

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sixth Street Prep School (SSPS) has as its primary focus the success of all students. SSPS is committed to providing students with an enriching educational experience in a small school setting that will support all students, including English Learners and students requiring differentiated instruction, in order to demonstrate mastery at grade level standards.

Ethnicity	Percentage
Black or African American	7.8%
American Indian or Alaska Native	0.42%
Asian	2.08%
Filipino	3.33%
Hispanic or Latino	73.75%
Native Hawaiian or Other Pacific Islander	0.42%
White	12.92%

Student Subgroup	Percentage
Foster Youth	0.8%
Homeless	3.7%
Socioeconomically Disadvantaged	78.8%
English Learners	27.8%
Students with Disabilities	5.0%

SSPS serves approximately 240 students. The demographic composition of the student body from which the SSPS would draw include students:

- receiving special education services (approximately 10% in the District and approximately 7.5% in SSPS);
- qualifying for English learner services (approximately 16% in the District and approximately 36% in SSPS);

- enrolled in the Free and Reduced-Price Meal program (approximately 79% percent in the District and approximately 76.4% in SSPS); and
- qualifying for migrant education (approximately 0% in the District and approximately 0% in SSPS).

Visionary Mission Statement

SSPS empowers all students to be at or above grade level by building a strong learning foundation with depth of knowledge and critical thinking skills in the fundamental areas of reading, mathematics, science, and writing.

SSPS operates an on-site learning program that involves parents/guardians as partners in the education of their child(ren). Teachers assess all students upon enrollment and work with parents/guardians to set goals to help them meet grade-level standards. All students receive research-based instruction and, when needed, individual coaching.

SSPS will support the District's commitment to student learning and achievement as outlined in the Victor Elementary School District Board Learning for All Plan, as well the SSPS and VESD Local Control Accountability Plan (LCAP).

The SSPS small school learning environment encourages the participation of parents/guardians through regular contact with the teacher, either through attendance at scheduled meetings with a teacher or the biannual Parent-Teacher Conference Weeks, or via progress reports, phone calls and email/other electronic communication systems. The school staff is aware of the full range of social services available in the community and directs families to existing sources of information. School community service projects encourage student responsibility and self-reliance. It is our belief that successful students must be taught a strong set of developmental assets and independent learning skills.

Learning Community Core Values -A major tenet of SSPS is the belief that all students can learn when provided with conditions appropriate to their specific learning needs. In such an environment, students receive specific feedback about their learning progress and parents/guardians are kept informed of student progress at regularly scheduled parent conferences or through progress reports. This feedback helps parents/guardians and students to identify what they have learned well and to target areas where they still need more practice. Students needing assistance in a specific area will receive differentiated instruction in the classroom such as one-to-one coaching, peer tutoring, and small group instruction. Learning is based on the belief that when given multiple opportunities with the use of varied instructional strategies, all students will be successful.

SSPS will create a learning community that encourages students to realize that they are capable of high levels of competence, performance, and knowledge. The learning community is designed to foster positive changes in the lives of students, parents/guardians, teachers, staff and community stakeholders. Our goal is to create an environment inside of our learning community in which students take responsibility for their own learning and maximize personal strengths that will enable them to be able to select from a variety of career opportunities and to be successful in the world of work.

The key components of the Student Profile are as follows:

- Personal qualities, work habits and attitudes
- Essential Learning
- Thinking and reasoning skills
- Interpersonal abilities
- 21st Century Skills - critical thinking, collaboration, creativity and communication
- Use of technology

The primary goal of SSPS is to offer educational alternatives organized around how students learn best (e.g., EL high leverage strategies

and Cooperative Learning Structures). Teachers are continuously assessing in multiple ways to 1) identify strengths; 2) determine areas of improvement; 3) modify instruction to meet individual needs; and 4) provide interventions (e.g., response to intervention (“RtI”)) that help students experience competence as self-directed learners.

School programs focus on:

- Core academic skills based on Common Core State Standards, Next Generation Science Standards and California state-adopted frameworks
- Enrichment in the fields of science, technology, engineering, and math
- English Learner integrated and designated instruction
- Physical Education curriculum to promote health
- Student leadership opportunities

SSPS staff recognizes that students are more likely to be engaged and on-task when lessons offer real-life application for the learner. As a result, lessons are designed to create powerful learning experiences that will motivate students toward high standards of achievement. Such learning experiences engage student curiosity, originality, and interpersonal relationships.

Sixth Street Prep School: Track Record

One of the most easily recognizable and universal measures for any California school are the results for the California Assessment of Student Performance and Progress (“CAASPP”). At the elementary school level, third through sixth grade students are tested in their summative knowledge for the school year in regards to English Language Arts (ELA) and mathematics. Information readily found on the California School Dashboard demonstrates that SSPS students are meeting or exceeding standards at a high rate, and also demonstrate marked improvement over the course of several years for all students, including significant subgroups.

Results for the CAASPP from the 2014-2015 school year showed that 46% of SSPS students met or exceeded the standard for ELA and 37% of SSPS students met or exceeded the standard for mathematics. As measured for the 2018-2019 school year, 76% of SSPS students met or exceeded the standard for ELA, while 70% of students met or exceeded the standard for mathematics. These averages are above both the state and District averages. In the last administration of the CST Science Exam, 100% of our 5th graders passed the science portion. In the newly released CAST Science exam, 70% of our students met or exceeded performance standards.

SSPS has twice been recognized as a California Distinguished School and a National Blue Ribbon School, and is always striving to improve and support all students to achieve success in their learning goals. In 2020, Sixth Street Prep was recognized as a National ESEA Distinguished School - one of only two schools in California to receive that recognition.

One of the factors for this incredible growth and achievement is the Professional Learning Community of Sixth Street Prep. Our tenacity and relentless search for a better way to achieve instructional excellence, improve vertical alignment, and share best practices is clearly having a direct and measurable impact on student progress and performance.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sixth Street Prep teachers continue to provide formative and summative assessments, regardless of which model of learning in which we find ourselves. By accurately assessing and measuring individual student reading levels and making a comparison to their last known reading level from the previous school year, we have informed our instruction and created effective small-group Guided Reading lessons to address learning loss. This information has been relayed to parents via messages from teachers using various platforms, our biannual Parent / Teacher Conferences, Progress Reports and Report Cards. Various other assessments have been used to gauge reading level, reading comprehension, phonological awareness, overall math standards mastery (Common Core State Standards - CCSS). Assessment tools used this year have included: i-Ready, IXL, CAASPP Interim Assessments, Envision Math Diagnostic Assessments, Developmental Reading Assessments (DRA), and others. Through the use of baseline scores and ongoing local assessments, we measure and monitor student progress towards their individual learning goals.

In addition, one of our greatest successes has been student engagement. We have kept our traditionally high attendance rates, in spite of the COVID-19 pandemic. The success of high attendance rates can be attributed to a combination of our teachers providing engaging instruction and nurturing the social-emotional wellness of our students, along with the commitment our families have shown to their children's education.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

A review of state and local indicators of student performance, the CA School Dashboard, local assessments, and stakeholder input identified the progress being made for Sixth Street Prep. 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, as well as addressing assessed learning needs for all students.

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.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - LEA not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A - LEA not identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A - LEA not identified for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

SSPS believes parent and school collaboration is essential to learning. At the beginning of each school year, parents, students, staff and the school administrator sign a school compact in which they agree to support SSPS expectations in the areas of attendance, conduct, and academic effort. In the school compact, parents/guardians commit to attending fall and spring parent/teacher conferences in order to stay informed of their child's progress and to demonstrate to their child that education is among their highest priorities.

SSPS involves stakeholders in the process and each cycle of improvement, believing that parents/guardians and family members of our students are another crucial component of our successful professional learning community. For example, each month, one of our teachers presents at a parent training event and the topic is decided upon based on feedback and suggestions by parents/guardians from our English Learner Advisory Committee (ELAC), Busy Bee Parent Committee, and School Site Council.

A yearly parent/guardian survey is used to assess the effectiveness of our program and the results show that families are highly satisfied. For the 2018/2019 school year, 96 unique households from our school answered all of the questions on the survey. The results clearly demonstrate how SSPS is distinguished in our approach to keeping students engaged and motivated, while including their families in the process. 100% of respondents replied "Yes" when prompted: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." 100% also responded "Yes" when prompted: "I would recommend this school to others." 98.96% also responded "Yes" when prompted: "My student is being challenged academically." By having classroom teachers regularly present desired strategies and explicitly teach parents how they can help their students at home, the survey data suggests that our professional learning community is allowing our stakeholders to feel empowered to help our students achieve success.

At each School Site Council meeting and the staff meetings that precede them, our team of parents and staff reviews the data and needs for our school as a whole and monitors the goals and budget from our Local Control Accountability Plan (LCAP). Stakeholder input towards the LCAP is critical as it one of our guiding documents that aligns our resources in order to address the findings of our professional learning community.

In addition to the site level committees and feedback, SSP parents and staff are also part of larger Victor Elementary School District committees. SSP parents and families take part in DAC, DELAC, and AAEC, as outline below, and the staff of Sixth Street Prep are participants of the two Bargaining Units - Classified and Certificated - and as such, are participants in DAC, DELAC, BAC, QW, FYAC and AAEC, as outlined below.

VESD Committee Information:

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. This year, VESD also held a vision and mission study to review our vision, mission, and goals. 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), The Greater High Desert Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), Mourning Sun, 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 are as follows:

Mission/Vision Study: Representation from of our VESD staff included certificated, classified, bargaining unit representation, confidential, and management attended the mission and vision study on 10/21/20 and 10/22/20. Attendees used a process to review VESD data and make a recommendation on updated mission, vision, and goals. These recommendations have been shared with our LCAP committees, department meetings, classified and certificated staff for additional feedback. Finalized recommendations will be taken to the Board for approval and implementation in the 2021-22 LCAP.

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 meetings. Committee members discussed the LCAP feedback. DAC met on 9/6/20, 10/21/20, 11/11/20, 11/18/20, 2/24/21, and 4/28/21.

District English Learner Advisory Committee (DELAC): Parents and staff were educated on the reporting system for ELPAC results, California State Standards, and distance learning. At these meetings, community resources were shared that included the Victorville Public Library literacy programs and Family Resource Center programs. Parents and staff provided feedback on the LCAP. DELAC met on 8/6/20, 9/15/20, 10/6/20, 11/10/20, 12/8/20, 1/12/21, 2/23/21, 4/13/21, and 5/11/21.

2021-22 Local Control Accountability Plan for Victor Elementary School District Page 8 of 53

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their meetings. A subgroup of the BAC attended the Governor's budget workshop presented by School Services of California on 1/15/21. BAC met on 8/6/20, 10/5/20, 11/2/20, 1/4/21, 2/1/21, 4/5/21, 5/3/21, and 6/7/21.

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 8/5/20, 9/14/20, 10/19/20, 11/2/20, 12/14/20, 3/8/21, 4/12/21, and 5/10/21.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. 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 met on 8/7/20, 10/1/20, 1/9/21, and 4/8/21. FYAC hosted events on 12/15/20, 12/16/20, and 4/22/21.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, 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 LCAP feedback. AAEC met on 8/7/20, 9/24/20, 10/29/20, 11/12/20, 1/14/21, 2/9/21, 3/11/21, 4/15/21, and 5/13/21.

A summary of the feedback provided by specific stakeholder groups.

From SSP Committees and Parent Surveys:

1. The overwhelming concern shared by all stakeholders that are students need more in-seat class time, supports for learning, and more time in small groups and/or one-on-one time with certificated teachers.
2. Continued support for all families and the need for frequent and quality communication between school and families.
3. If/when we send our children back to school full time - making sure that safety processes and procedures are in place to keep them as safe as possible.

From VESD Committees:

There were several key trends, input, and ideas in the feedback received from all of our stakeholder groups in 2020-21. These include:

1. Investing in extra time/strategies for assisting students with academics.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model.
3. Addressing equity to include professional development for staff.
4. Improving family communication and home-school relationships.
5. Long term plans and supports for families choosing to stay on distance learning models.
6. Early onboarding and supports for TK and Kindergarten students.
7. Including enrichment activities for students along with the academics.
8. Assuring the physical safety of our staff and students.

Feedback from stakeholders from SSP Committees and Parent Surveys:

1. Overwhelming support to continue with reduced class sizes, TK-2nd grade.
2. Use of 45 minute Extended Day program to help academic progress for students and strengthen connections to school and peers through social-emotional wellness.
3. Keeping staff and students as safe as possible, following all safety guidelines and cleaning protocols.

Specific stakeholder input from larger, VESD Committees and feedback:

The LCAP was written based on feedback from our 6 LCAP committees and stakeholders. The trends (listed on page 8) have been analyzed and here are the key features to address them in the 2020-21 LCAP. According to input from our stakeholders, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data and stakeholder input, were made and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs. Our stakeholders responded to our district-wide and our intersession surveys and asked for these expanded learning opportunities to continue and be developed to include STEAM, etc.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by maintaining a School Psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning. Our stakeholders have provided feedback that they appreciate the support provided by our school psychologists and in getting real time support. The wait time has dropped drastically for student interventions.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups. Our stakeholders, specifically our African American Engagement Committee, continue to express the need for biases to be addressed and increase academic rigor and SEL supports for students.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training. Our stakeholders have embraced our FRC. However, many have requested these same supports at their local school sites to increase access and build relationships with their school teams.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided. Currently, 30% of our families are electing to remain on distance learning vs. moving into the hybrid model. On-going supports for instruction will be needed.
6. Early onboarding and supports for TK and Kindergarten students. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement this program. Due to a lack of preschool availability, stakeholders are looking to VESD to support early education through enrollment, communication, and instruction.

7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc. Our stakeholders enjoy the enrichment opportunities to connect learning to real world experiences. They noted the absence of these experiences during school closures and requested that they be implemented again to support students.
8. Assuring the physical safety of our staff and students. Our stakeholders recommended keeping the school resource officers and they have an expectation for our facilities to be exemplars, especially during the pandemic. Our SROs have developed a good working relationship with our families and students.

Goals and Actions

Goal

Goal #	Description
1	All students will reach their full potential.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP state testing scores for students in English Language Arts, Math, and Science	2018-19 ELA – 75% pass rate, +53 average DFM (Distance from Met) 2018-19 Math – 70% pass rate, +43 DFM (Distance from Met) 2018-19 Science – 69% pass rate				ELA and Math - Maintain or increase Distance from Met (Blue status on CA Dashboard) and maintain or increase % of students receiving passing scores (3's and 4's). Science – Increase % of students scoring “Met” or “Exceeded” by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of E.L. students reclassified	~ 8% of E.L. students RFEP 18/19				Annually - 10% or more of E.L. students RFEP
Average Daily Attendance % of students “satisfactory attendance”	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance				Maintain or increase ADA% Maintain or increase % of students with Satisfactory Attendance
Response to “My teacher(s) and I talk about how I am doing in class and I understand the grades I have earned.”	97% of students responded “Yes” in 2017-18. Wording from 2018-19 Student Survey – “My teacher and I work together to keep track of my growth.” – 92% of students responded “Yes.”				Increase percentage of students by 2% annually that respond “Yes” to similarly worded questions regarding their academic growth.
5 Star Site Safety Review	2019-20 – Gold (highest rating)				Maintain Gold / Highest Safety Ratings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Personnel	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).	\$1,536,082.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	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, Response to Intervention, etc...).	\$30,586.00	Yes
3	School Facilities, Maintenance, Upkeep, Personnel	Maintain and improve facilities to maximize efficiency and effectiveness of resources. Reserve funds for lease of Old Victor building from City of Victorville.	\$290,528.00	No
4	Instructional Resources	Provide instructional resources (e.g., materials, supplies, etc...) 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 Learning Skills.	\$28,600.00	No
5	Charter Agreement - Reduced Class Sizes	Per SSPS Charter Agreement – support reduced class sizes (20 to 1 average) in TK/K, 1st and 2nd grades.	\$106,996.00	No
6	Technology	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).	\$42,520.00	No
7	Teacher-led Trainings	Provide Common Core instructional trainings in which various grade levels host workshops for parents and students in regards to CCSS instruction, SBAC testing, etc...	\$4,105.00	Yes
8	Extended School Day - 45 minutes above Ed Code Requirements	Provide 45 minutes of Extended Day learning to all students to support their success.	\$59,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Student Recognition	Recognize and reward student progress and achievement.	\$3,800.00	No
10	National School Lunch Program	SSP provides breakfast and lunch to low-income qualifying students through the National School Lunch Program and also participates in the Universal Meal Service	\$6,984.00	Yes
11	Support for English Learners	Support English Learners students by purchasing programs and materials that support English Language Development (e.g., iReady)	\$16,780.00	Yes
12	Curriculum Research and Pilots	Research and pilot ELA/ELD curriculum for current and upcoming years. Continue with focus, materials/textbook purchases and relevant professional development for Next Generation Science Standards (NGSS).		No
13	Social-emotional Support for Students	Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/DM SELPA), provide services from part-time School Psychologists, and contract with outside agencies to support all students (e.g., Care Solace Concierge).	\$8,692.00	Yes
14	Social-emotional Support for Students	Continue to provide behavior interventions, trainings and support to address student discipline and targeted/responsive social and emotional supports for students.		Yes
15	Real World Experiences for Students	Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century Learning Skills, Next Generation Science Standards (NGSS) and other SSP curriculum.	\$16,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All staff will support every student in reaching their full potential.

An explanation of why the LEA has developed this goal.

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.
 All staff are feel prepared, capable and have the necessary tools and training to do their jobs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP state testing scores for students in English Language Arts, Math, and Science	2018-19 ELA – 75% pass rate, +53 average DFM (Distance from Met) 2018-19 Math – 70% pass rate, +43 DFM (Distance from Met) 2018-19 Science – 69% pass rate				ELA and Math - Maintain or increase Distance from Met (Blue status on CA Dashboard) and maintain or increase % of students receiving passing scores (3's and 4's). Science – Increase % of students scoring “Met” or “Exceeded” by 5% annually

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Average Daily Attendance % of students “satisfactory attendance”	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance				Maintain or increase ADA% Maintain or increase % of students with Satisfactory Attendance
5 Star Site Safety Review	2019-20 – Gold (highest rating)				Maintain Gold / Highest Safety
All Certificated Staff attend at least one conference/workshop throughout the school year.	2019-20 – 6 out of 11 Certificated Staff attended an off-site conference or workshop. * due to COVID-19 Pandemic, the conference that 5 teachers were scheduled to was canceled.				Annually - all SSP Certificated Staff will have attended at least one conference/workshop.
From annual Employee and/or Quality Check Surveys: 1) All staff have the tools and training necessary to do their jobs. 2) “Our team collaborates effectively to improve student learning.”	1) 2017-18 – 100% of staff responded “Yes.” 2) 2019-20 – 100% of staff responded “Yes.”				Maintain 100% rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development Days (built into work calendars)	Professional Development: • Provide 6 days (out of 186 work days) of professional development for all Certificated staff. SSP will determine the focus of professional development based on data and student needs. • Provide 3 days of professional development for all Classified staff. • SSP is provided in-class support, data analysis, CAASPP testing system support and trainings in CCSS instructional strategies and resources by VESD Ed Services Department.	\$88,752.00	No
2	Professional Development Days (off-site and Learning Walks)	SSP participates in trainings provided by VESD Educational Services (such as Kagan Cooperative Structures, 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 SSP.	\$36,500.00	No
3	Minimum Days - Fridays & P/T Conferences	Continue to provide weekly collaboration time for Certificated staff with some minimum days each month dedicated to district-provided professional development. • One Friday of each month will be a Professional Development Day with the topic collaboratively chosen by SSP staff. • One Friday of each month will be used as a follow-up meeting for the Professional Development reviewed. • The remaining Fridays will be split equally between collaboration time and professional responsibilities.	\$222,662.00	No

Action #	Title	Description	Total Funds	Contributing
		Ten minimum days will be used for parent involvement (Parent / Teacher Conferences).		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Through collaboration with all stakeholders, SSP will partner with all families to support their children in reaching their full potential.

An explanation of why the LEA has developed this goal.

Resources for parents, to include resources/classes for parents and guardians of English Learners, Foster Youth and Low-income students.
 English Language Re-designation (Reclassified Fluent English Proficient – RFEP) rates
 Parent involvement – attending school functions, including but not limited to: Parent/Teacher Conferences, English Learner Advisory Council (ELAC), workshops offered at SSP and VESD, etc...
 Parent / Teacher Conference attendance
 Maintain and/or increase high levels of student attendance

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA) rates	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance				Maintain or increase ADA% Maintain or increase % of students with Satisfactory Attendance
Parental Involvement – “We will know that SSP is successfully partnering with families when... 1) The number of trainings offered is at least 20 each year.	2018-19 1) 24 trainings offered at SSP 2) 280 instances of SSP parents at VESD trainings (Family Resource Center) and 265 instances of				1) Increase or maintain number of trainings held at SSP. 2) Increase or maintain total instances of SSP parents attending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2) The are at least 400 instances of parents attending VESD/SSP trainings annually. 3) 100% of parents attend the biannual Parent/Teacher Conferences.	parents at SSP held trainings. 3) 100% of parents attended both October and March Parent/Teacher Conferences in 2018-19.				trainings held (VESD and/or SSP). 3) Maintain 100% parent participation for biannual P/T Conferences.
% of E.L. students reclassified	~ 8% of E.L. students RFEP 18/19				Annually - 10% or more of E.L. students RFEP
Student Survey results for the number of students who report that they talk to someone at home about how they are doing in school.	90% of students responded “Yes” to the question – “My parent/guardian and I talk about how I am doing in school.”				Increase % of students responding "Yes" by at least 2% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Planning parent/family events	SSP provides materials and release time for teachers in order to plan meetings and activities and provide parents with information and skills to support their students.	\$6,000.00	Yes
2	Trainings/Resources for parents and families	SSP parents are offered trainings, meetings, and/or resources to support understanding of CCSS, literacy, CAASPP testing, etc... (parent workshops, Latino Literacy Project, etc...).	\$5,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SSP Families attending Family Resource Center	Monitor number of SSP families utilizing VESD Family Resource Center to provide community outreach, services, information and classes (District Budget).		Yes
4	Home/School and Family Connections	Communicate and collaborate with families in an effort to maintain or increase attendance rates via: 1) Recognizing and rewarding excellent attendance through ceremonies, phone calls home, certificates, medals and trophies. 2) School Attendance Review Team (SART) meetings with the principal to discuss alternatives to truancy/absences. 3) Educational materials for parents/guardians regarding statistics and impact of attendance on student academic achievement. 4) Parent input towards SSP Independent Study process. 5) Continuing home visits by the principal to increase school/home connections by providing strategies and supports to increase attendance and academic achievement.	\$16,556.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.4%	\$573,090

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Sixth Street Prep School provides a wide variety programs for all students in all subgroups, however the vast majority of actions and services below are principally directed toward improving learning outcomes for the unduplicated populations (ELs, foster youth, and low-income) while providing all students with 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.

Goal One - All students will reach their full potential.

1.1 - Personnel - Highly qualified staff serve all students, but with ~80% of our student population designated as unduplicated pupils, Sixth Street Prep staff will primarily serve those students.

1.2 - Professional Development - Low income students make up 80% of our student population. In order to meet the needs of our diverse population, all SSP staff need to have opportunities to align our instruction with research based best practices and collaborate with site and district level colleagues, as well as incorporate new learning from outside our school/district.

1.3 - School Facilities, Maintenance, Upkeep, Personnel - While this is not contributing, ensuring that our campuses are physically safe is very important to our staff and students for a safe return from distance learning.

1.4 - Instructional Resources - Providing integrated, evidence based materials that are standards aligned is important, especially in our hybrid model where in seat time is limited.

1.5 - Charter Agreement Reduced Class Sizes - This is a school-wide action and all students benefit from smaller class sizes (20 to 1 student to teacher ratio) in TK, Kinder, First and Second Grades.

1.6 - Technology - Low income students make up 80% of our student population. Our outreach has shown that many low-income families need support with connectivity, devices, and support in or order to address student learning in distance learning and/or hybrid models.

- 1.7 - Teacher-led Trainings - Each year, survey data proves that all of families find great value in learning from their children's teachers during teacher-led trainings on Common Core State Standards and modeling how parents and families might help their children learn. The needs of all students are considered, but with ~80% of our student population having limited resources (low-income) and ~30% of our student population needing translation services (English learners), this goal first considers those student populations.
- 1.8 - Extended School Day - Low-income students make up 80% of our student population. Many of our students have not attended preschool. This provides an opportunity to close the achievement gap.
- 1.9 - Student Recognition - The needs for low-income, English Learners and Foster Youth were first considered as we have found that recognizing and rewarding student achievement, at all levels, is essential in promoting a positive school culture of high expectations for academics, behavior, parent involvement and attendance.
- 1.10 - National School Lunch Program - Supports all students and families, but is principally directed towards serving low-income families by providing breakfast and lunch for school-aged children.
- 1.11 - Support for English Learners - Access to a Bilingual Instructional Aide and instructional resources specifically designed to address the needs of English Learners are effective in meeting the needs of E.L. students in that they are targeted interventions and our E.L. reclassification rate proves the effectiveness.
- 1.12 - Curriculum Research and Pilots - Staying abreast of research based interventions, curriculum and programs, while not contributing directly towards unduplicated pupils, is an essential action in terms of planning for the success of all students.
- 1.13 - Social-emotional Support for Students - Low-income students make up 80% of our student population. Our staff have actively supported families during the pandemic and are aware of their needs in a tiered response system.
- 1.14 - Social-emotional Support for Students - Low-income students make up 80% of our student population. Our staff have actively supported families during the pandemic and are aware of their needs in a tiered response system.
- 1.15 - Real World Experiences for Students - Low-income students make up 80% of our student population and many of our English Language Learners are low income as well. Many of our low income students and English Learner students have limited experiences to develop language and make connections to classroom learning.

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

- 2.1 - Professional Development Days (built into work calendars) - Low income students make up 80% of our student population. In order to meet the needs of our diverse population, all SSP staff need to have opportunities to align our instruction with research based best practices and collaborate with site and district level colleagues, as well as incorporate new learning from outside our school/district.
- 2.2 - Professional Development Days (off-site and Learning Walks) - Low income students make up 80% of our student population. In order to meet the needs of our diverse population, all SSP staff need to have opportunities to align our instruction with research based best practices and collaborate with site and district level colleagues, as well as incorporate new learning from outside our school/district.
- 2.3 - Minimum Days - Fridays & P/T Conferences - Calendarized time for teachers to share/collaborate around successful strategies, coordinate support, and analyze data and time for teachers to meet with parents to review their children's progress. The needs of all students are considered, but with ~80% of our student population having limited resources (low-income) and ~30% of our student population needing translation services (English learners), this goal first considers those student populations.

Goal Three - Through collaboration with all stakeholders, SSP will partner with all families to support their children in reaching their full potential.

- 3.1 - Planning Parent/Family Events - Each year, survey data proves that all of families find great value in learning from their children's teachers during teacher-led trainings on Common Core State Standards and modeling how parents and families might help their children

learn. The needs of all students are considered, but with ~80% of our student population having limited resources (low-income) and ~30% of our student population needing translation services (English learners), this goal first considers those student populations.

3.2 - Trainings/Resources for Parents and Families - The needs of all students are considered, but with ~80% of our student population having limited resources (low-income) and ~30% of our student population needing translation services (English learners), this goal first considers those student populations.

3.3 - SSP Families Attending Family Resource Center - In order to support our low income students, which comprise 80% of our student population, our foster youth, and our English

Learners, the Family Resource Center data shows that many families are accessing our FRC. The FRC is continuing to grow and increase classes and supplies to families.

3.4 - Home/School and Family Connections - The needs of all students are considered, but with ~80% of our student population having limited resources (low-income) and ~30% of our student population needing translation services (English learners), this goal first considers those student populations. From our Independent Study process to home visits by administration, it is our hope to address the needs of all students, but this action is principally directed towards assisting low-income, English Learner and foster youth students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Sixth Street Prep is a school-wide Title I school, as ~80% of our students are designated as unduplicated pupils (English Learners, low-income and/or Foster Youth) and as such, the vast majority of our actions and services, while effective for all students, are principally directed towards increased and/or improved services for those unduplicated pupils.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,422,299.00	\$61,769.00		\$42,608.00	\$2,526,676.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,345,449.00	\$181,227.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Personnel	\$1,468,242.00	\$39,015.00		\$28,825.00	\$1,536,082.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$28,654.00			\$1,932.00	\$30,586.00
1	3	All	School Facilities, Maintenance, Upkeep, Personnel	\$290,528.00				\$290,528.00
1	4	All	Instructional Resources	\$26,600.00	\$2,000.00			\$28,600.00
1	5	All	Charter Agreement - Reduced Class Sizes	\$106,996.00				\$106,996.00
1	6	All	Technology	\$38,750.00	\$3,770.00			\$42,520.00
1	7	English Learners Foster Youth Low Income	Teacher-led Trainings	\$3,200.00			\$905.00	\$4,105.00
1	8	English Learners Foster Youth Low Income	Extended School Day - 45 minutes above Ed Code Requirements	\$59,367.00				\$59,367.00
1	9	All	Student Recognition	\$3,800.00				\$3,800.00
1	10	Low Income	National School Lunch Program		\$6,984.00			\$6,984.00
1	11	English Learners	Support for English Learners		\$10,000.00		\$6,780.00	\$16,780.00
1	12	All	Curriculum Research and Pilots					
1	13	English Learners Foster Youth Low Income	Social-emotional Support for Students	\$8,692.00				\$8,692.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	English Learners Foster Youth Low Income	Social-emotional Support for Students					
1	15	All	Real World Experiences for Students	\$16,000.00				\$16,000.00
2	1	All	Professional Development Days (built into work calendars)	\$88,752.00				\$88,752.00
2	2	All	Professional Development Days (off-site and Learning Walks)	\$36,500.00				\$36,500.00
2	3	All	Minimum Days - Fridays & P/T Conferences	\$222,662.00				\$222,662.00
3	1	English Learners Foster Youth Low Income	Planning parent/family events	\$5,000.00			\$1,000.00	\$6,000.00
3	2	English Learners Foster Youth Low Income	Trainings/Resources for parents and families	\$2,000.00			\$3,166.00	\$5,166.00
3	3	English Learners Foster Youth Low Income	SSP Families attending Family Resource Center					
3	4	English Learners Foster Youth Low Income	Home/School and Family Connections	\$16,556.00				\$16,556.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$123,469.00	\$154,236.00
LEA-wide Total:	\$123,469.00	\$154,236.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,654.00	\$30,586.00
1	7	Teacher-led Trainings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,200.00	\$4,105.00
1	8	Extended School Day - 45 minutes above Ed Code Requirements	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,367.00	\$59,367.00
1	10	National School Lunch Program	LEA-wide	Low Income	All Schools		\$6,984.00
1	11	Support for English Learners	LEA-wide	English Learners	All Schools		\$16,780.00
1	13	Social-emotional Support for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,692.00	\$8,692.00
1	14	Social-emotional Support for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	1	Planning parent/family events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$6,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Trainings/Resources for parents and families	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$5,166.00
3	3	SSP Families attending Family Resource Center	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	4	Home/School and Family Connections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,556.00	\$16,556.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		