LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sixth Street Prep School		
Contact Name and Title	Collin W. Rowe Principal	Email and Phone	crowe@vesd.net (760) 241-0962

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Victor Elementary School District (VESD) was established in 1896, starting as a one-room school house located in the high desert region of San Bernardino County. VESD is now comprised of 17 schools and Sixth Street Prep School is one of them. SSPS currently serves 241 students in grades TK-6.

The visionary mission statement of VESD is: VESD is committed to inspiring purposeful learners who create their futures with confidence, curiosity, innovation, and integrity through engaging learning experiences in safe environments within a supportive culture.

The mission of Sixth Street Prep School, the bridge to our students' future, is to lead them to become self-inspired, passionate learners with strong foundations in both principles and academics, who challenge their individual potential and become outstanding community members beyond our doors, through a school distinguished by Science, Technology, Reading, Engineering, Arts and Mathematics (STREAM), high expectations, innovation and perseverance, within a caring and nurturing safe haven guided by a team dedicated to excellence through unity and collaboration.

LCAP HIGHLIGHTS

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

Class Size Reduction – TK, Kinder, 1st and 2nd grades – 20 to 1 ratio

Professional Development for all Certificated Staff

- All teachers will have attended at least one conference/workshop before the start of 17/18 school year

Extended Day for all students

- 45 minutes of extended day learning that targets Common Core State Standards and 21st Century Learning Skills

Teacher led parent trainings

- Common Core Math and ELA instruction/home strategies for parents during ELAC meetings

Parent Involvement

- DELAC, ELAC, Busy Bees Parent Support Group, Latino Literacy Project, Bilingual Parent Library

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

California Dashboard results:
All students in all reported subgroups achieved "High Status" and "Increased Significantly" in English Language Arts:

- All Students: 25.8 points above level 3 / +30.1 points change
- English Learners: 16 points above level 3 / +34.2 points change
- Socioeconomically Disadvantaged: 19.9 points above level 3 / +28.5 points change
- Hispanic: 23.4 points above level 3 / +32.2 points change

All students in all subgroups "Increased Significantly" and achieved "Medium Status" or higher in Math:

- All Students: 1 point below 3 / +18.1 points change
- English Learners: 9.2 points below 3 / +24.8 points change
- Socioeconomically Disadvantaged: 3.4 points below 3 / +19.6 points change
- Hispanic: 3.5 points below 3 / +20.8 points change

We plan to maintain and build upon our successes by means of a frequent and continual cycle of using various measures to assess students for learning and using that assessment data to guide small group interventions and better align instruction to meet all students' needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

California Dashboard results:

English Learner Progress (Overall): Medium Status, 70.9% & Declined -5.9%.

- Mainly due to significantly fewer students being redesignated as English Fluent Proficient (RFEP). SSPS plans to reexamine our internal process of preparing students for the CELDT and upcoming ELPAC assessments and ensure the criteria under "Multiple Measures" for redesignation are fair and equitable means to compare E.L. students against their English Only peers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Addressed above under Greatest Needs – English Learner progress.

INCREASED OR IMPROVED SERVICES

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

Maintain reduced class sizes, TK through 3rd grade.

PDSA (Plan, Do, Study, Act) daily schedule for small group intervention, based on assessed learning needs. This includes Bilingual Instructional Aide maintaining 6 hours and addressing needs of English Learner students, as well as all students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,498,047
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,320,147

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

LCAP doesn't include all overhead cost such as insurance and utilities.

Does not include all parts of Core Instructional Program.

Does not include all parts of Federally funded programs (Title I) or Restricted Lottery.

Does not include Special Ed Program or STRS on behalf requirement.

$2,355,560	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	All students will reach their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5% 2. Incremental growth on EL re-designation 10% or higher of EL population redesignated annually 3. Learn on a safe and orderly campus Maintain 5 Star Review Gold Status 4. Communication Increase % of students understanding grades earned by 5% annually	1. Incremental growth on SBAC Number of students scoring 1's on ELA decreased by 12.62%. Number of students scoring 1's on Math decreased by 10.98%. 2. Incremental growth on EL re-designation 16.9% of E.L. students redesignated 15/16 3. Learn on a safe and orderly campus Not Met – received Bronze Status on 5 Star Review 15/16 4. Communication 87% YES

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.1**

Actions/Services	PLANNED Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	ACTUAL Recruited, hired, assigned, and retained highly qualified staff. Increased BIA hours to 6.
Expenditures	BUDGETED $816,104 – 0000 $102,511– 0090 $304,605 – 1400 $25,777 – 3010	ESTIMATED ACTUAL $1,225,165.75 – 0000 (LCAP 1.5 not included) $75,898.04 – 0090 (LCAP 1.5 not included) $302,196 – 1400 163,216.67 -- 0620 $23,958.46 – 3010

Action 1.2

Actions/Services	PLANNED 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…).	ACTUAL Throughout the 16/17 school year and summer 2017, each teacher will have attended at least one professional development conference or workshop.
Expenditures	BUDGETED $5,000 – 0000 $22,500 – 0090 (subs and conference registration) $4,200 - 3010	ESTIMATED ACTUAL $0 – 0000 $12,000 – 0090 (subs and conference registration) $7,573 - 3010

Action 1.3

Actions/Services	PLANNED Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	ACTUAL Spent much more than anticipated due to one-time projects. Updated fire alarm panels, wiring, replaced broken air conditioning units, repaired damage from arson (roof fire over summer) and necessary landscape maintenance. Lease is still being negotiated.
Expenditures	BUDGETED $30,000 – 0150 $8,000 – 0616 $164,116 - 0620	ESTIMATED ACTUAL $34,924.51 – 0150 $9,400 – 0616 $175,128.65 - 0620

Action 1.4

	PLANNED	ACTUAL
Actions/Services	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 21st Century Skills.	Students were provided with all necessary and ancillary materials.
Expenditures	BUDGETED $20,411 – 0090 $2,519 - 3010	ESTIMATED ACTUAL $13,916 – 0090 $1,874 - 3010

Action 1.5

	PLANNED	ACTUAL
Actions/Services	Support reduced class sizes in TK/K, 1st and 2nd grades.	Reduced class sizes maintained.
Expenditures	BUDGETED $94,781	ESTIMATED ACTUAL $109,193.54 – 14,675.20 charged to 0000 and $94,518.34 charged to 0090

Action 1.6

	PLANNED	ACTUAL
Actions/Services	Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	Purchased new technology for teachers, including 6 iPad Pros, 6 laptops and 5 desktops. iReady and other instructional software provided for students and assessment purposes.
Expenditures	BUDGETED $1,305 – 0000 $21,965 – 0090 $8,088 – 3010 $6,015 - 6300	ESTIMATED ACTUAL $1,305 – 0000 $21,965 – 0090 $12,743 – 3010 $6,015 - 6300

Action 1.7

	PLANNED	ACTUAL
Actions/Services	Provide Common Core instructional nights in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc…	Parent trainings were conducted during other functions (ELAC / SSC) and teachers covered each other's classes during P.E. time so once a month, one teacher could present to parents on relevant topics.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,500 - 0090	$0

Action 1.8

	PLANNED	ACTUAL
Actions/Services	Provide 45 minutes of Extended Day learning to all students to support their success.	Extended Day provided for entirety of school year, Monday through Thursday of each week.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$57,987 - 0090	$64,418.53 - 0090

Action 1.9

	PLANNED	ACTUAL
Actions/Services	Recognize and reward student progress and achievement.	Student progress and achievement recognized through ceremonies, reading goal celebrations, etc...
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,000 - 0090	$5,000 - 0090

Action 1.10

	PLANNED	ACTUAL
Actions/Services	SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district	Provided breakfast and lunch to qualifying low income students through the National School Lunch Program.

	budget).	
Expenditures	BUDGETED $6,358,526 Funding: National School Lunch Program Object: 1-7XXX District budget	ESTIMATED ACTUAL No cost to SSPS Funded by National School Lunch Program Fund 13 Res 5310 $6,790,220.07

Action 1.11

Actions/Services	PLANNED Support English Learner students by purchasing materials that support English Language Development (e.g., iReady).	ACTUAL Purchased iReady licenses for identified E.L. students and other relevant materials. ELA textbook adoption TBD but will likely have integrated English Language Development standards.
Expenditures	BUDGETED $10,000 - 0090	ESTIMATED ACTUAL $8,500 - 0090

Action 1.12

Actions/Services	PLANNED Research and pilot ELA/ELD curriculum for 2016-2017.	ACTUAL Currently in process of collaboration with VESD to find optimum curriculum. Extended to 17/18 school year.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 1.13

Actions/Services	PLANNED Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	ACTUAL Helped to establish district procedure for paying hourly rate to School Psychologists assigned to other schools for their help with services for SSP students. 9 referrals made to SELPA / Desert Mountain Children's Center for

		social/emotional and behavior therapy.
Expenditures	BUDGETED $59,432 – 6500 (funded from 0000)	ESTIMATED ACTUAL $3,239.25 – 6500 (funded from 0000)

Action 1.14

Actions/Services	PLANNED Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc…	ACTUAL District funded CLS coaches provided support for principal and site. Information disseminated at staff meetings and foundational work for new Vision/Mission statement and PBIS completed.
Expenditures	BUDGETED TBD	ESTIMATED ACTUAL $0

Action 1.15

Actions/Services	PLANNED Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, NGSS and other SSPS curriculum.	ACTUAL All students participated in at least two educational field trips.
Expenditures	BUDGETED $30,000 - 0090	ESTIMATED ACTUAL $27,588.56 – 0090 ($12,500 in admissions 5885 / $15,088.56 in transportation 5813)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SSPS was able to make progress towards Goal 1 through implementation of the actions and services indicated for the 16/17 school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the actions and services are evidenced by the growth on our summative assessment and the multiple measures indicated on the California Dashboard. Overall, the results show a positive trend in ELA, math, attendance and discipline data.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

Goal 2

All Staff will support every student in reaching their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Incremental growth on SBAC
   Decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%
2. Learn on a safe and orderly campus
   Maintain 5 Star Review Gold Status
3. 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
4. Communication
   Increase % of students understanding grades earned by 5% annually

ACTUAL

1. Incremental growth on SBAC
   Number of students scoring 1's on ELA decreased by 12.62%.
   Number of students scoring 1's on Math decreased by 10.98%.
2. Learn on a safe and orderly campus
   Not Met – received Bronze Status on 5 Star Review
3. Customer Service – Tools and Training Needed
   Baseline Tools - 14/15 Year – Staff (92% - Yes)
   Baseline Training - 14/15 Year – Staff (92% - Yes)

4. Communication
   87% YES – 14/15

ACTIONS / SERVICES

Action **2.1**

Actions/Services	PLANNED	ACTUAL
	SSPS staff is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional	VESD staff provided data analysis SBAC accommodations, test delivery

	strategies and resources by VESD Support Specialists.	systems and trainings.
Expenditures	BUDGET $80,097	ESTIMATED ACTUAL $80,097

Action 2.2

Actions/Services	PLANNED 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.	ACTUAL 7 of 10 teachers attended conferences in 16/17 school year. 5 teachers will be attending conferences during Summer Break before returning for 17/18 school year.
Expenditures	BUDGET $5,000 – 0000 $12,000 – 0090(5200) $4,200 – 3010(5200) $10,000 – 0090 (1140)	ESTIMATED ACTUAL $0 – 0000 $1,100 – 0090(5200) $7,600 – 3010(5200) $10,000 – 0090(1140)

Action 2.3

Actions/Services	PLANNED 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).	ACTUAL Provided weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development.

Expenditures	BUDGET $80,691	ESTIMATED ACTUAL $103,501.15 – 0090

Action **2.4**

Actions/Services	PLANNED Provide up to 5 days of training for all Certificated Staff.	ACTUAL Bargaining Unit settled on 2 days of optional training. Set for June 2017.
Expenditures	$26,987	ESTIMATED ACTUAL $11,565.48 – 0090 (note however that there will be an increase in salaries due to 3 PD days becoming part of regular work calendar in 17/18 for teachers)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SSP was able to make progress towards Goal 2 through implementation of the actions and services indicated for the 16-17 school year. Staff participated in trainings offered by VESD, District PD Fridays, collaborative Learning Walks and the majority of staff attended professional development conferences.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Data provided thus far indicates that all staff feel equipped with the knowledge and training to do their jobs. The effectiveness of the actions and services are evidenced by the growth on multiple measures indicated on the California Dashboard.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2.1 – 0000 – Principal attended in-district trainings, thus did not spend the allotted $5,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	2.4 – Teachers will still have approximately 5 required PD days going into 17/18. 3 of those days will be built into their salaries – they went from 183 to 186 day employees.

Goal 3

Through collaboration with all stakeholders, SSPS will partner with all families to support their children in reaching their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	16/17 – 13 parent trainings offered. 16/17 – 10 events for Latino Literacy Project held Incremental growth on SBAC Number of students scoring 1's on ELA decreased by 12.62%. Number of students scoring 1's on Math decreased by 10.98%. Incremental growth on EL re-designation 16.9% of E.L. students redesignated 15/16 Parent Involvement – 94% Yes – 14/15

Action 3.1

	PLANNED	ACTUAL
Actions/Services	SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	Teachers presented relevant information during parent trainings offered through ELAC meetings, parent/teacher conferences and frequent contact with parents.
	BUDGET	ESTIMATED ACTUAL
Expenditures	$6,000	$10,000 – needs to be disaggregated further and broken down by goal and function to properly track subs for conferences vs. subs for everything else.

Action 3.2

	PLANNED	ACTUAL
Actions/Services	SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc…).	13 school-wide parent trainings offered and 10 events held for the Latino Literacy Project.
	BUDGET	ESTIMATED ACTUAL
Expenditures	$4,000	$0

Action 3.3

	PLANNED	ACTUAL
Actions/Services	Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget).	Yearly count was provided by Family Resource Center. 83 walk in visits by parents and 24 parents attended classes (ESL, Parenting, etc...)
	BUDGET	ESTIMATED ACTUAL
Expenditures	$0 from SSP budget	$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SSPS parents were the most highly represented group at almost every district level functions; such as DELAC, ESL Classes and other trainings offered at the Parent Resource Center. Action 3.1 was very well received by parents. ELAC meetings morphed into parent trainings led by teachers combined with ELAC information.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the actions and services are evidenced by the growth on our summative assessments and multiple measures indicated on the California Dashboard. Annual parent surveys indicate strong support for current direction, communication and goals. Latino Literacy Project (Cuentos Familiares) was well attended and very well received.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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.

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 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.

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).

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).

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 130 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 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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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
- 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.

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.*

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.

Continue professional development opportunities for all teachers and principal.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	☐ New	☐ Modified	☒ Unchanged
Goal 1	**All students will reach their full potential.**		

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
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% EL Redesignations: • 14-15: 14.5% 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 Need: Customer Service Baseline 14/15 Year – Staff (93% - Agree/Strongly Agree), Students (97% - yes), Parents (99% - yes) Need: Parent Involvement Baseline 14/15 Year – Parents (97% - yes) Need: Communication Baseline 14/15 Year – Staff (100% - yes / 100% - yes), Students (87% - yes), Parents (100% - yes)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on SBAC: Decrease students *scoring 1 on SBAC summative assessment in ELA and Math by 5%*	**SBAC 14-15 Baseline Results:** **ELA 28% scored 1; Math 26% scored 1** ● 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%	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.
Incremental growth on EL re-designation 10% or higher of EL population redesignated annually	● 14-15: 14.5%	10% or higher of EL population redesignated annually	10% or higher of EL population redesignated annually	10% or higher of EL population redesignated annually
Learn on a safe and orderly campus Maintain 5 Star Review Gold Status	14/15 – Gold Star 15/16 – Bronze Star	16/17 – Gold Star	Gold Star	Gold Star
Communication Increase % of students understanding grades earned by 5% annually	15/16 - 87%	16/17 – 92% or higher	17/18 – 97% or higher	18/19 - meet 100% goal

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,668,309.19 (does not include 1.5 or 2.3)	Amount		Amount	

Source	LCFF Base Res 0000, 1400, 0620 LCFF S/C Res 0090 Title 1 Res 3010	Source		Source	
Budget Reference	Certificated Salaries Classified Salaries Benefits	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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…).	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…).	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…).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$30,354	Amount		Amount	
Source	LCFF Base Res 0000 - $5,000 LCFF S/C Res 0090 - $22,000 Title 1 Res 3010 - $3,354	Source		Source	
Budget Reference	P.D. – object 5200 Conferences, Travel, Meals Sub Pay	Budget Reference		Budget Reference	

Action **3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$194,619	Amount		Amount	
Source	LCFF Base Res 0150, 0616, 0620	Source		Source	
Budget Reference	Classified Salaries Benefits Contracted Services	Budget Reference		Budget Reference	

Action **4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 21st Century Skills.	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	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 21st Century

	Generation Science Standards, and 21st Century Skills.	Skills.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,856	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Instructional Materials – Object 4310	Budget Reference		Budget Reference	

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Support reduced class sizes in TK/K, 1st and 2nd grades.	Support reduced class sizes in TK/K, 1st and 2nd grades.	Support reduced class sizes in TK/K, 1st and 2nd grades.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$82,972.72	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Certificated Salaries Benefits	Budget Reference		Budget Reference	

Action 6

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Computer Tech/ Inventory Items Software / Licenses	Budget Reference		Budget Reference	

Action 7

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Common Core instructional trainings in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc…	Provide Common Core instructional trainings in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc…	Provide Common Core instructional trainings in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc…

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount		Amount	
Source	LCFF S/C Res 0090 Title 1 Res 3010	Source		Source	
Budget Reference	Sub Pay Instructional Material	Budget Reference		Budget Reference	

Action **8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide 45 minutes of Extended Day learning to all students to support their success.	Provide 45 minutes of Extended Day learning to all students to support their success.	Provide 45 minutes of Extended Day learning to all students to support their success.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$57,942.59	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Certificated Salaries Benefits	Budget Reference		Budget Reference	

Action 9

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Recognize and reward student progress and achievement	Recognize and reward student progress and achievement	Recognize and reward student progress and achievement

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,200	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Student Recognition	Budget Reference		Budget Reference	

Action 10

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)	SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)	SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,014,364	Amount		Amount	
Source	National School Lunch Program Fund 13 Res 5310	Source		Source	
Budget Reference	Classified Salaries Benefits Books and Supplies Contracted Services	Budget Reference		Budget Reference	

	Equipment Indirect Charges		

Action 11

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	

	Title 1 Res 3010				
Budget Reference	Instructional Material Software/Licenses	Budget Reference		Budget Reference	

Action **12**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Research and pilot ELA/ELD / NGSS curriculum for 2017-2018.	Research and pilot ELA/ELD / NGSS curriculum.	Research and pilot ELA/ELD / NGSS curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$TBD	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Textbooks Rental Lease - Copier	Budget Reference		Budget Reference	

Action **13**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,104	Amount		Amount	
Source	LCFF Base Res 6500	Source		Source	
Budget Reference	Certificated Salaries Benefits	Budget Reference		Budget Reference	

Action 14

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc…	Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative	Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc…

	Learning Solutions), etc…	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$TBD – District Funded / Shared Funding	Amount		Amount	
Source	LCFF S/C Res 0090 Title 1 Res 3010	Source		Source	
Budget Reference	Sub Pay Conference, Travel and Meals	Budget Reference		Budget Reference	

Action **15**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, NGSS and other SSPS curriculum.	Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, NGSS and other SSPS curriculum.	Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, NGSS and other SSPS curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$23,000	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Contracted Services	Budget Reference		Budget Reference	

☐ New ☐ Modified ☒ Unchanged

Goal 2

All staff will support every student in reaching their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need: Students are engaged and confident learners
Metric: Quality Check survey, Student survey, Parent survey

Need: Students have options to explore new opportunities
Metric: LFA Communication, Quality Check survey

Need: Improve student, parent, and staff surveys results

	Metric: LFA Communication, Quality Check survey

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.
Need: Safe and orderly campuses Baseline 14/15 Year – 5 Star Review Gold Status	14/15 – Gold Star 15/16 – Bronze Star	16/17 – Gold Star	Gold Star	Gold Star
Need: Customer Service – Tools and Training Needed Baseline Tools - 14/15 Year – Staff (92% - Yes) Baseline Training - 14/15 Year – Staff (92% - Yes)	Baseline Tools - 14/15 Year – Staff (92% - Yes) Baseline Training - 14/15 Year – Staff (92% - Yes)	Increase to or maintain 95% or higher.	Increase to or maintain 95% or higher.	Increase to or maintain 95% or higher.
Need: Communication Baseline 14/15 Year – Staff (100% - yes / 100% - yes), Students (87% - yes), Parents (100% - yes)	Questions from Stakeholder Engagement section above Baseline 14/15 Year – Staff (100% - yes / 100% - yes), Students (87% - yes), Parents (100% - yes)	Increase to or maintain 95% or higher.	Increase to or maintain 95% or higher.	Increase to or maintain 95% or higher.

PLANNED ACTIONS / SERVICES

Action 1

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$99,328	Amount		Amount	
Source	LCFF - 0000	Source		Source	

Budget Reference	% fee paid to VESD Business Office Charge Admin Charge	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$30,354	Amount		Amount	
Source	LCFF Base – Res 0000 - $5,000 LCFF S/C Res 0090 - $22,000 Title 1 Res 3010 - $3,354	Source		Source	
Budget Reference	Conference, Travel and Meals Sub Pay	Budget Reference		Budget Reference	

Action **3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide weekly collaboration time for certificated staff, with two Fridays per month for District provided professional development.	Provide weekly collaboration time for certificated staff.	Provide weekly collaboration time for certificated staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$104,461.17	Amount		Amount	
Source	LCFF S/C Res 0090	Source		Source	
Budget Reference	Certificated Salaries Benefits	Budget Reference		Budget Reference	

☐ New ☐ Modified ☒ Unchanged

Goal 3

Through collaboration with all stakeholders, SSPS will partner with all families to support their children in reaching their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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 am given the opportunity to be part of my child's education working together to help my child.* (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%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	• 2015-16: 15 trainings offered • 2015-16: 120 parents signed in at SSP meetings	Increase trainings offered to 20 or more Increase total number of parents attending trainings to 200	Increase trainings offered to 20 or more Increase total number of parents attending trainings to 250	Increase trainings offered to 20 or more Increase total number of parents attending trainings to 300

Incremental growth on SBAC decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%	**SBAC 14-15 Baseline Results:** **ELA 28% scored 1; Math 26% scored 1** ● 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%	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.
Incremental growth on EL re-designation 10% or higher of EL population redesignated annually	14/15 – 14.5%	10% or higher of EL population redesignated annually	10% or higher of EL population redesignated annually	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.	Student Survey – My parent/guardian and I talk about how I am doing in school. (94% - Yes)	Increase to 95% or higher	Increase to 96% or higher	Increase to 97% or higher

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	SSP provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	SSP provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount		Amount	
Source	LCFF S/C Res 0090 Title 1 Res 3010	Source		Source	
Budget Reference	Sub Pay Instructional Material	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc…).	SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc…).	SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc…).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$TBD	Amount		Amount	
Source	LCFF S/C Res 0090 Title 1 Res 3010	Source		Source	
Budget Reference	Parent Involvement	Budget Reference		Budget Reference	

Action 3

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget).	Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget).	Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0 – District Funded	Amount		Amount	
Source	Title I / III	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 504,918	Percentage to Increase or Improve Services:	27.28 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1:

1.1- Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.

1.2- 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…).

1.3- Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.

1.4- 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 21st Century Skills.

1.5- Support reduced class sizes in TK/K, 1st and 2nd grades.

1.6- Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).

1.7- Provide Common Core instructional nights in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc…

1.8- Provide 45 minutes of Extended Day learning to all students to support their success.

1.9- Recognize and reward student progress and achievement.

1.10- SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget).

1.11- Support English Learner students by purchasing materials that support English Language Development (e.g., iReady).

1.12- Research and pilot ELA/ELD curriculum for 2016-2017.

1.13- Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.

1.14- Research, revise, and/or train in behavior interventions, systems, supports. e.g.- PBIS (Positive Behavior Interventions and Supports), CLS (Collaborative Learning Solutions), etc…

1.15- Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, NGSS and other SSPS curriculum.

Goal 2:

2.1 - 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.
2.2 - 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.
2.3 - Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development.
2.4 - Provide up to 5 days of training for all Certificated Staff.

Goal 3:

3.1 - SSPS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.
3.2 - SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc…).
3.3 - Monitor number of SSPS families utilizing VESD Family Resources Center, to provide community outreach, services, classes (District Budget).

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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?

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
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 school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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