funding: LCFF Base / Sup./Conc. Objects:1,2,3, 5XXX
3. Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget)	School wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	District

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	1. All students will meet or exceed mastery in State Standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education		Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Sixth Street Prep School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Students are engaged and supported in their learning, as measured by the school achieving at least 55% of the possible goals under the "Student Progress" Learning for All Objectives. This includes: -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 -Students in grades K-1 complete prewriting assessment and year-end writing assessment; students to score "adequate or	Actual Annual Measurable Outcomes:	SBAC Interims were administered one time in March. 100% participation rate for all students in grades 3 – 6.	

thorough” on the year-end writing assessment using the VESD CCSS rubric. -Students in grades 2-6 complete a prewriting assessment and year-end writing assessment; students to score “adequate or thorough” on the year-end writing assessment using the VESD CCSS rubric. -In order to increase student performance, school will work to improve student attendance. -Provide a high quality basic instructional program that includes safe and well-maintained learning environments, highly qualified staff, materials to support learning, technology, expansion in learning opportunities, and parent engagement. Site based metric: 55% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year	65 students (87%) in grades K-1 scored “adequate or thorough” on the year-end district writing assessment. 94 students (59%) in grades 2-6 scored “adequate or thorough” on the year-end district writing assessment. Overall ADA for the school dropped .547% from the 14-15 school year to the 15-16 school year. SSPS did not participate in the LFA career portfolio as presented by VESD.
--	--

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration).		\$53,135	1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration).		\$53,135
Scope of service:	School wide		Scope of service:	School wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners			OR: <u> </u> Low Income pupils <u> </u> English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects, Kagan Cooperative Learning Structures, Singapore Math and Response to Intervention).		\$15,000 (subs)	2. Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects, Kagan Cooperative Learning Structures, Singapore Math and Response to Intervention).		\$11,156 total Subs - \$6,351 Conference Registration \$5,305
Scope of service:	School Wide		Scope of service:	School wide	
__X__ALL			__X__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Maintain facilities to maximize efficiency and effectiveness of resources; update equipment based on needs analysis, and to include the lease amount for SSPS's building that houses our students including maintaining grounds and building.		\$77,000	3. Maintain facilities to maximize efficiency and effectiveness of resources; update equipment based on needs analysis, and to include the lease amount for SSPS's building that houses our students including maintaining grounds and building.		\$77,220 (3% fee to district)
Scope of service:	School Wide		Scope of service:	School Wide	
__X__ALL			__X__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.		\$94,000	4. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.		\$44,017
Scope of service:	School Wide		Scope of service:	School Wide	

☒ ALL			☒ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
5. Support reduced class sizes in grades TK-3		\$128,677	5. Support reduced class sizes in grades TK-3		\$128,677
Scope of service:	School Wide		Scope of service:	School Wide	
☒ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
6. Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).		\$77,000	6. Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).		\$16,275
Scope of service:	School Wide		Scope of service:	School Wide	
☒ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
7. Provide monthly parent meeting w/ Principal		\$1,000	7. Provide monthly parent meeting w/ Principal		\$108
Scope of service:	School wide		Scope of service:	School wide	
☒ ALL			☒ ALL		
OR: ☐ Low Income pupils ☐ English Learners			OR: ☐ Low Income pupils ☐ English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
8. Research/explore new school facility		\$TBD	8. Research/explore new school facility		\$0
Scope of service:	School wide		Scope of service:	School wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
School wide			Scope of service:	School wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. Recruit, hire, assign, and retain highly qualified staff – continue 2. Professional development and collaboration – continue and add funds – Learning Walks 3. Maintain Facilities - continue, budget TBD due to relocation and/or lease agreement 4. Instructional materials – continue 5. Support reduced class sizes in grades TK/K – continue 6. Upgrade classroom technology - continue 7. Monthly meetings with principal – continue and add funds 8. Research / Explore new school facility - discontinue			

LI 1. Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.		\$27,000	LI 1. Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.		\$35,495
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
LI 2. Recognize and reward student progress and achievement		\$7,000	LI 2. Recognize and reward student progress and achievement		\$6,016
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
LI 3. Support options to explore new opportunities through offering after school clubs and electives		\$2000	LI 3. Support options to explore new opportunities through offering after school clubs and electives		\$0
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LI 4. SSPS provides lunch to low income qualifying students through the National School Lunch program (district budget)	District	LI 4. SSPS provides lunch to low income qualifying students through the National School Lunch program (district budget)	District
Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
EL 1. SSPS will provide release time to teachers for professional development in strategies to support ELD.	\$15,000	EL 1. SSPS will provide release time to teachers for professional development in strategies to support ELD.	\$5,305
Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
EL 2. Support English Learner students by purchasing materials that support English Language Development and providing a Bilingual Aide to assist students in the classroom.	\$10,000 / BIA – \$44,635.41	EL 2. Support English Learner students by purchasing materials that support English Language Development and providing a Bilingual Aide to assist students in the classroom.	\$7,235 / \$54,173
Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: School wide __ALL OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
EL 3. Research/explore ELD curriculum	TBD	EL 3. Research/explore ELD curriculum	\$0

Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)	TBD		FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)	N/A	
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
FY 2. Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)	District		FY 2. Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)	District	
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
LI, EL, FY, SE 1. Research, revise, and train all staff in Response to Intervention programs	TBD		LI, EL, FY, SE 1. Research, revise, and train all staff in Response to Intervention programs	\$0	
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		

OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
LI, EL, FY, SE 2. Research, revise, and/or train in behavior interventions, systems, supports		TBD	LI, EL, FY, SE 2. Research, revise, and/or train in behavior interventions, systems, supports		\$0
Scope of service:	School wide		Scope of service:	School wide	
☐ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
LI, EL, FY, SE 3. Utilize intervention substitute		\$20,000	LI, EL, FY, SE 3. Utilize intervention substitute		\$35,495 (extended day pay for 10 teachers)
School wide		Scope of service:	School wide		
☐ ALL		☐ ALL			
OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? LI 1. Funds for targeted interventions – continue – extended day LI 2. Funds to recognize and reward student progress and achievement - continue LI 3. Funds for electives and/or after school club – continue LI 4. Funds for national school lunch program (district budget) – continue EL 1. Funds for teacher release time for ELD professional development – continue EL 2. Funds for materials to support ELD and pay for Bilingual Instructional Aide – continue EL 3. Research/explore ELD curriculum – continue FY 1. Provide targeted services – continue (note – SSPS currently has 1 FY student enrolled)					

FY 2. Updated to: Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District) – SSPS will add part time School Psychologist
 LI, EL, FY, SE 1. Research, revise, and train all staff in Response to Intervention programs – continue
 LI, EL, FY, SE 2. Research, revise, and/or train in behavior interventions, systems, supports – continue
 LI, EL, FY, SE 3. Utilize intervention substitute - discontinue

Original GOAL from prior year LCAP:	3. All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan and school site plan.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>x</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Sixth Street Prep School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. -Quality Check Survey: "I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) "I have the training that is required to do my job."(baseline 94.83%) - Parent Survey: "My school is meeting my child's academic needs" (baseline 95.24%) -Staff Survey: "My principal visits my class regularly." (baseline 100%) -Student Survey: "My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned" (baseline 87.29%)		Actual Annual Measurable Outcomes:	Actual results from surveys administered in 2015-2016 school year: -Quality Check Survey: "I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) – 15/16 – 100% "I have the training that is required to do my job."(baseline 94.83%) – 15/16 – 100% - Parent Survey: "My school is meeting my child's academic needs" (baseline 95.24%) – 15/16 – 98.33% -Staff Survey: "My principal visits my class regularly." (baseline 100%) – 15/16 – 100% -Student Survey: "My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned" (baseline 87.29%) – 15/16 – 93.29%
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. SSPS staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)		\$684,953 (District)	1. SSPS staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)		\$77,220
Scope of service:	School wide		Scope of service:	School wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
2. SSPS staff participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)		\$8000	2. SSPS staff participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)		\$0 (Saturday trainings)
Scope of service:	School wide		Scope of service:	School wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
3. Provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.		N/A	3. Provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.		N/A
Scope of service:	School wide		Scope of service:	School wide	
<u> X </u> ALL			<u> X </u> ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			
1. SSPS staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget) – continue with updated figure of SSPS cost 2. SSPS staff participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction) – continue 3. Provide weekly collaboration time for certificated staff – continue			

Original GOAL from prior year LCAP:	4. SSPS will provide opportunities and possibilities that support the success of all students and the adults that support them.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Sixth Street Prep School	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. -Student Survey: "I give my best effort to be at or above my grade level in all subjects." (baseline 95.76%) "I am expected to learn, improve, and do my best every day" (baseline 97.46%) "My parent/ guardian and I talk about how I am doing in school." (baseline 92.37%) -Staff Survey		Actual Annual Measurable Outcomes: Actual results from surveys administered in 2015-2016 school year: -Student Survey: "I give my best effort to be at or above my grade level in all subjects." (baseline 95.76%) – 15/16 – 96.95% "I am expected to learn, improve, and do my best every day" (baseline 97.46%) – 15/16 – 98.17% "My parent/ guardian and I talk about how I am doing in school." (baseline 92.37%) – 15/16 – 93.90% -Staff Survey "There is always an avenue to express my concerns or questions" (baseline 91.44%) – 15/16 – 100%

"There is always an avenue to express my concerns or questions" (baseline 91.44%) "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) -Quality Check survey: "I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) "I have the training that is required to do my job" (baseline 94.83%) -Site based metric: 55% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year	"I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) – 15/16 – 94.12% -Quality Check survey: "I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) – 15/16 – 100% "I have the training that is required to do my job" (baseline 94.83%) – 15/16 – 100% SSPS did not participate in LFA career portfolio as outlined by VESD.
--	--

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	\$15,000	1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	\$0	
Scope of service:	School wide	Scope of service:	School wide	
<u> X </u> ALL		<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
2. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning to align with career education.	\$25,000	2. Students participate in 4 field trips annually.	\$13,692 total Buses - \$5,320 Admission / tickets - \$8,372	

Scope of service:	School wide		Scope of service:	School wide	
☒ ALL			☒ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
3. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Parenting Class, and parent outreach and education based on interests and needs expressed by stakeholders input.		\$3,500	3. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Parenting Class, and parent outreach and education based on interests and needs expressed by stakeholders input.		\$3,438 – total – Title I \$2,038 – books for Latino Literacy Project \$1,400 – Registration for 7 people – Latino Literacy Project
Scope of service:	School wide		Scope of service:	School wide	
☒ ALL			☒ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students. – continue 2. Provide real world experiences through field trips. – continue (move to Goal 1) 3. SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS. – continue (increase funding)			

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 128,334
SSPS supp/conc. grant funds are designated to be spent as follows: Low Income: Interventions, student recognition, elective/after school club resources, free and reduced lunch program, RTI, Increase school day hours English Language Learners: Professional development, EL resources, ELD curriculum, RTI, Bilingual Instructional Aide Foster Youth: Foster Youth Counseling, outreach to agencies and parents, RTI	

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

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

10.47	%
-------	---

To address the Minimum Proportionality Percentage, SSPS is focused on improving and/or increasing services to students. The following improvements to services and/or additional services are planned for students in the 2016/17 school year:

For Low Income students, funding has been set aside for a school psychologist who can help with interventions.

For English Learner students, SSPS has dedicated funds for teacher release time for ELD planning. Also, the action to research/explore ELD curriculum has been added.

SSPS currently has 2 Foster Youth enrolled and will work with District, County foster liaison, social workers, and foster parents to support student needs.

For Low Income, English Learners, Foster Youth, and Special Education students, SSPS will research, revise, and train all staff in Response to Intervention programs. For those same subgroups, SSPS will also research, revise, and/or train in behavior interventions, systems, and supports.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).