

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](#): 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

Contact Name and Title

Email and Phone

Sixth Street Prep Charter School

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2017-20 Plan Summary

The Story

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, including two charter schools, serving nearly 13,000 students in grades transitional kindergarten through sixth grade.

VESD's Visionary Mission Statement 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.

A review of state and local indicators of student performance, the Dashboard, local assessments, and stakeholder input identified the progress being made in VESD. Key features of this year's LCAP are:

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

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

Professional Development: Three additional work days dedicated to professional development were negotiated with classified and certificated staff. Classified are being trained in student wellness to better understand the impact of their role. Certificated professional development is collaboratively determined to meet the needs of all SSP students. In addition, professional development is administered on some minimum day Fridays.

Professional Development for all Certificated Staff:

- All teachers will have attended at least one conference/workshop before the start of 18/19 school year

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

A review of state and local indicators of student performance, the Dashboard, local assessments, and stakeholder input identified the progress being made at Sixth Street Prep. These are areas that SSP will continue to focus on maintaining and building on. Key areas of progress are:

- California Dashboard results:

All students in all reported subgroups achieved “High Status” in English Language Arts:

- All Students: 31.2 points above level 3 / +5.4 points change
- English Learners: 22 points above level 3 / +5.9 points change
- Socioeconomically Disadvantaged: 21.9 points above level 3 / +2 points change

- Hispanic: 26 points above level 3 / +2.7 points change

All students in all subgroups achieved “High Status” and “Increased Significantly” in Math:

- All Students: 28.4 points above level 3 / +29.4 points change
- English Learners: 21.2 points above level 3 / +30.4 points change
- Socioeconomically Disadvantaged: 20.5 points above level 3 / +23.9 points change
- Hispanic: 23.7 points above level 3 / +27.2 points change

Part of our Greatest Progress is that we focused heavily on school-wide discussions and professional development centered on math instruction and student scores showed marked improvement. 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

A review of state and local indicators of student performance, the Dashboard, local assessments, indicated the following areas need improvement:

California Dashboard results:

- Although all student groups scored in the “High” Status range for English Language Arts, the growth on students average “distance from met” was minimal for ELA.

Social Emotional health: SSP has students receiving counseling from our local SELPA and through our partnership with the Blanchard Institute, we have identified students who have demonstrated a need for support in resiliency. SSP will continue to work with VESD psychologists and other district staff so that we can create a comprehensive multi-tiered system of support (MTSS) for the well-being of our students.

Campus Safety: Based on student and parent input received, from superintendent student focus groups and surveys, there is a continued need to ensure safety on our campus. Sixth Street Prep will continue to provide after-hours security, have access to a School Resource Officer (SRO), practice emergency drills, active shooter drills, and engage in staff/student training.

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

In regards to State Indicators - N/A – there were not any state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

However, Sixth Street Prep remains committed to insuring all students are treated fairly and equitably. It is paramount to our organization that all students reach their fullest potential.

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

Increased or Improved services

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.

Continue to progress monitor implementation of Common Core Curriculum and materials, including adoption of new math curriculum – Envision 2.0.

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

\$2,712,865

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

\$ 2,177,716.20

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 Employees Salaries or other overhead cost such as insurance and utilities.

Does not include Core Instructional Program.

Does not include all parts of Federally funded programs (Title 1) or Restricted Lottery.

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$2,434,813

Annual Update - SSPS

LCAP Year Reviewed: 2017–18

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

Goal 1

All students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates, 6 School Climate, 7 Course Access, 8 Pupil outcomes

Local Priorities:

Annual Measureable 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%	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 10% or higher of EL population redesignated annually	2. Incremental growth on EL re-designation 8% of E.L. students redesignated 17/18 *change from CELDT to ELPAC*
3. Learn on a safe and orderly campus Maintain 5 Star Review Gold Status	3. Learn on a safe and orderly campus Met – Gold Status on 5 Star Safety Review 16/17
4. Communication Increase % of students understanding grades earned by 5% annually	4. Communication 87% YES for 15/16 / 88% for 16/17 = increase +1%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	\$1,668,309.19	\$1,784,763.50

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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...).	\$30,354	\$22,662

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	Facilities maintained and kept in good repair. No funds were reserved this year nor any set aside for potential lease increase for Old Victor building.	\$194,619	\$201,643

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional resources (e.g., materials, supplies) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	Provide instructional resources (e.g., materials, supplies) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	\$25,856	\$20,278 (doesn't include curriculum books or classroom readers from OBJ 4210)

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support reduced class sizes in TK/K, 1 st and 2 nd grades.	Reduced class sizes maintained.	\$82,972.72	\$94,009.11

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	Purchased 55 student Chromebooks, 1 office computer, 2 office printers, 9 SMART TVs for classrooms, computer and audio/visual hardware and requisite software/licenses.	\$10,000	\$8,153 – 4410 \$11,550 - 4349

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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...	\$2,000	\$1,352

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 45 minutes of Extended Day learning to all students to support their success.	Provided 45 minute extended day learning to all students, Monday through Thursday of each school week.	\$57,942.59	\$52,096

Action 1.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recognize and reward student progress and achievement.	Recognized and rewarded student progress and achievement.	\$5,000	\$4,200

Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	No cost to SSPS. Funded by National School Lunch Program.	\$0

Action 1.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	\$10,000 - 0090	\$6,600 (5840)

Action 1.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research and pilot ELA/ELD / NGSS curriculum for 2017-2018.	Continued to research and attend trainings for NGSS and ELA. No adoption made yet.	\$ TBD	\$0

Action 1.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provide services from part time School Psychologist.	Provided targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA) and provided services from part time School Psychologist.	\$7,104	\$6,800

Action 1.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Learning Solutions), etc...	\$TBD	\$0

Action 1.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide real world experiences through field trips aligned to California State Standards and 21 st Century learning, NGSS and other SSPS curriculum.	Continue to provide real world experiences through field trips aligned to California State Standards and 21 st Century learning, NGSS and other SSPS curriculum.	\$23,000 LCFF – RES 0090	\$16,593.90 (5813 & 5885)

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 17/18 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.

Action 1.3 – Factors contributing to going over budget – 1) unanticipated vandalism to several classroom windows 2) unbudgeted expenditures towards the amount of sub days for custodial staff 3) necessary modifications to two chain link gates on Old Victor side.

Action 1.6 – Technology upgrades continue across campus. Purchased 55 new Chromebooks as a result of equipment malfunctions which made CAASPP State Testing more difficult. We plan to purchase ~ 70 more new Chromebooks in 2018-19

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.

Changes to metrics discussed by staff and parent representatives from School Site Council:

In regards to tracking SBAC proficiency via CAASPP testing percentages, there were several requests to have it match either the California Dashboard and/or change the way we report the metric – e.g., report the number of students scoring passing grades (3's and 4's - Standard Met or Standard Exceeded), vs. reporting the increase/decrease in the number of students scoring 1's. It was also discussed that we explore the possibility of reporting other measures of growth, including, but not limited to: the scale score average growth or decline, VESD District Writing scores, averages of student growth on DRA (Developmental Reading Assessment) over the course of a school year, and other classroom assessments administered by SSP teachers.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards for all students; English Learner access to CCSS and ELD standards, 4 Pupil achievement, EL reclassification rate, 6 School Climate, 8 Pupil outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
1. 1. Incremental growth on SBAC Decrease students (all, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%	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. 2. Learn on a safe and orderly campus Maintain 5 Star Review Gold Status	2. Learn on a safe and orderly campus Met – received Gold Status for 5 Star Safety Review 16/17.
3. 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	3. 3. Customer Service – Tools and Training Needed Baseline Tools - 14/15 Year – Staff (92% - Yes) Baseline Training - 14/15 Year – Staff (92% - Yes)
4. 4. Communication Increase % of students understanding grades earned by 5% annually	4. 4. Communication 87% YES – 14/15

Expected

Actual

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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 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 was provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Support Specialists.	\$99,328	\$99,804.98

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 staff attended VESD Ed Services trainings through the year and each teacher attended at least one Professional Development conference or workshop.	\$30,354	\$27,776

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development.	Provided weekly collaboration time for certificated staff, with two Fridays per month for District provided professional development.	\$104,461.17	\$131,602.37

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- 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).			

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 17-18 school year. Staff participated in trainings offered by VESD, District PD Fridays, collaborative Learning Walks on and off SSP campus and every staff member attended at least one Professional Development conference or workshop.

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, as well as internal survey data acquired through Quality Works Surveys and Staff Surveys.

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.

Action/Service 2.4 removed from previous year. Teachers Bargaining Agreement now has 186 day work calendar with 3 Professional Development days built into their calendar.

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 Priorities: 3 Parental involvement, Promotion of parental participation, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates

Local Priorities: N/A

Annual Measureable Outcomes

Expected	Actual
1. 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	1. 17/18 – 14 parent trainings offered. 17/18 – 10 events for Latino Literacy Project held
2. 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 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%.
3. Incremental growth on EL re-designation 10% or higher of EL population redesignated annually	3. Incremental growth on EL re-designation 8% of E.L. students redesignated 17/18

Expected

Actual

4. 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.	4. Parent Involvement – 94% Yes – 14/15 15/16 – 94% 16/17 – 91%

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 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	\$6,000	\$4,844.62

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Latino Literacy Project, etc...).	14 school-wide parent trainings were offered and 10 events held for the Latino Literacy Project.	\$4,000	\$3,772 (0090 – 5801 & 3010 – 4210)

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor number of SSPS families utilizing VESD Family Resources Center, to provide	Yearly count was provided by Family Resource Center. As of 05/15/2018 – 52 walk	\$0	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
community outreach, services, classes (District Budget).	in visits by SSP parents and 36 parents attended classes/workshops offered (ESL, parenting, Spanish, etc...)		

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 frequently attended district level functions; such as DELAC, ESL Classes and other trainings offered at the Parent Resource Center. Parents continue to provide positive feedback about the information presented at ELAC meetings and the fact that teachers are present during those meetings to provide real classroom examples of teaching strategies, as well as provide meaningful practice that they can do at home with their children. School Site Council and ELAC parents reported that, when they attended district-level functions, they felt that they received good information and when they had concerns, those concerns were addressed.

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.

There were no material difference 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.

We had originally planned on doing two separate, 10 weekly sessions of the Cuentos Familiares (Latino Literacy Project) but ended up only doing one. We are actively planning for 18/19 school year so that we can have two 10 week sessions with different parents attending each “semester.”

Added a new item – 3.4 to 2018-19 LCAP. While many of the services detailed were already taking place, 3.4 outlines in more detail the plan to increase/improve services.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Victor Elementary School District (VESD) has regularly involved stakeholders in our 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 come together and meet monthly as a stakeholder group. In addition, they take 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 2017-18 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 following questions, “What should VESD continue to do? What should VESD discontinue doing? What should VESD consider adding?” Feedback and information generated from this meeting was then shared with each of the stakeholder groups during the 2017-18 year to inform next steps. The annual Strategic Study took place on 9/22/17.

District Advisory Committee (DAC): consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their 2017-18 meetings. Committee members discussed the LCAP feedback obtained through the Strategic Study meeting held in September 2017. Feedback and ideas about the themes were shared by DAC Committee members. District Advisory Committee (DAC) met on 10/20/17, 1/26/18, 4/6/18.

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. DELAC met monthly within the school year on 9/5/17, 10/3/17, 11/7/17, 12/5/17, 1/9/18, 2/7/18, 3/6/18, 4/3/18, and 5/9/18.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their 2017-18 meetings. Committee members discussed the feedback obtained through the Strategic Study meeting held in September 2017. 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. Budget Advisory Committee (BAC) met on 10/16, 12/4, 2/5, 3/12, and 5/7.

Quality Works (QW) is one of our six committees that has input to the Local Control Accountability Plan. This committee consists of employees only with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP, but also works on district systems through a Plan Do Study Act cycle. QW met on 9/12/17, 10/3/17, 11/7/17, 12/5/17, 2/6/18, 3/6/18, 4/3/18, and 5/1/18.

Foster Youth Advisory Committee (FYAC): Classified, certificated, admin, psychologist, community members, parents, and representatives from local agencies participated in the FYA committee during 2017-18. A foster youth psychologist was added to the department to assist foster youth and achieve goals developed by the FYAC. In 2016-17, FYAC continued to work on initial goals developed in the 2014-15 school year. We created an enrollment form to stabilize transition, provided training on enrollment process at all school sites, analyzed and shared frequent data surrounding FY, pooled agency resources, provided LCAP feedback, and hosted two events for foster youth students and their families. Foster Youth Advisory Committee (FYAC) met on 8/24/17, 9/14/17, 10/19/17, 11/9/17, 12/14/17, 2/8/18, 3/15/18, 4/19/18, and 5/10/18.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential. The AAEC focused on several areas this year which included 12th Century aligned to California Standards, chronic absenteeism, student resiliency, and PBIS/school climate. The AAEC also attended the VEX Robotics competition. African American Engagement Committee (AAEC) met on 10/25/2017, 11/29/17, 1/31/18, 2/28/18, 3/21/18, 4/25/18, and 5/23/18.

Student Focus Groups: The Superintendent visited each of the seventeen sites twice. Each site has a Student Focus Group which consists of about 15-20 fourth, fifth and sixth graders. The first round of questions pertained to relationships they have at school including asking if there is an adult(s) at school that they feel cares about them. The second round of questions is centered on physical and emotional safety. Following are the dates the Student Focus Groups were held: Challenger – 8/23/17 and 2/1/18, Brentwood – 8/30/17 and 1/24/18, Del Rey – 9/6/17 and 1/31/18, Discovery – 9/13/17 and 2/7/18, Endeavor – 9/20/17 and 2/21/18, Galileo – 9/27/17 and 2/14/18, Green Tree East – 10/4/17 and 2/22/17, Sixth St Prep – 10/11/17 and 2/28/18, Liberty – 10/18/17 and 3/21/18, West Palms – 11/8/17 and 4/18/18, Mountain View – 11/15/17 and 4/25/18, Irwin Academy – 12/6/17 and 5/2/18, Village – 12/13/17 and 5/9/18, Lomitas – 12/14/17 and 4/11/18, Puesta Del Sol – 12/20/17 and 5/16/18, Park View – 1/10/18 and 5/23/18 and Mojave Vista – 1/25/18 and 4/4/18.

In addition the District held the Annual State of the District Address on 4/19/18 to include a broader community audience. Approximately 127 stakeholders attended. Results were shared again and input was sought.

At SSPS, along with sending representatives to district-level functions:

- 7 School Site Council Meetings were held.

- 10 ELAC meetings combined with teacher-hosted Parent Trainings were held.

- We continued the Latino Literacy Project (Cuentos Familiares).

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 not only guides the LCAP annual update, but it currently influences VESD's Board Goals and Objectives and aligns Cabinet and Administrator's action plans which are monitored throughout the school year. VESD believes that each school site is the expert for their students. Therefore, VESD practices defined autonomy and with that strives to provide each site with as much site discretionary funding as possible. Spending at the site level is aligned to the LCAP and outlined in their individual SPSA. Input for the SPSA is received from committees (Site Council, ELAC, etc.) surveys (parent, student and staff), and staff.

Through the continuous improvement cycle, VESD gives a voice to as many *stakeholders* as possible to ensure that all *stakeholders* are represented. Our annual Strategic Study provides all of the District data that serves as a basis for the district needs analysis. From there this data and feedback from Strategic study is take to each of the committees members providing the opportunity for further feedback in the potential programs and services for all VESD students, with special attention for our students with greater needs such as our English learners, Foster Youth and Low income students. As a result of the committee work, the following actions and services will be added, continued or expanded to meet our goals.

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 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.

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) 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates, 6 School Climate, 7 Course Access, 8 Pupil outcomes

Local Priorities:

Identified Need:

Students increase their depth of knowledge and college and career readiness as evidenced by CAASPP State Testing results.

Increase the number of English Learner students that become Reclassified Fluent English Proficient (RFEP).

High attendance rates are critical in order for students to achieve success. Maintain or improve Average Daily Attendance (ADA) and increase the number of students with "Satisfactory Attendance" (absent/truant less than 5% of total school days)

Communication – Teachers/Students – Students understand the grades they have earned.

Students learn on a safe and orderly campus.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on CAASPP State Testing scores Decrease students (all, FY, EL, LI) scoring 1 (Standard Not Met) on SBAC summative assessment in ELA and Math by 5% <i>State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)</i>	Comparing 2014-15 to 2015-16: All Students ELA: Decreased 13% Math: Decreased 11% EL ELA: Decreased 25% Math: Decreased 19% LI ELA: Decreased 10% Math: Decreased 10% FY – no FY in grades 3-6	Comparing 2015-16 to 2016-17: All Students ELA: Increased 5% Math: Decreased 9% EL ELA: Increased 5% Math: Decreased 20% LI ELA: Increased 4% Math: Decreased 10% FY – no FY in grades 3-6	Comparing 2016-17 to 2017-18 All Students ELA: Math: EL ELA: Math: LI ELA: Math:	Comparing 2017-18 to 2018-19: All Students ELA: Math: EL ELA: Math: LI ELA: Math:
Incremental growth on EL re-designation 10% or higher of EL population reclassified annually. <i>State Priority 4: Pupil achievement, EL</i>	2014-15 – 14.5%	2015-16 – 7.8%	To be calculated annually	To be calculated annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>reclassification rate</i>				
Maintain high rates of attendance -Increase number of students with “Satisfactory Attendance” (absent/truant less than 5% of total school days) by 1% annually. <i>State Priority 5 Pupil engagement, Chronic Absenteeism rates</i>	Average Daily Attendance (ADA), Schoolwide 2014-15: 98.851% 2015-16 ADA: 98.548% 2015-16: 91.9% students with Satisfactory Attendance	Average Daily Attendance (ADA), Schoolwide 2016-17: 98.414% (down 0.134% from 2015-16) 2016-17: 95% students with Satisfactory Attendance (up 3.1% from 2015-16)	TBD	TBD
Increase % of students understanding grades earned by 5% annually. From annual Student Survey: “My teacher(s) and I talk about how I am doing in class and I	2015-16 – 87% - Yes	2016-17 – 88% - Yes	Increase by 5%	Increase by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
understand the grades I have earned.”				
Safe and orderly campus – 5 Star Safety Review <i>(State Priority 6 “School Climate, Other local measures”)</i>	2014-15 – Gold Star 2015-16 – Bronze Star	2016-17 – Gold Star	TBD	TBD

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 **1.1**

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged (from 2018-19)
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recruit, hire and attract highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration) to include one additional hour for Bilingual Instructional Aide.	Recruit, hire and attract highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration).	See Description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,668,309.19 (does not include 1.5 or 2.3)	\$1,392,783	See amount for 2018-19
Source	LCFF Base Res 0000,6500 LCFF S/C Res 0090 Title I Res 3010	LCFF Base Res 0000, 1400, 6500 LCFF S/C Res 0090 Lottery Res 1100 Title I Res 3010	See Source for 2018-19

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits	See Budget Reference for 2018-19

Action 1.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

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, Response to Intervention, etc...).

2018-19 Actions/Services

Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, Kagan Cooperative Learning Structures, NGSS, Thinking Maps, Envision Math 2.0, Response to Intervention, etc...).

2019-20 Actions/Services

See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,354	\$32,600	See amount for 2018-19
Source	LCFF Base Res 0000 LCFF S/C Res 0090 Title I – Res 3010	LCFF Base Res 0000 LCFF S/C Res 0090 Title I – Res 3010	See Source for 2018-19
Budget Reference	P.D. – Object 5200 Conferences, Travel, Meals Sub Pay	P.D. – Object 5200 Conferences, Travel, Meals Sub Pay	See Budget Reference for 2018-19

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-2018

2019-20 Actions/Services

See description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$194,619	\$227,989	\$198,472
Source	LCFF Base Res 0150,0616,0620	LCFF Base Res 0150,0616,0620	See Source for 2018-19
Budget Reference	Classified Salaries Supplies Benefits Contracted Services	Classified Salaries Supplies Benefits Contracted Services	See Budget Reference for 2018-19

Action 1.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged (from 2018-19)
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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 21 st Century Skills.	See description from 2017-18	See description from 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,856	\$28,650	See Amount for 2018-19
Source	LCFF S/C Res 0090	LCFF Base Res 0000 LCFF S/C Res 0090 Title I Res 3010	See Source for 2018-19
Budget Reference	Instructional Materials – Object 4310	Instructional Materials Books and Supplies	See Budget Reference for 2018-19

Action 1.5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

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

2018-19 Actions/Services

Per SSPS Charter Agreement – support reduced class sizes (20 to 1) in TK/K, 1st and 2nd grades.

2019-20 Actions/Services

See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,972.72	\$98,310	See Amount for 2018-19
Source	LCFF S/C Res 0090	See Source for 2017-18	See Source for 2017-18
Budget Reference	Certificated Salaries Benefits	See Budget Reference for 2017-18	See Budget Reference for 2017-18

Action 1.6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

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

2018-19 Actions/Services

Based on needs assessment, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).

2019-20 Actions/Services

See Description for 2018-19

Budgeted Expenditures

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

Action 1.7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide Common Core instructional trainings in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc...

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

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

Action 1.8

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Low Income / English Learners / Foster Youth

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,942.59	\$58,662	See Amount for 2018-19
Source	LCFF S/C Res 0090	See Source for 2017-18	See Source for 2017-18
Budget Reference	Certificated Salaries Benefits	See Budget Reference for 2017-18	See Budget Reference for 2017-18

Action 1.9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Recognize and reward student progress and achievement.

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,600	\$1,800
Source	LCFF S/C Res 0090	LCFF S/C Res 0090	LCFF S/C Res 0090

Year	2017-18	2018-19	2019-20
Budget Reference	Student Recognition	Student Recognition	Student Recognition

Action 1.10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program (District Budget)

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 from SSP – District Funded		
Source			
Budget Reference			

Action 1.11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	See Amount for 2017-18	See Amount for 2017-18
Source	LCFF S/C Res 0090 Title 1 Res 3010	See Source for 2017-18	See Source for 2017-18
Budget Reference	Book and Supplies Computer Software & Licenses	See Budget Reference for 2017-18	See Budget Reference for 2017-18

Action 1.12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Research and pilot ELA/ELD/NGSS curriculum for 2017-2018.

2018-19 Actions/Services

Research and pilot ELA/ELD/NGSS curriculum for 2018-2019.

2019-20 Actions/Services

Research and pilot ELA/ELD/NGSS curriculum for 2019-20

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD	\$TBD – textbook/materials adoption	\$TBD – textbook/materials adoption
Source	LCFF S/C Res 0090	LCFF S/C Res 0090	LCFF S/C Res 0090
Budget Reference	Textbooks Rental Lease – Copier Conferences/Travel/Meals	Textbooks Rental Lease – Copier Conferences/Travel/Meals	Textbooks Rental Lease – Copier Conferences/Travel/Meals

Action 1.13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,104	\$7,192.20	See Amount for 2018-19
Source	LCFF Base Res 6500	LCFF Base Res 6500	See Source for 2018-19
Budget Reference	Psychologist Salaries Benefits	Psychologist Salaries Benefits	See Budget Reference for 2018-19

Action 1.14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Continue to provide behavior interventions, trainings and support to address student discipline and targeted/responsive social and emotional support for students.

2019-20 Actions/Services

See Description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD – District Funded / Shared Funding	See Amount for 2017-18	See Amount for 2017-18
Source	LCFF S/C Res 0090 Title I Res 3010	See Source for 2017-18	See Source for 2017-18
Budget Reference	Contracted Services	See Budget Reference for 2017-18	See Budget Reference for 2017-18

Action

1.15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, Next Generation Science Standards (NGSS) and other SSPS Curriculum.

2018-19 Actions/Services

See Description for 2017-18

2019-20 Actions/Services

See Description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,000	\$23,500	\$25,000
Source	LCFF S/C Res 0090	LCFF S/C Res 0090	LCFF S/C Res 0090
Budget Reference	Transportation Admissions & Tickets	Transportation Admissions & Tickets	Transportation Admissions & Tickets

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards for all students; English Learner access to CCSS and ELD standards, 4 Pupil achievement, EL reclassification rate, 6 School Climate, 8 Pupil outcomes

Local Priorities:

Identified Need:

Students increase their depth of knowledge and college and career readiness as evidenced by:

All students will attend a safe and orderly campus.

All Certificated and Classified staff receive professional development and have the tools and training necessary to support students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on CAASPP State Testing scores	Comparing 2014-15 to 2015-16:	Comparing 2015-16 to 2016-17:	Comparing 2016-17 to 2017-18	Comparing 2017-18 to 2018-19:
Decrease students (all, FY, EL, LI) scoring 1 (Standard Not Met) on SBAC summative assessment in	All Students ELA: Decreased 13% Math: Decreased 11%	All Students ELA: Increased 5% Math: Decreased 9%	All Students ELA: Math:	All Students ELA: Math:
	EL ELA: Decreased 25% Math: Decreased 19%	EL ELA: Increased 5% Math: Decreased 20%	EL ELA: Math:	EL ELA: Math:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA and Math by 5% <i>State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)</i>	LI ELA: Decreased 10% Math: Decreased 10% FY – no FY in grades 3-6	LI ELA: Increased 4% Math: Decreased 10% FY – no FY in grades 3-6	LI ELA: Math:	LI ELA: Math:
Safe and orderly campus – 5 Star Safety Review <i>(State Priority 6 “School Climate, Other local measures”)</i>	2014-15 – Gold Star 2015-16 – Bronze Star	2016-17 – Gold Star	TBD	TBD
Attendance at PD Days. All Certificated Staff attend at least one conference/works hop. <i>Professional development (State Priority 2 “Implementation of State Standards for all students; English Learner access to</i>	2015-16: 8 out of 11 Certificated Staff attended on-site PD days. 10 out of 11 Certificated Staff attended at least one conference and/or workshop	2016-17: 10 out of 11 Certificated Staff attended on-site PD days. 10 out of 11 Certificated Staff attended at least one conference and/or workshop		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>CCSS and ELD standards</i>):				
From annual Employee/Quality Check Surveys: "I have the tools (equipment, materials, supplies) that are required to do my job." "I have the training that is required to do my job."	Tools – 2014-15 – 92% Yes Training – 2014-15 – 92% Yes	Tools – 2016-17 – 100% "Strongly Agree" or "Agree" Training – 2016-17 - 100% "Strongly Agree" or "Agree"	Maintain 95% or higher	Maintain 95% or higher

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 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners/Foster Youth/Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

SSPS is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Support Specialists.

2018-19 Actions/Services

Professional Development:

- Provide 6 days (out of 186 work days) of professional development for all Certificated staff. SSPS will determine the focus of professional development based on data and student needs.
- Provide 3 days of professional development for all Classified staff.
- SSPS is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Ed Services Department.

2019-20 Actions/Services

See description from 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$99,328 for whatever reason this is your budget for admin fees.	\$115,256 as in action 2.3 this item was negotiated, it has been broken down in to an FTE and is charged directly to res 0090. These 2 actions together equal your 0090 contract payroll, but each year I can break them down for you. 😊	See Amount for 2018-19
Source	LCFF Base Res 0000	LCFF S/C Res 0090	See Source for 2018-19
Budget Reference	% fee paid to VESD Business Office Charge Admin Charge	Certificated and Classified Salaries and Benefits	See Budget Reference for 2018-19

Action 2.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners/Foster Youth/Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

SSPS participates in trainings 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.

2018-19 Actions/Services

SSPS participates in trainings provided by VESD Educational Services (such as Kagan, Envision Math, Thinking Maps, ELD instruction, etc...). Each teacher will also attend at least one professional development conference or workshop and participate in at least one "Learning Walks" day on site at SSPS.

2019-20 Actions/Services

See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,354	\$32,680	See Amount for 2018-19
Source	LCFF Base Res 0000 LCFF S/C Res 0090 Title I Res 3010	LCFF Base Res 0000 LCFF S/C Res 0090 Title I Res 3010	See Source for 2018-19

Year	2017-18	2018-19	2019-20
Budget Reference	Conference, Travel and Meals Sub Pay	Certificated Salaries Classified Salaries Benefits Conference, Travel and Meals Sub Pay	See Budget Reference for 2018-19

Action2.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners/Foster Youth/Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

Provide weekly collaboration time for Certificated Staff, with two Fridays per month for District provided professional development.

2018-19 Actions/Services

Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development.

- The first Friday of each month will be a District Professional Development Day.
- One Friday per month will be used for collaboration directly related to District training. Grade level teams shall provide brief feedback to the principal.
- The remaining Fridays will be split equally between collaborations and professional responsibilities. Grade level teams shall provide brief feedback for each Friday PM Planning Day to the principal.

Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences).

2019-20 Actions/Services

See description from 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$104,461.17	\$130,494	See Amount for 2018-19
Source	LCFF S/C Res 0090	LCFF S/C Res 0090	See Source for 2018-19
Budget Reference	Certificated Salaries Benefits	Certificated Salaries Benefits	See Budget Reference for 2018-19

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 Priorities: 3 Parental involvement, Promotion of parental participation, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates

Local Priorities:

Identified Need:

Resources for parents, to include resources/classes for Foster Youth parents, English Learner parents and Low Income parents.

EL Re-designations

Parent Involvement – Attending school functions, including, but not limited to: Parent/Teacher Conferences, ELAC, workshops, etc...

Parent/Teacher Conference Attendance

Maintain and/or increase high levels of student attendance

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain high rates of attendance -Increase number of students with “Satisfactory Attendance” (absent/truant less than 5% of total school days) <i>State Priority 5 Pupil engagement, Chronic Absenteeism rates</i>	Average Daily Attendance (ADA), Schoolwide 2014-15: 98.851% 2015-16 ADA: 98.548% 2015-16: 91.9% students with Satisfactory Attendance	Average Daily Attendance (ADA), Schoolwide 2016-17: 98.414% (down 0.134% from 2015-16) 2016-17: 95% students with Satisfactory Attendance (up 3.1% from 2015-16)	To be calculated annually	To be calculated annually
<i>State Priority 3 “Parental Involvement”:</i> We will know that SSPS is successfully partnering with families when... <i>* The number of trainings offered is at least 20 each year</i> <i>* There are at least 400 instances of parents attending</i>	• 2015-16: 15 trainings offered • 2015-16: 120 parents signed in at SSP meetings • 2015-16: 99% of parents attended biannual Parent/Teacher Conferences	• 2016-17: 23 trainings offered • 2016-17: 196 parents signed in at SSP trainings • 2016-17: 88 SSP parent walk-ins at Family Resource Center • 2016-17: 25 parents enrolled in classes at	To be calculated annually	To be calculated annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
VESD/SSP trainings annually. * 100% of parents attend the biannual Parent/Teacher Conferences		Family Resource Center 2016-17: 100% of parents attended biannual Parent/Teacher Conferences		
Incremental growth on CAASPP State Testing scores Decrease students (all, FY, EL, LI) scoring 1 (Standard Not Met) on SBAC summative assessment in ELA and Math by 5% <i>State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)</i>	Comparing 2014-15 to 2015-16: All Students ELA: Decreased 13% Math: Decreased 11% EL ELA: Decreased 25% Math: Decreased 19% LI ELA: Decreased 10% Math: Decreased 10% FY – no FY in grades 3-6	Comparing 2015-16 to 2016-17: All Students ELA: Increased 5% Math: Decreased 9% EL ELA: Increased 5% Math: Decreased 20% LI ELA: Increased 4% Math: Decreased 10% FY – no FY in grades 3-6	Comparing 2016-17 to 2017-18 All Students ELA: Math: EL ELA: Math: LI ELA: Math:	Comparing 2017-18 to 2018-19: All Students ELA: Math: EL ELA: Math: LI ELA: Math:
Incremental growth on EL re-designation	2014-15 – 14.5%	2015-16 – 7.8%	To be calculated annually	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
10% or higher of EL population redesignated annually. <i>State Priority 4: Pupil achievement, EL reclassification rate</i>				To be calculated annually
Survey results for number of students who report that they talk to someone at home about how they are doing in school will increase by 1% annually. <i>Parent involvement Survey (State Priority 3 “Parental Involvement, Efforts to seek parent input, Promotion of parental participation)</i>	2015-16 Student Survey – My parent/guardian and I talk about how I am doing in school. (94% - Yes)	2016-17 Student Survey – My parent/guardian and I talk about how I am doing in school. (91% - Yes) down 3% from Baseline	Increase to 92% or higher	Increase to 93% or higher

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 3.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 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.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	See Amount for 2017-18	See Amount for 2017-18
Source	LCFF S/C Res 0090 Title I Res 3010	See Source for 2017-18	See Source for 2017-18
Budget Reference	Sub Pay Instructional Materials	See Budget Reference for 2017-18	See Budget Reference for 2017-18

Action 3.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners/Foster Youth/Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged (from 2018-19)

2017-18 Actions/Services

SSPS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, literacy, SBAC testing (Parent workshops, Latino Literacy Project, etc...).

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD	\$TBD	\$TBD
Source	LCFF S/C Res 0090 Title I Res 3010	LCFF S/C Res 0090 Title I Res 3010	See Source from 2018-19

Year	2017-18	2018-19	2019-20
Budget Reference	Parent Involvement	Certificated Salaries Classified Salaries Benefits Books and Supplies Parent Involvement	See Budget Reference from 2018-19

Action 3.3

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Foster Youth/Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Monitor number of SSPS families utilizing
VESD Family Resource Center to provide
community outreach, services, classes
(District Budget)

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 – District Funds		
Source			
Budget Reference			

Action 3.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

2017-18 Actions/Services

This action was not included in the 2017-18 LCAP. See the Annual Update for more information.

2018-19 Actions/Services

Communicate and collaborate with families in an effort to maintain or increase attendance rates via:

- Recognizing and rewarding excellent attendance through ceremonies, phone calls home, certificates, medals and trophies.
- School Attendance Review Team (SART) meetings with the principal to discuss alternatives to truancy/absences.
- Educational materials for parents/guardians regarding statistics and impact of attendance on student academic achievement
- Parent input towards SSP Independent Study process.
- Continuing home visits by the principal to increase school/home connections by providing strategies and supports to increase attendance and academic achievement.

2019-20 Actions/Services

See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$TBD	See Amount for 2018-19

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF S/C Res 0090 Title I Res 3010	See Source for 2018-19
Budget Reference	N/A	Certificated Salaries Classified Salaries Benefits Books and Supplies Parent Involvement	See Budget Reference for 2018-19

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$504,918

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 and attract 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, Response to Intervention, etc...).
- 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, and admin; software).
- 1.7 Provide Common Core instructional trainings 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) (low income)
- 1.11 Support English Learner students by purchasing materials that support English Language Development (e.g., iReady) (English Learners)
- 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, Next Generation Science Standards (NGSS) and other SSPS Curriculum. (LOW INCOME)

Goal 2

- 2.1 SSPS 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 trainings 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 Provide weekly collaboration time for Certificated Staff, with two Fridays per month for District provided professional development.

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 (Parent workshops, Latino Literacy Project, etc...).
- 3.3 Monitor number of SSPS families utilizing VESD Family Resource Center to provide community outreach, services, classes (District Budget)

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$520,832

26.84%

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

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

SSPS provides a wide variety programs for all students in all subgroups, however the services below are principally directed toward improving learning outcomes for the unduplicated populations (ELs, foster youth, and low income) while providing all students a high-quality learning environment. These actions and services were developed specifically to focus on the needs of the unduplicated populations and were guided through the SSPS goals and objectives, assessment data, and valued input from our stakeholders. Generally, students who are not within the unduplicated population, do not require these actions and services, however all students will benefit from these programs.

Provided below is an explanation of how each of the actions marked for increased or improved services is directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the assessed learning needs of all students.

The following actions support all students but are principally directed toward and effective in meeting SSPS goals for our low income students, English learners, and foster youth. – 1.2, 1.4, 1.6, 1.7, 1.8, 1.13, 1.14

The following action supports all students but is principally directed toward and effective in meeting SSPS/District goals for our low income students. – 1.10

The following action supports all students but is principally directed toward and effective in meeting SSPS/District goals for our English Learner students. – 1.11

Goal 1

1.1 Recruit, hire and attract 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).

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, Envision Math 2.0, Response to Intervention, etc...).

- 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.
- 1.6 Based on needs assessment, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).
- 1.7 Provide Common Core instructional trainings 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) (low income)
- 1.11 Support English Learner students by purchasing materials that support English Language Development (e.g., iReady) (English Learners)
- 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 Continue to provide behavior interventions, trainings and support to address student discipline and targeted/responsive social and emotional support for students.
- 1.15 Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, Next Generation Science Standards (NGSS) and other SSPS Curriculum. (LOW INCOME)

Goal 2

The following actions support all students but are principally directed toward and effective in meeting SSPS goals for our low income students, English learners, and foster youth. – 2.1, 2.2, 2.3

2.1 Professional Development:

- Provide 6 days (out of 186 work days) of professional development for all Certificated staff. SSPS will determine the focus of professional development based on data and student needs.
- Provide 3 days of professional development for all Classified staff.

SSPS is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Ed Services Department.

2.2 SSPS participates in trainings provided by VESD Educational Services (such as Kagan, Envision Math, Thinking Maps, ELD instruction, etc...). Each teacher will also attend at least one professional development conference or workshop and participate in at least one "Learning Walks" day on site at SSPS.

2.3 Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development.

- The first Friday of each month will be a District Professional Development Day.
- One Friday per month will be used for collaboration directly related to District training. Grade level teams shall provide brief feedback to the principal.
- The remaining Fridays will be split equally between collaborations and professional responsibilities. Grade level teams shall provide brief feedback for each Friday PM Planning Day to the principal.

Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences).

Goal 3

The following actions support all students but are principally directed toward and effective in meeting SSPS goals for our low income students, English learners, and foster youth. – 3.1, 3.2, 3.3, 3.4

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 (Parent workshops, Latino Literacy Project, etc...).

3.3 Monitor number of SSPS families utilizing VESD Family Resource Center to provide community outreach, services, classes (District Budget)

3.4 Communicate and collaborate with families in an effort to maintain or increase attendance rates via:

- Recognizing and rewarding excellent attendance through ceremonies, phone calls home, certificates, medals and trophies.
- School Attendance Review Team (SART) meetings with the principal to discuss alternatives to truancy/absences.
- Educational materials for parents/guardians regarding statistics and impact of attendance on student academic achievement
- Parent input towards SSP Independent Study process.
- Continuing home visits by the principal to increase school/home connections by providing strategies and supports to increase attendance and academic achievement.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?