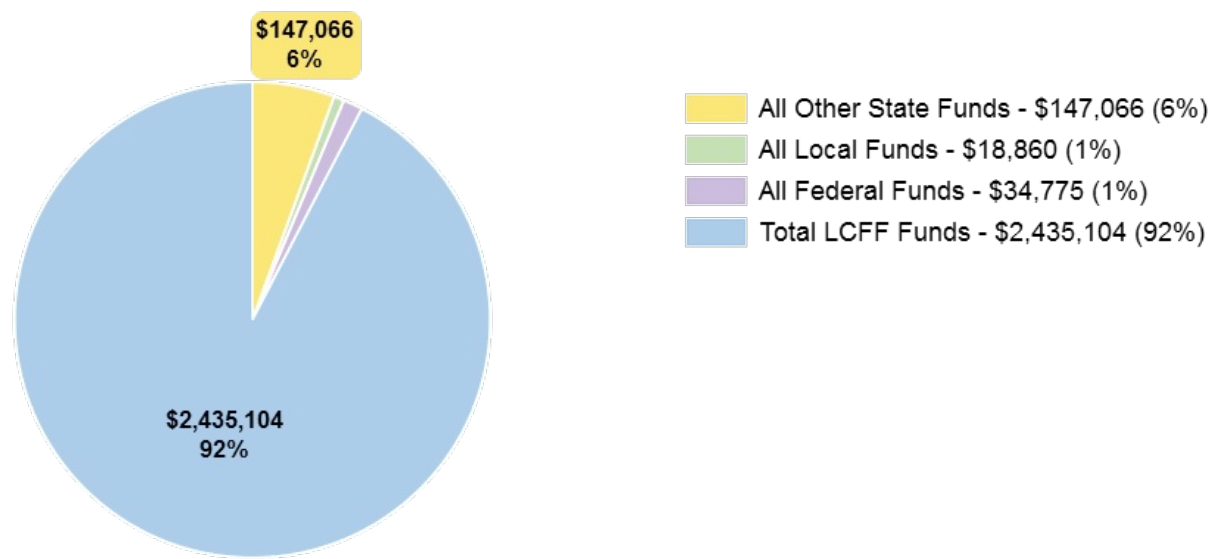


LCFF Budget Overview for Parents

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

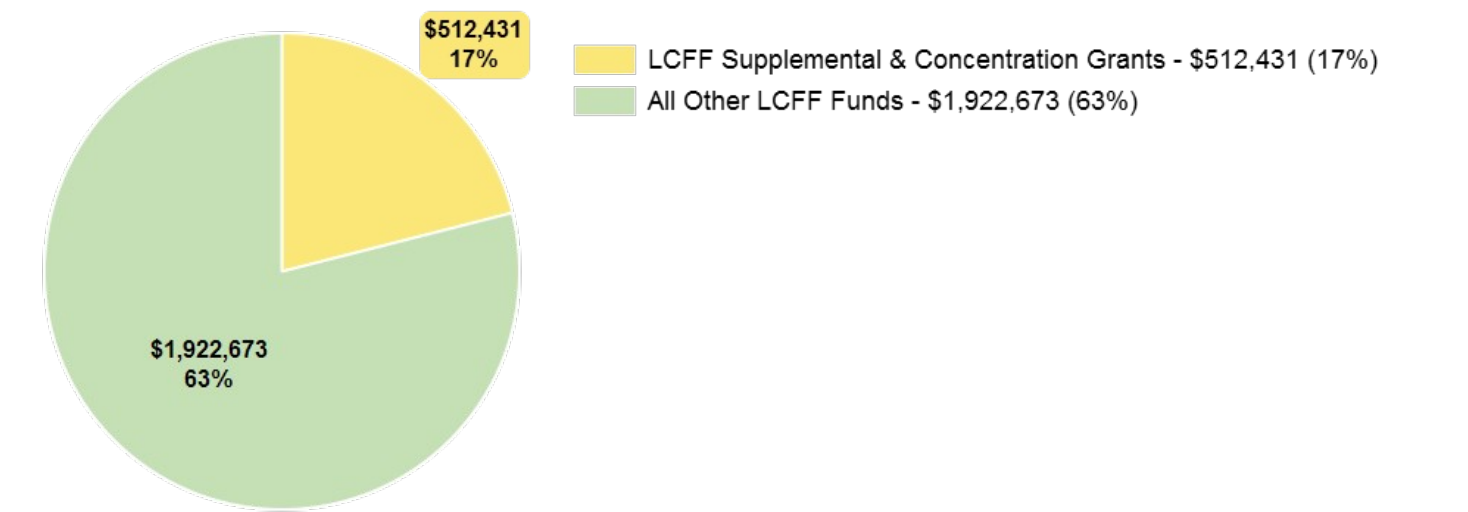
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$147,066	6%
All Local Funds	\$18,860	1%
All Federal Funds	\$34,775	1%
Total LCFF Funds	\$2,435,104	92%

Breakdown of Total LCFF Funds



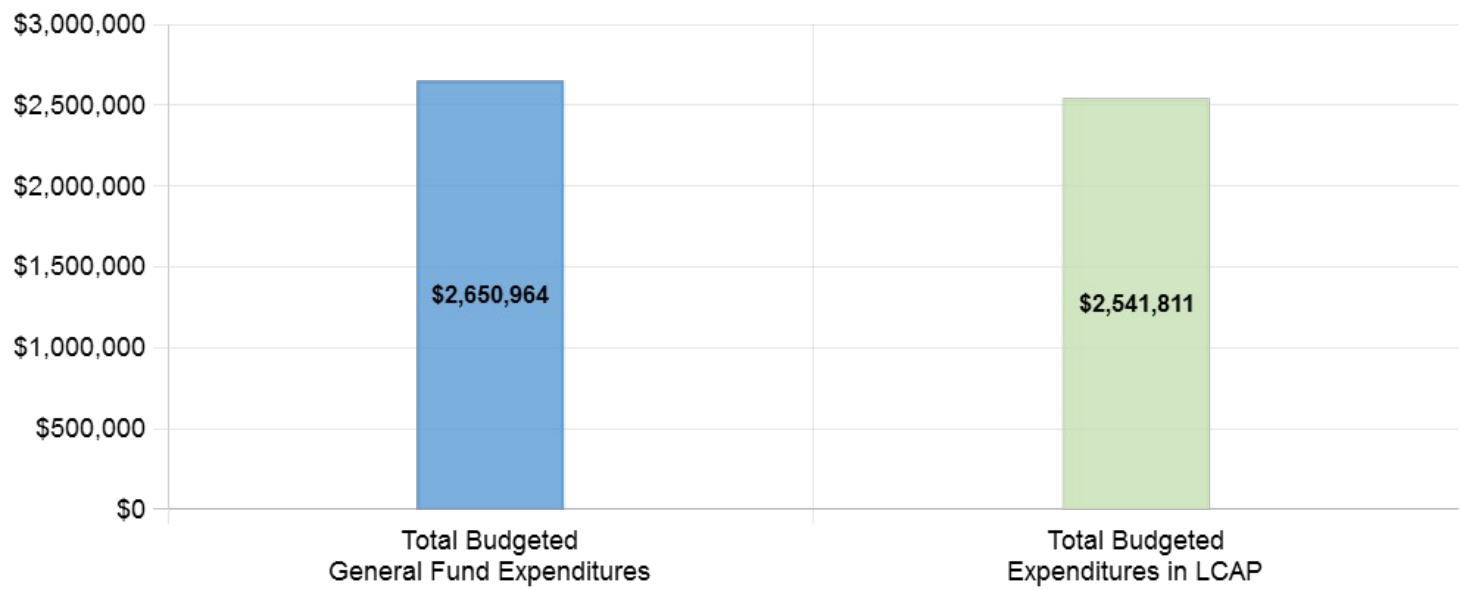
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$512,431	17%
All Other LCFF Funds	\$1,922,673	63%

These charts show the total general purpose revenue Sixth Street Prep expects to receive in the coming year from all sources.

The total revenue projected for Sixth Street Prep is \$2,635,805, of which \$2,435,104 is Local Control Funding Formula (LCFF), \$147,066 is other state funds, \$18,860 is local funds, and \$34,775 is federal funds. Of the \$2,435,104 in LCFF Funds, \$512,431 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,650,964
Total Budgeted Expenditures in LCAP	\$2,541,811

This chart provides a quick summary of how much Sixth Street Prep plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sixth Street Prep plans to spend \$2,650,964 for the 2019-20 school year. Of that amount, \$2,541,811 is tied to actions/services in the LCAP and \$109,153 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

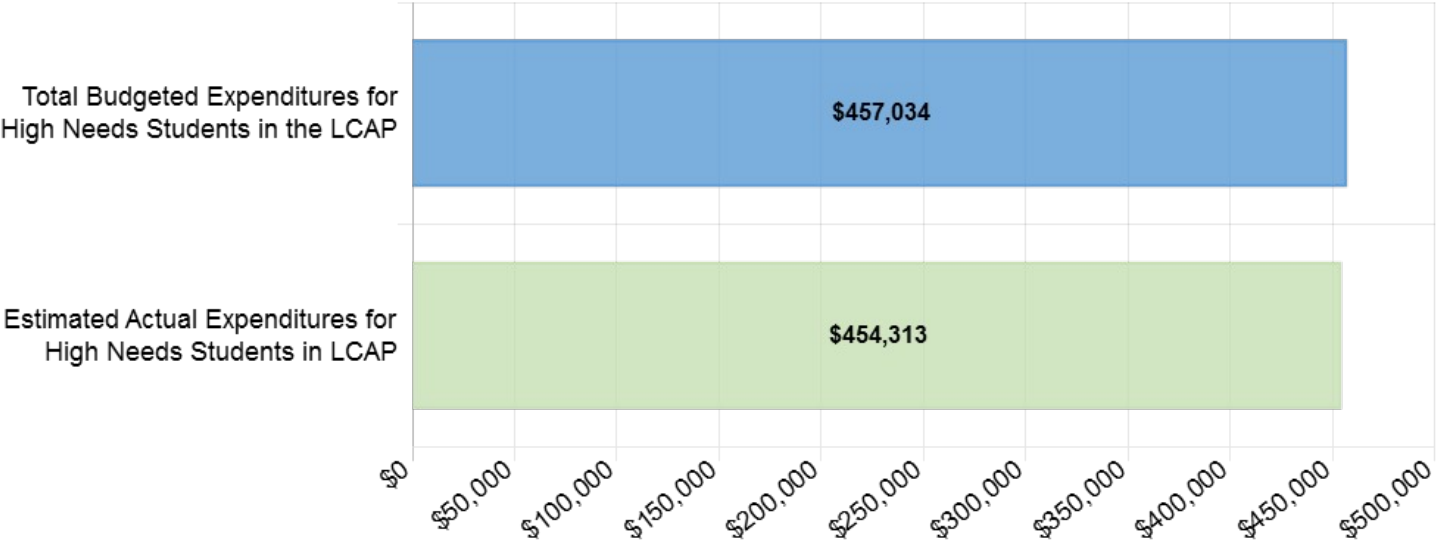
Does not include Special Ed Program, Energy Management Program or STRS on behalf requirement.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sixth Street Prep is projecting it will receive \$512,431 based on the enrollment of foster youth, English learner, and low-income students. Sixth Street Prep must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Sixth Street Prep plans to spend \$616,447 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$457,034
Estimated Actual Expenditures for High Needs Students in LCAP	\$454,313

This chart compares what Sixth Street Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sixth Street Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sixth Street Prep's LCAP budgeted \$457,034 for planned actions to increase or improve services for high needs students. Sixth Street Prep estimates that it will actually spend \$454,313 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$2,721 had the following impact on Sixth Street Prep's ability to increase or improve services for high needs students:

The minute difference can be attributed to estimated actuals vs. budgeted (projected) expenditures.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Collin W. Rowe	crowe@vesd.net
	Principal	(760) 241-0962

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.

Sixth Street Prep School is a Parent's Choice Charter School dependent of VESD. It currently has 10 teachers and serves 240-250 students in grades TK-6th.

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 2019/2020 school year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 CA School Dashboard, local assessments, and stakeholder input identified the progress being made at Sixth Street Prep. These are areas of progress that SSP will continue to focus on. Key areas of progress are:

California Dashboard English Language Arts results from 2017-2018 CAASPP:

- 74% of SSP students met or exceeded the standard. This is 6% higher than the year prior.

- All Students: 53.3 points above level 3 / +22.1 points of growth

- English Learners: 32.4 points above level 3 / +10.4 points of growth

- Socioeconomically Disadvantaged: 45.3 points above level 3 / +23.3 points of growth

- Hispanic: 49.5 points above level 3 / +23.5 points of growth

California Dashboard Math results from 2017-2018 CAASPP:

- 73% of SSP students met or exceeded the standard. This is 9% higher than the year prior
- All Students: 40.2 points above level 3 / +11.8 points of growth
- English Learners: 28.4 points above level 3 / +7.2 points of growth
- Socioeconomically Disadvantaged: 32 points above level 3 / +11.5 points of growth
- Hispanic: 34.2 points above level 3 / +10.4 points of growth

Part of our Greatest Progress is that we focused heavily on school-wide discussions and professional development centered on instruction and 3rd through 6th grade scores for the CAASPP showed marked improvement. We plan to maintain and build upon our successes by means of a frequent and continual cycle of using multiple measures to assess students for learning and using that assessment data to guide small group interventions and better align daily instruction to meet all students' needs.

Referring to the California School Dashboard, 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 California School Dashboard and local assessments indicated the following areas need improvement:

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 outside agencies, 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 California School Dashboard, 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

N/A – as noted above, 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.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

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%

Actual

Number of students scoring 1’s on ELA decreased by 0.92% (6.61% in 16/17 to 5.65% in 17/18)

Number of students scoring 1’s on Math decreased by 5.32% (15% in 16/17 to 9.68% in 17/18)

Expected

Incremental growth on EL re-designation
10% or higher of EL population reclassified annually.
State Priority 4: Pupil achievement, EL reclassification rate

Maintain high rates of attendance
-Increase number of students with "Satisfactory Attendance"
(absent/truant less than 5% of total school days) by 1% annually.
State Priority 5 Pupil engagement, Chronic Absenteeism rates

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 understand the grades I have earned."

Safe and orderly campus – 5 Star Safety Review
(State Priority 6 "School Climate, Other local measures")

Actual

8% of English Learners were reclassified (RFEP) in the 2017-2018 school year.

2017/18 School-wide ADA (Average Daily Attendance) - 98.419%
93.3% of students had "Satisfactory Attendance" in 2017/18 (down 1.7% from 2016/17 in which it was 95%)

2016/17 - 88% said "Yes"
2017/18 - 97.01% said "Yes"

2017/18 - Silver Medal from 5 Star Safety Review

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

Planned Actions/Services

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).

Actual Actions/Services

As planned.

Budgeted Expenditures

\$1,397,783

Estimated Actual Expenditures

\$1,653,338

Action 2**Planned 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...).

Actual Actions/Services

As planned. Several certificated employees chose to attend VESD Professional Development opportunities.

Budgeted Expenditures

\$32,600

Estimated Actual Expenditures

\$26,186

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

As planned.

\$227,989

\$241,009

Action 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 21st Century Skills.

As planned.

\$28,650

\$24,116

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

As planned.

\$98,310

\$98,310

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on needs assessment, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	As planned, with exception of additional purchases of student Chromebooks.	\$10,000	\$28,662

Action 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...	As planned.	\$2,000	\$1,568

Action 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.	As planned.	\$58,662	\$58,662

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recognize and reward student progress and achievement.	As planned.	\$1,600	\$1,492

Action 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)	As planned.	\$0 - no cost incurred to SSP.	\$0 - with exception of Noon Duty Supervisor for Cafeteria that SSP began incurring the cost for.

Action 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)	As planned.	\$10,000	\$10,928

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Research and pilot
ELA/ELD/NGSS curriculum for
2018-2019.

Met with vendors and explored
options for Next Generation
Science Standards materials /
textbook adoption.

\$TBD - quotes forthcoming for
2019-2020 and beyond.

\$0 - purchase to be made after
July 1, 2019

Action 13

Planned 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.

Actual Actions/Services

As planned.

Budgeted Expenditures

\$7,192

Estimated Actual Expenditures

\$6,627

Action 14

Planned Actions/Services

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

Actual Actions/Services

As planned.

Budgeted Expenditures

\$TBD

Estimated Actual Expenditures

\$0 - Behavioral Counseling
provided by D/M SELPA.

Action 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 21st Century learning, Next Generation Science Standards (NGSS) and other SSPS Curriculum.

As planned.

\$23,500

\$13,920

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 many of the Measurable Outcomes for Goal 1 through implementation of the actions and services indicated for the 2018/19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our students showed an overall growth in the SBAC state tests, both in terms of "Distance from Met" and the overall percentage of students scoring 3's and 4's. 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 1.1 - Not all staff salaries were captured in the original budgeted amount. More subs for Classified employees were needed than in previous years and costs for Noon Duty Supervisors rose in January, 2019. Off schedule raise for Classified employees from VESD/CSEA Negotiations.

Action 1.2 - Several SSP employees chose to attend PD locally and/or PD offered by VESD, thus saving some funds.

Action 1.3 - Costs for custodial subs and supplies both went over anticipated budget needs.

Action 1.6 – Technology upgrades continue across campus. Purchased 70 new student Chromebooks to replace aging technology.

Action 1.15 - Transportation costs were much lower this year than historical data suggested as a result of far fewer trips to some of the usual destinations for SSP field trips.

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, 4, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

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%

State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)

Safe and orderly campus – 5 Star Safety Review (State Priority 6 “School Climate, Other local measures”)

Actual

Number of students scoring 1’s on ELA decreased by 0.92% (6.61% in 16/17 to 5.65% in 17/18)

Number of students scoring 1’s on Math decreased by 5.32% (15% in 16/17 to 9.68% in 17/18)

2017-18 - Silver Medal on 5 Star Safety Review

Expected

Attendance at PD Days.
 All Certificated Staff attend at least one conference/workshop.
 Professional development (State Priority 2 “Implementation of State Standards for all students; English Learner access to CCSS and ELD standards”):

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.”

Actual

By August 1, 2019 all SSP Staff will have attended at least one conference/workshop.

Tools – 2017-18 – 100% “Strongly Agree” or “Agree”

Training – 2017-18 - 100% “Strongly Agree” or “Agree”

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**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

As planned.

\$115,256

\$119,448

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.	As planned. SSP also participated in the ARC (Assessment and Reporting Committee) for VESD.	\$32,680	\$29,333
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Action 3

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

As planned.

\$130,494

\$129,677

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 18-19 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 Employee Surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 - Not all staff were included in the original calculation.

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.

N/A

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain high rates of attendance
-Increase number of students with “Satisfactory Attendance”
(absent/truant less than 5% of total school days)
State Priority 5 Pupil engagement, Chronic Absenteeism rates

State Priority 3 “Parental Involvement”:
We will know that SSPS is successfully partnering with families when...
* The number of trainings offered is at least 20 each year
* There are at least 400 instances of parents attending VESD/SSP trainings annually.
* 100% of parents attend the biannual Parent/Teacher Conferences

Actual

2017/18 School-wide ADA (Average Daily Attendance) - 98.419%
93.3% of students had "Satisfactory Attendance" in 2017/18 (down 1.7% from 2016/17 in which it was 95%)

DRAFT *** - get figures from Teresa Sibal at FRC and go over sign in logs for SSP events.

237 sign ins at Family Resource Center
13 SSP parents attended classes

Expected

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%

State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)

Incremental growth on EL re-designation

10% or higher of EL population redesignated annually.

State Priority 4: Pupil achievement, EL reclassification rate

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.

Parent involvement Survey (State Priority 3 "Parental Involvement, Efforts to seek parent input, Promotion of parental participation)

Actual

Number of students scoring 1's on ELA decreased by 0.92% (6.61% in 16/17 to 5.65% in 17/18)

Number of students scoring 1's on Math decreased by 5.32% (15% in 16/17 to 9.68% in 17/18)

8% of English Learners were redesignated (RFEP) in 2017-18.

2017-18 - 90.42% of students responded "Yes" to the question on the Student Survey : "My parent/guardian and I talk about how I am doing in school."

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

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.

As planned.

\$6,000

\$1,698

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

As planned.

\$TBD

\$1,888

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

As planned.

\$TBD

\$0 - covered by Admin Fee (Oversight) paid to VESD.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	As planned	\$TBD	\$1,600 - Certificates and trophies/medals

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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. Survey data continue to show that parents are feeling like they have opportunities to stay involved. 2017-18 Parent Survey: "I am given the opportunity to be part of my child’s education working together to help my child." 99.39% responded "Yes."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 - There was less of a need than in previous years to provide child care (NDS) and many of our supplies were already on hand. Also, teachers required less subs than anticipated.

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 canceled the second one to do a "Book Club for Parents" with the novel, Esperanza Rising. We are actively planning for 2019-20 school year so that we can have two 10 week sessions with different parents attending each "semester."

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 newsletters, 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 2018-19 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 2018-19 year to inform next steps. The annual Strategic Study took place on 9/27/18.

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 2018-19 meetings. Committee members discussed the LCAP feedback obtained through the Strategic Study meeting held in September 2018. Feedback and ideas about the themes were shared by DAC Committee members. DAC met on 10/19/18, 1/18/19, and 4/26/19.

District English Learner Advisory Committee (DELAC): Parents and Think Together Site Coordinators were educated on the reporting system for SBAC and ELPAC results, California State Standards, Science standards and hands-on learning, and reading/literacy strategies. At these meetings, community resources were shared that included the Victorville Public Library literacy programs and Family Resource Center programs. Parents and Think Together Site Coordinators provided feedback on the LCAP with a focus on parent/staff training and resources needed to support the schools and their children’s learning. DELAC met on 9/15/18, 10/3/18, 11/7/18, 12/5/18, 1/9/19, 2/6/19, 3/6/19, 4/3/19, and 5/1/19.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their 2018-19 meetings. Committee members discussed the feedback obtained through the Strategic Study meeting held in September 2018. 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. BAC met on 9/10/18, 10/15/18, 11/5/18, 12/3/18, 1/14/19, 2/4/19, 3/4/19, 4/1/19, and 5/6/19.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, 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 9/4/18, 10/2/18, 11/6/18, 12/4/18, 2/5/19, 3/5/19/ 4/2/19, and 5/7/19.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC during 2018-19. We focused on accomplishing committee goals, continued to refine processes to expedite services/supports for Foster Youth, and collaborated about community resources. The committee also was involved in FYAC outreach, provided LCAP feedback, and hosted events for foster youth students and their families. The committee hosted events on 9/20/18, 12/13/18/ 12/20/18, 5/19/19, and 5/16/19. FYAC met on 8/23/18, 10/25/18, 3/14/19 and 5/23/19.

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 goal setting, emergency communication, MTSS, and attended M & O Career Days. AAEC met on 9/26/18, 10/31/18, 11/29/18, 1/16/19, 2/27/19, 3/21/19, 4/24/19, and 5/25/19.

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. Students provided feedback on a variety of questions including physical and emotional safety at school. Student Focus Groups were held on the following: Challenger (9/9/18 and 2/20/19), Brentwood (11/7/18 and 4/3/19), Del Rey (12/5/18 and 4/17/19), Discovery (12/11/18 and 3/20/19), Endeavor (1/9/18 and 5/15/19), Galileo (8/22/18 and 1/30/19), Green Tree East (9/5/18 and 2/6/19), Sixth St Prep (10/16/18 and 5/14/19), Liberty (1/23/19 and 6/5/19), West Palms (9/26/18 and 4/18/19), Mountain View (10/24/18 and 4/24/19), Irwin Academy (10/3/18 and 3/6/19), Village (12/19/18 and 5/25/19), Lomitas (9/20/18 and 2/13/19), Puesta Del Sol (12/12/18 and 5/29/19), Park View (9/12/18 and 2/27/19), and Mojave Vista (1/16/19 and 5/1/18).

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).

We continue to gather information from Parent Surveys, Student Surveys and Employee Surveys.

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.

- Increase Assistant Principal positions.
- Continue to support MTSS with School Psychologists at each school site.
- Applying resources to support student attendance and address chronic absenteeism.
- Continued growth and expansion of the Family Resource Center.
- Continue to provide translation resources.

Key metrics used to evaluate the effectiveness of our actions and services may include, but are not limited to, the following: CAASPP results, attendance data, ELPAC proficiency for English Learners, suspension data, Career Portfolio completion, staff, parent, and student survey results, Williams' site inspections and Williams criteria, professional development trainings and requests for training, resource center walk-ins, and parent class attendance.

Sixth Street Prep works in tandem with VESD in an effort to stay up-to-date with all stakeholder input collected at the district level. Our actions and services are driven by stakeholder input gathered at the above-mentioned meetings and surveys.

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 1

All students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6, 7, 8

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).

Students learn on a safe and orderly campus.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status in both ELA and Math (Distance from 3) State Priority 4: Pupil achievement, Statewide Assessments	2018 results - ELA - 22.1 points /// Math 11.8 points	N/A	N/A	Incremental growth on SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status (Distance from 3)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on E.L. reclassification State Priority 4: Pupil Achievement, EL reclassification rate	8% of English Learners were reclassified (RFEP) in the 2017-2018 school year.	N/A	N/A	10% or higher of EL population reclassified annually.
Maintain high rates of attendance -Increase number of students with "Satisfactory Attendance" (absent/truant less than 5% of total school days) State Priority 5: Pupil Engagement, Chronic Absenteeism rates	2017-2018 School-wide ADA (Average Daily Attendance) - 98.419% 93.3% of students had "Satisfactory Attendance" in 2017-2018 (down 1.7% from 2016-2017 in which it was 95%).	N/A	N/A	Maintain or increase school-wide ADA rate. Increase percentage of students attaining "Satisfactory Attendance" by 1% annually.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe and orderly campus - VESD 5 Star Safety Review State Priority 6: School Climate, Other local measures	2017-2018 - Silver Medal	N/A	N/A	Maintain or increase to Gold standard for 5 Star Safety Review.

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A

N/A

N/A

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

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 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,725,092

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF Base Res 0000, 1400, 6500 LCFF S/C Res 0090 Lottery Res 1100 Title I Res 3010
Budget Reference	N/A	N/A	Certificated Salaries Classified Salaries Benefits

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 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...).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$32,600
Source	N/A	N/A	LCFF Base Res 0000 LCFF S/C Res 0090 Title I – Res 3010

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	P.D. – Object 5200 Conferences, Travel, Meals Sub Pay

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
		Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$198,472

Source

N/A

N/A

LCFF Base Res 0000,0150,0616,0620

**Budget
Reference**

N/A

N/A

Classified Salaries
Supplies
Benefits
Contracted Services

Action #4

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

Students to be Served**Location(s)**

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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**

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

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 21st Century Skills.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	N/A	N/A	\$28,650
Source	N/A	N/A	LCFF Base Res 0000 LCFF S/C Res 0090 Title I Res 3010
Budget Reference	N/A	N/A	Instructional Materials Books and Supplies

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$100,855
Source	N/A	N/A	LCFF S/C - 0092
Budget Reference	N/A	N/A	Certificated Salaries Benefits

Action #6

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

Students to be Served	Location(s)

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

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**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	N/A	N/A	\$47,980
Source	N/A	N/A	LCFF S/C Res 0090 Title I Res 3010
Budget Reference	N/A	N/A	Computer Tech / Inventory Items Software / Licenses

Action #7

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged
---	---	---

for 2017-18**for 2018-19****for 2019-20**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$3,600

Source

N/A

N/A

LCFF S/C Res 0090
Title I Res 3010

**Budget
Reference**

N/A

N/A

Sub Pay
Instructional Materials & Supplies

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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**

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/ServicesProvide 45 minutes of Extended Day learning
to all students to support their success.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20**

Amount	N/A	N/A	\$58,887
Source	N/A	N/A	LCFF S/C Res 0090
Budget Reference	N/A	N/A	Certificated Salaries Benefits

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

		Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Recognize and reward student progress and achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,800
Source	N/A	N/A	LCFF S/C Res 0090
Budget Reference	N/A	N/A	Student Recognition

Action #10

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served

Low Income

Scope of Services:

Schoolwide

Location(s)

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

SSPS provides breakfast and lunch to low income qualifying students through the National School Lunch program and is starting the Universal Meal Service for 2019-20 (District Budget).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$0

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Federal / District funds
Budget Reference	N/A	N/A	Universal Meal Service

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

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

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$12,680

Source

N/A

N/A

LCFF S/C Res 0090
Title 1 Res 3010
Lottery Res 6300

**Budget
Reference**

N/A

N/A

Book and Supplies
Computer Software & Licenses

Action #12

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

Students to be Served**Location(s)**

All Students

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

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**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

Research and pilot ELA/ELD curriculum for
2019-20. Begin adoption process for Next
Generation Science Standards
textbooks/materials.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$TBD

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF Base Res 0000 LCFF S/C Res 0090
Budget Reference	N/A	N/A	Textbooks Rental Lease – Copier Conferences/Travel/Meals

Action #13

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$7,192
Source	N/A	N/A	LCFF Base Res 6500
Budget Reference	N/A	N/A	Psychologist Salaries Benefits

Action #14

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

Students to be Served	Location(s)

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

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**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

Continue to provide behavior interventions,
trainings and support to address student
discipline and targeted/responsive social and
emotional support for students.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20**

Amount	N/A	N/A	\$TBD – District Funded / Shared Funding
Source	N/A	N/A	LCFF S/C Res 0090 Title I Res 3010
Budget Reference	N/A	N/A	Contracted Services Professional Development

Action #15

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18**for 2018-19****for 2019-20**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$18,500

Source

N/A

N/A

LCFF S/C Res 0090

**Budget
Reference**

N/A

N/A

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, 4, 6, 8

Local Priorities:

Identified Need:

Students increase their depth of knowledge and college and career readiness as evidenced by CAASPP and CA School Dashboard.

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 SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status in both ELA and Math (Distance from 3)

State Priority 4: Pupil achievement, Statewide Assessments

2017-2018: ELA 22.1 points /// Math 11.8 points

N/A

N/A

Incremental growth on SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status (Distance from 3)

Safe and Orderly Campus - VESD 5 Star Safety Review

State Priority 6: School Climate, Other local measures

2017-2018 - Silver Medal

N/A

N/A

Maintain Silver or increase to Gold Standard on 5 Star Safety Review.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at PD Days. All Certificated Staff attend at least one professional development opportunity. State Priority 2: Implementation of State Standards for all students; English Learner access to CCSS and ELD Standards.	2017-2018: All staff attended at least one professional development conference and/or workshop	N/A	N/A	By August 1, 2020 - all SSP staff will have attended at least one conference/workshop.

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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**

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$127,481
Source	N/A	N/A	LCFF S/C Res 0090
Budget Reference	N/A	N/A	Certificated and Classified Salaries and Benefits

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)

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**

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$36,500

Source	N/A	N/A	LCFF Base Res 0000 LCFF S/C Res 0090 Title I Res 3010
Budget Reference	N/A	N/A	Certificated Salaries Classified Salaries Benefits Conference, Travel and Meals Sub Pay

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$135,522
Source	N/A	N/A	LCFF S/C Res 0090
Budget Reference	N/A	N/A	Certificated Salaries Benefits

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5

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)
State Priority 5 Pupil engagement, Chronic Absenteeism rates

2017/18 School-wide ADA (Average Daily Attendance) - 98.419%
93.3% of students had "Satisfactory Attendance" in 2017/18 (down 1.7% from 2016/17 in which it was 95%)

N/A

N/A

Maintain or increase school-wide ADA rate. Increase percentage of students attaining "Satisfactory Attendance" by 1% annually.

State Priority 3

“Parental Involvement”:

We will know that SSPS is successfully partnering with families when...

* The number of trainings offered is at least 20 each year

* There are at least 400 instances of parents attending VESD/SSP trainings annually.

* 100% of parents attend the biannual Parent/Teacher Conferences

2018-2019:

237 instances of SSP parents signing in at the Family Resource Center.

13 SSP parents attended classes offered at the Family Resource Center.

359 instances of parents signing in for functions held at SSP (ELAC, SSC, etc...).

99.2% of parents participated in biannual Parent/Teacher Conferences.

N/A

N/A

Maintain or increase number of SSP parents attending offered training and/or workshops at the Family Resource Center. Maintain or increase number of parents attending functions held at SSP (ELAC, SSC, etc...). 100% of parents will attend the biannual Parent/Teacher Conferences.

Incremental growth on SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status in both ELA and Math (Distance from 3) State Priority 4: Pupil achievement, Statewide Assessments	2018 results - ELA 22.1 points /// Math 11.8 points	N/A	N/A	Incremental growth on SBAC: As reported by CA School Dashboard - All students will increase by at least 5 points over the prior year status (Distance from 3)
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Incremental growth on EL re-designation 10% or higher of EL population redesignated annually. State Priority 4: Pupil achievement, EL reclassification rate	8% of English Learner students redesignated in 2017-18.	N/A	N/A	10% or higher English Learner reclassification rate.
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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.

Parent involvement Survey (State Priority 3 "Parental Involvement, Efforts to seek parent input, Promotion of parental participation)

2017-2018 Student Survey: 90.42% of surveyed students responded "Yes" to - My parent/guardian and I talk about how I am doing in school.

N/A

N/A

Increase to 91.42% or higher of students that respond "Yes" to - My parent/guardian and I talk about how I am doing in school.

Planned Actions/Services

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

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

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**

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

SSPS provides materials and release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	N/A	N/A	\$6,000
Source	N/A	N/A	LCFF S/C Res 0090 Title I Res 3010
Budget Reference	N/A	N/A	Sub Pay Instructional Materials

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount

N/A

N/A

\$TBD

Source

N/A

N/A

LCFF S/C Res 0090
Title I Res 3010

Budget
Reference

N/A

N/A

Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Parent Involvement

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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**

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	District Funded
Budget Reference	N/A	N/A	District Funded

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

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.

Budgeted Expenditures

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

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
N/A	N/A
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.	
N/A	

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
N/A	N/A

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.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$512,431

26.65%

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).

List from 18-19:

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, 1.5 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.

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

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.

