

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Valley Charter Middle

Contact Name and Title

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# 2017-20 Plan Summary

## The Story

Describe the students and community and how the LEA serves them.

VCMS operates in Van Nuys and serves students from several neighborhoods in the San Fernando Valley: North Hills border to the West through Panorama City to the East, focusing on the greater Van Nuys area because of the school site's location. Although the school does not have specific boundaries and is open to all children, the majority of students reside in four zip codes: 91343, 91402, 91405, and 91406.

These neighborhoods represent a genuine diversity of families. Some neighborhoods are comprised of 53% Hispanic while others are 76% White. The percentage of African-Americans in these neighborhoods ranges from 3% to 5% and the percentage of Asians ranges from 4% to 12%.

Socioeconomic status also ranges widely with some of the lowest median household incomes (\$35,403 in zip code 91401) to areas where the median household income is \$60,299 or higher. Our school reflects this ethnic and economic diversity of the San Fernando Valley neighborhoods as well as

the City of Los Angeles at large. The driving force of our vision is to bring children from all backgrounds together to learn from and understand each other.

Reaching at-risk students is a priority for VCMS. Currently 48% of our students are low-income and/or Title 1 eligible. While many charter schools have been criticized for neglecting their responsibility to meet the needs of students with IEPs, the percentage of VCMS students with IEPs is currently 18%, exceeding the percentage found at all local LAUSD and charter schools. With these responsibilities in mind, VCMS seeks to maintain

its current enrollment (see table below) over the next five years, ensuring our goal of creating a small learning community that is individualized and focuses on the whole child.

### VCMS Student Socio-Economic and Ethnic Diversity Data 2013-2018

School Year	Student Enrollment	Title 1	White	Hispanic	African American /Black	Asian/Pacific Islander	American Indian/Alaskan Native
2013-14	188	55%	23%	61%	8%	6%	0
2014-15	189	46%	21%	66%	6%	6%	0
2015-16	211	49%	27%	60%	4%	5%	1%
2016-17	252	48%	35%	56%	2%	5%	1%
2017-18	306	54%	32%	60%	3%	4%	1%

### VCMS Students with Disabilities Data

School Year	Total Enrollment	Number of IEPs	Percentage
2013-14	188	35	19%
2014-15	188	44	24%
2015-16	210	39	19%
2016-17	252	46	18%
2017-18	306	52	17%

### VCMS Student Data By Disability (2017-2018)

COUNT	DISABILITY	INSTRUCTIONAL SETTING
26	SLD	General ED with RST
15	OHI	General ED with RST
1	SLI	General ED
11	AUT	General ED with RST
2	ED	General ED with RST

### Meeting the Needs of All Students

Since our constructivist, project-based educational program emphasizes individualization and data driven instruction, our special needs populations (Students With Disabilities, English Learners, Gifted and Talented Students, Students Achieving Below Grade Level, and Socioeconomically Disadvantaged/Low Income Students) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths. Coupling this with a number of other essential components can ensure that students with special needs receive the most effective and individualized education possible. The essential components of the program include:

1. Small class sizes which allow the teachers to truly know their students;
2. A significant amount of instructional planning time;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;

4. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5. Various forms of assessment that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

## LCAP Highlights

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

The LCAP for 2018 includes the 10 major goals set in previous LCAP versions, and includes modifications and additions from prior years based on a review and analysis of the data provided by the state Data Dashboard and local measures. This year's LCAP focuses on growth on important metrics on student achievement, implementing the feedback and input of our stakeholders, continuous improvement of classroom instruction, focusing on school culture and safety, and closing the achievement gap among significant subgroups.

**Goal 1:** Teachers are "highly qualified" for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. VCS will hire and retain exceptional teachers.

**Goal 2:** The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other adopted materials.

**Goal 3:** School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.

**Goal 4:** All teachers are proficient at developing units of study aligned to CCSS, NGSS, and other approved state standards anchored by performance tasks/measures. All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.

**Goal 5:** Class sizes (32:1) will continue to fall below the district average. Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.

**Goal 6:** All students (grades 6th - 8th) will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

**Goal 7:** VCES students will maintain high levels of achievement in English Language Arts (ELA) and increase the scores of measurable subgroups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities).

**Goal 8:** VCES students will maintain high levels of achievement in math and increase the scores of measurable subgroups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities).

**Goal 9:** Parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.

**Goal 10:** The climate and culture VCES is safe, supportive, engaging, and enriching.

## Review of Performance

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

### Greatest Progress:

We are proud of the fact that overall students maintained in ELA and increased in Math. We are outperforming the District middle schools our students would otherwise normally attend.

1. In ELA: We are very proud that the overall ELA student achievement measurement, increased significantly 37.6 points (to 31.7% below Level 3.)The achievement level of our white students (31.7% of our student body) is High, 34.2 points above Level 3.

2. In Math: Our overall student achievement in Math increased 14.8 points to 65.5 points below level 3. The achievement level of our white students (31.7% of our student body) is medium 1.2 points below level 3 but increased significantly by 28.5 points.

3. We have a very low suspension rate of 1.5%

4. Sixty percent of VCMS parents/guardians responded to the VCMS Program Evaluation Survey. Parents/Guardians are highly satisfied with the welcoming atmosphere at school in the main office and within the parent community. Parents/Guardians are highly satisfied with the school's weekly communication and communication from the administration regarding emergency procedures. Ninety percent of parent/guardian respondents believe that VCMS is achieving its goals as set forth in its Charter Mission Statement.

5. A majority of students report feeling that they belong in school and are emotionally and physically safe both inside and outside the classroom. The vast majority of students report that the principal and teachers model respectful behavior towards both students and adults. The majority of the students report that teachers take an interest in them and their lives, respect all races and cultures, and deal fairly with behavior problems.

### Greatest Progress

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

**Greatest Needs**

1. In ELA: The achievement level of our Hispanic students (60.13% of our student body) is very low, 73.7 points below Level 3. The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 77.4 points below Level 3. The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 77.4 points below Level 3. The English Learners (16.99% of our student body) are very low, 101 points below Level 3. The achievement level of our Students with Disabilities (16.99% of our student body), is very low, 106.7 points below Level 3.
2. In Math: The achievement level of our Hispanic students (60.13% of our student body) is very low, 106.5 points below Level 3. The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 113.1 points below Level 3. The English Learners (16.99% of our student body) are very low, 144.2 points below Level 3. The achievement level of our Students with Disabilities (16.99% of our student body), is very low, 146.5 points below Level 3.

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

**Performance Gaps**

**Performance Gaps**

1. In ELA: The performance gap between our White students and Hispanic students is 135.2 points. The performance gap between our English Only and Reclassified English Learner students is 74.5 points. The performance gap between our English Only and English Learner students is 124.2 points.
2. In Math: The performance gap between our White and Hispanic students is 107.7 points. The performance gap between our English Only and Reclassified English Learner students is 87.6 points. The performance gap between our English Only and English Learner students is 130.3 points.

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

**Increased or Improved Services**

**English Learners**

At VCMS students are grouped in mainstream classes that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visual aides to support students' recognition of essential information in all academic subject areas.

VCMS teachers are mindful of the stages of language acquisition and differentiated instruction. Students at the Beginning and Early Intermediate stage of language acquisition are still learning how to read, write, listen and speak academic English and will benefit most from ELD strategies. Students at the intermediate level and above are taught to use academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

VCMS teachers have also been trained in using "Thinking Maps," which also allow some strategic use in creating a path towards literacy. All students are given a benchmark assessment in literacy, involving three timed tests, and then are placed in to tiered intervention groups. Students identified as needing the most amount of intervention, tier-1 are placed in to a consultancy period with a Language Arts teacher once to twice a week where only a handful of students (no more than 8) work closely with a teacher. Students are then reassessed every three weeks to determine if they are able to move in to a level tier-2 intervention program where teachers utilize assessment data to inform their daily instruction in their classes.

In addition to the above instructional and program strategies, VCMS also uses weekly "Kid Talk" meetings and Student Success Team (SST) meetings to check in on student progress. Kid Talk meetings take place with all of the core teachers of a particular grade, the principal, and the resources teacher. They take place weekly and provide an opportunity to talk about students who are struggling and/or needing to be pushed more. SST meetings take place when needed, include the student, parent, teachers, and resource teacher to help create plans to support students, including English Learners.

**Students Achieving Below Grade Level**

Each year, VCMS takes proactive steps to identify students who are achieving below grade level. Methods for identification include, but are not limited to, classroom grades, teacher observations, and scores on national normed-referenced tests. Once every two weeks, teachers meet by grade level for "kid talks." During these meetings, teachers will bring up for discussion students who are not making adequate progress in their classes, and/or who are performing below grade level. The purpose of these meetings is fourfold. First, the meetings are designed to determine if students who are below grade level are struggling in all curricular areas, or only in particular subjects. Second, the meetings are a chance for teachers to discuss what steps have already been taken to improve the students' progress. Additionally, the meetings provide teachers the opportunity to determine, in consultation with the principal, what concrete intervention steps will be taken to enable the student to succeed. Finally, the meetings are the time when it is determined when teachers will next meet to discuss the extent to which the selected interventions are enabling the student to succeed.

Informal kid talk meetings are supplemented with data from classroom grades and internal assessments. VCMS utilizes assessment probes from AIMSWeb, which offer nationally normed standardized tests in the areas of language arts and mathematics. All students at VCMS take such a probe in language arts and mathematics three times a year as a benchmark assessment. If students score below the 50th percentile on such tests, or if they are not making adequate yearly progress to improve by at least one grade level every year, students are identified as at risk, and offered immediate, strategic academic intervention.

A variety of interventions are available for VCMS students who have been identified as being below grade level. VCMS employs teaching assistants in all classes. These individuals are trained to work with struggling students in a small group setting. Teaching assistants are able to focus their attention on re-teaching specific skills that were taught in class, since they are in the classroom

during all instructional time. Additionally, VCMS utilizes a push-in special education program. RST teachers are present in the language arts and mathematics classes of students who have IEP's, and are able to offer such students immediate intervention during class time.

Additional opportunities for intervention exist outside of the core content classes. VCMS offers English support and mathematics support classes at all grade levels. These classes are taken in place of elective classes. Students are selected for these classes if they are below grade level, and are not already receiving similar intervention based on their status as an English Learner or special education student. Support classes are designed to re-teach skills taught in class, as well as to teach foundational skills students may be lacking, which preclude them from experiencing success in their current classes. Classes meet for up to three 50-minute sessions per week, as needed, and class sizes are limited to 18 students to ensure personalized attention.

Outside of the school day, additional opportunities for intervention exist. VCMS has a free afterschool program for three hours after school each day. As one component of this program, students are offered daily tutoring in all subject areas. By working closely with the school, tutors are able to target the needs of those students taking part in the program. While the school cannot mandate that all students below grade level participate in the after school program, we engage in active outreach to parents to encourage them to have their children participate.

VCMS engages in frequent monitoring of students who are below grade level. Informally, a portion of each kid talk meeting is devoted to following up on those students who have been previously identified as in need of support. At the meetings, teachers discuss how the previously agreed upon interventions are working. This allows teachers to determine if additional steps are needed. On a more formal basis, students who are below grade level receive progress-monitoring probes every three weeks using the AIMSweb bank of tests, to determine the extent to which interventions are helping students reach grade level proficiency.

**Socio-Economically Disadvantaged/Low Income Students**

We realize that many of the neighborhoods we serve face multiple challenges, and that some of the children within these communities may lack supports and provisions that exist for other families. VCMS teachers and staff are trained to recognize symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our Student Success Team will be responsible for identifying students and families who might need additional resources or supports, including what currently exists within our school as well as referrals to outside community service organizations.

As we have emphasized throughout this petition, we believe that all students can learn, succeed, and are capable of academic excellence, and that includes our students in need. Our emphasis on community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

Our academic program provides both in and out of classroom opportunities so that all students have enriching experiences that provide both context and knowledge for classroom projects. Classrooms take many field trips during the school year to venues such as the Los Angeles County Museum of Art, The Fowler Museum, the Los Angeles Opera, the Los Angeles County Outdoor School, and NatureBridge. Together these opportunities allow us to create unifying and enriching school-based experiences for all of our students, regardless of their socio-economic background.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$0

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

In addition to the expenses outlined in the LCAP, the 2018-19 budget for VCMS includes funding for the food program, operating expenses, consultants (e.g. technology, back office, etc.) and Special Education.

Total Projected LCFF Revenues for LCAP Year	
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# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 1

Goal 1: Teachers are "highly qualified" for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. VCMS will hire and retain exceptional teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Staffing Data</b>	<b>2017-18</b> 100% of students are taught by highly qualified teachers, including EL authorizations. VCS will maintain at least an 85% staff retention rate.	100% of students are taught by highly qualified teachers. One sixth grade teacher still needs to complete her EL authorizations. VCMS had had a staff retention rate of 73%.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>Create salary scale that is comparable to or exceeds LAUSD salary schedule.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>The updated salary schedule pays 2% above LAUSD's pay scale. The salary also included 7 additional days at a per diem rate.</p>	<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$550,525 Teacher Salaries (Small Class Size - See Goal 5, Action 2) - 1000-1999 Certificated Salaries - LCFF: \$85,925 (repeated expenditure)</p>	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>Offer base HMO health benefits for full-time staff and their families. Full-time staff will incur the cost of the health benefit package chosen about the base HMO.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>Base HMO health benefits for was offered to all full-time staff and their families. Full-time staff incur the cost of the health benefit package chosen above the base HMO.</p>	<p>Health &amp; Welfare Expense - 3000-3999 Employee Benefits - LCFF: \$146,038</p>	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>The school will provide professional</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income Scope of Service: LEA-wide</p>	<p>PD - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	

development in curricular areas such as project-based learning, Reader's/Writer's workshop, Singapore Math (or similar), advisory, etc.	<p>Location: All Schools</p> <p>The school provided professional development in the areas of writing across the curricula, interventions for students reading significantly below grade level, using formative assessment to guide instruction, and enhancing units through interdisciplinary collaboration.</p>		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school will use ctc.ca.gov to analyze teacher credentials prior to date of hire and will monitor current staff annually.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school's administration continues to use ctc.ca.gov to analyze teacher credentials prior to date of hire and annually monitor current staff.</p>	<p>Data Manager - 2000-2999 Classified Salaries - LCFF: \$22,500</p>	

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our salary and benefit package remains highly competitive. Our salaries are above the LAUSD salary table. We offer robust health benefits for full time staff and their families. The school provided professional development in the areas of writing across the curricula, interventions for students reading significantly below grade level, using formative assessment to guide instruction, and enhancing units through interdisciplinary collaboration. All of our teachers are fully credentialed, with the exception of our resource teacher who is in the process of obtaining her EL authorization.

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

The effectiveness of this goal's actions/services has proven to be highly effective. We have a 73% teacher retention rate. Teachers also report that the well planned and articulated professional development activities are purposeful and allow for growth of both new and veteran teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2018-19 school year.

## Goal 2

Goal 2: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other adopted materials.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives.

Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

Expected	Actual
<p><b>Instructional Materials Inventory 2017-18</b> 100% of students have access to standards-aligned materials.</p>	<p>All students had sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials were aligned to CCSS.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other state adopted standards.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students had sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials were aligned to CCSS.</p>	Eureka Math, Other Books - 4000-4999 Books and Supplies - LCFF: \$7,050	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teacher teams develop common core-aligned units of study anchored by performance tasks/measures.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Content area teachers continue to develop/enhance CCSS-aligned units of study anchored by performance tasks/measures. Teachers continue to share their units with staff through protocols for feedback.</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing professional development on</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided professional</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

<p>standard-based instruction, including unit reviews and lesson tuning protocols.</p>	<p>development in the areas of writing across the curricula, interventions for students reading significantly below grade level, using formative assessment to guide instruction, and enhancing units through interdisciplinary collaboration. Content area teachers continue to develop/enhance CCSS-aligned units of study anchored by performance tasks/measures. Teachers continue to share their units with staff through protocols for feedback.</p>		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct annual, end of the year curriculum inventory</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Staff conducted annual, end of the year curriculum inventory and ordered/added additional materials as necessary.</p>	<p>See Teacher Salaries, Goal 1, Action 1: \$0</p>	

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students had sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials were aligned to CCSS. Teacher teams continued to develop and share with colleagues their common core-aligned units of study anchored by performance tasks/measures. Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols. The school provided professional development in the areas of writing across the curricula, interventions for students reading significantly below grade level, using formative assessment to guide instruction, and enhancing units through interdisciplinary collaboration. Staff conducted annual, end of the year curriculum inventory and ordered/added additional materials as necessary.

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

All students had sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials were aligned to CCSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2018-19 school year.

### Goal 3

Goal 3: School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Safety Assessment</b>	<b>2017-18</b> Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.	There were three safety related incident which did not pose a significant threat to student safety.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school will provide the necessary custodial services, maintenance and operation supplies.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Custodial services were adequate, maintenance included powerwashing the walkways, and the operational supplies budget was adequate for the year.</p>	<p>Custodial Contracts - 5000-5999 Services and Other Operating Expenses - LCFF: \$33,733</p> <p>Custodial Supplies Budget - 4000-4999 Books and Supplies - LCFF: \$8,476</p>	

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintain ongoing log of facility maintenance and repair issues.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Repair/maintenance included lock smith, air conditioning maintenance, electrical, and plumbing related issues.</p>	<p>Vendor Repairs Budget - 5000-5999 Services and Other Operating Expenses - LCFF: \$11,347</p>	

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school will ensure the safety plan is fully implemented. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Fire alarm maintenance and fire extinguishers serviced annually. Two Department of Health inspections per year that concluded outlets in the kitchen needing to be repaired. Fire drills occur once per month, earthquake drills occur</p>	<p>Health/Fire Safety Inspections - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,056</p>	

annually.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Custodial services were adequate, maintenance included powerwashing the walkways, and the operational supplies budget was adequate for the year. Repair/maintenance included lock smith, air condition maintenance, and bee abatement. Fire alarm maintenance and fire extinguishers serviced annually. Two Department of Health inspections per year that concluded outlets in the kitchen needing to be repaired. Fire drills occur once per month, earthquake drills occur annually.

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

The effectiveness of the implementation of this goal was due in large part to an active Safety Committee, and Administrative/Office responsiveness to issues when they arise, and proper scheduling of maintenance and inspections.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Goal 4

Goal 4: All teachers are proficient at developing units of study aligned to CCSS, NGSS, and other approved state standards anchored by performance tasks/measures. All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 8. Other pupil outcomes  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Credential Analysis, year plan and unit plan review by principal</b>	<b>2017-18</b> 100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.	100% of students, including EL students were taught CCSS-aligned content by teachers with CLAD/BCLAD certification with the exception of our Resource Teacher who is in the process of getting her EL authorization.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teacher teams develop standards-aligned units of study anchored by performance tasks/measures.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Content area teachers continue to develop/enhance CCSS-aligned units of study anchored by performance tasks/measures. Teachers continue to share their units with staff through protocols for feedback.</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing professional development on standards-based instruction, including unit reviews and lesson tuning protocols.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided professional development in the areas of writing across the curricula, interventions for students reading significantly below grade level, using formative assessment to guide instruction, and enhancing units through interdisciplinary collaboration.</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

<p>Location: All Schools</p> <p>ELPAC, RFEP, and subgroup achievement results will be review annually, Unit reviews and lesson tuning protocols</p>	<p>Location: All Schools</p> <p>CELDT and SBAAC subgroup achievement results were reviewed in September. The school continues to utilize a vartietiy of assessment tools to measure student success such as AIMSweb for Fluency and Math Computation and Teachers College Reading and Writing Project Guided Reading Assessments aka GRL (this assessment is a running record that assesses both fluency and comprehension).</p>		
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year's professional development focused on Writer's Workshop, Singapore Math, and meeting the needs of our English Language Learners. Teachers continued to develop common core-aligned units of study and presented the units in professional development to receive feedback from teachers and administration. Grade level teams also were involved in lesson study where the team developed a lesson together, each taught the lesson with the other observing, and then came back together to debrief.

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

The school continues to utilize a vartietiy of assessment tools to measure student success such as AIMSweb for Fluency and Math Computation and Teachers College Reading and Writing Project Guided Reading Assessments aka GRL (this assessment is a running record that assesses both fluency and comprehension). In addition, this year the school piloted Illuminate Assessments in Math for implementation next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Goal 5

Goal 5: Class sizes (30:1) will continue to fall below the district average. Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement; 7. Course access

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives.

Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Student:Teacher Ratio Analysis</b>	<b>2017-18</b> 100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.	Average size of 31 with a 5 hour teaching assistant, and intensive instruction occurred with students not reaching grade level proficiency in reading and/or math.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Monthly review and maintenance of student:teacher ratio.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The student:teacher ratio consistently remained slightly above 30:1.</p>	<p>Principal - 1000-1999 Certificated Salaries - LCFF: \$105,000</p>	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Annual budget development will ensure to the greatest extent possible that average class size remain at a 30:1 ratio.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The student:teacher ratio consistently remained slightly above 30:1.</p>	<p>Cost of Keeping Class Size Small - 1000-1999 Certificated Salaries - LCFF: \$89,925</p>	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Each classroom had a 5 hour teaching</p>	<p>TA Salaries - 2000-2999 Classified Salaries - LCFF: \$117,459</p>	

Each classroom will have a 5 hour teaching assistant that is highly qualified and focuses on individual and small group work with students as identified by the classroom teacher.	assistant that was highly qualified and focused on individual and small group work with students as identified by the classroom teacher.		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>Teachers and staff will identify students who are in need of intensive instruction in reading and mathematics and developed individual plans for students to make significant progress.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Intensive instruction activities included: small group instruction for targeted students, after school instruction to reinforce concepts, after school reading time to assist students in reaching their required weekly reading minutes, and speaking/listening groups.</p>	<p>TA Salaries - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$32,549</p>	

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The student:teacher ratio consistently remained slightly above 30:1. Each classroom had a 5 hour teaching assistant that was highly qualified and focused on individual and small group work with students as identified by the classroom teacher. Intensive instruction activities included: small group instruction for targeted students, after school instruction to reinforce concepts, after school reading time to assist students in reaching their required weekly reading minutes, and speaking/listening groups.

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

The school continues to utilize a variety of assessment tools to measure student success such as AIMSweb for Fluency and Math Computation and Teachers College Reading and Writing Project Guided Reading Assessments aka GRL (this assessment is a running record that assesses both fluency and comprehension). Per the school's analysis, approximately 65% of all students are performing at or above grade level in reading and 73% of students demonstrate grade level or above ability in fluency per the GRL. According to AIMSweb Reading Fluency, 71% of students read fluently at or above grade level expectations. Additionally, per AIMSweb Math Computation, approximately 84% of students are meeting or exceeding the expectation in computation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Goal 6

Goal 6: All VCMS 6th - 8th graders will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 7. Course access

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives.

Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Master Schedule Analysis</b>	<b>2017-18</b> 100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	6th grade students received two hours of ELA instruction, one hour of math, one hour of social studies, one hour of science each day. In addition, students received forty-five minutes of music each week and 200 minutes of PE every ten days. Visual and performing arts were integrated into social studies and science units as well as project-based instruction.  7th - 8th grade students received one hour of ELA instruction, one hour of math, one hour of social studies, one hour of science each day. In addition, students received forty-five minutes of music each week and 400 minutes of PE every ten days. Visual and performing arts were integrated into social studies and science units as well as project-based instruction.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCS teachers specialists will provide instruction in math, ELA, science, social science, and art.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>6th grade students received two hours of ELA instruction, one hour of math, one hour of social studies, one hour of science each day. Visual and performing arts were integrated into social studies and science units as well as project-based instruction.</p> <p>7th - 8th grade students received one hour of ELA instruction, one hour of math, one hour of social studies, one hour of science each day. Visual and performing arts were integrated into social studies and science units as well as project-based instruction.</p>	<p>See Teacher Salaries, Goal 1, Action 1: \$0</p>	

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 6th grade students will receive 200 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 6th grade students will received 200 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p>PE - 2000-2999 Classified Salaries - LCFF: \$13,275</p>	

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as</b></p>	<p><b>For Actions/Services not included as</b></p>	<p>PE Teacher - 2000-2999 Classified Salaries - LCFF:</p>	

<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 7th/8th grade students will receive 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 7th/8th grade students will received 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p>\$27,656</p>	
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students are involved in a broad course of study that is developed and implemented by subject area teachers. Teachers continue to refine and develop their curriculum, working to meet the needs of all students.

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

Teachers continue to refine and develop their curriculum, working to meet the needs of all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Goal 7

**Goal 7:** The performance level of VCMS students will increase significantly in ELA annually as students move towards achieving at/above level 3.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives.

Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>SBCA and ELPAC Analysis</b>	<b>2017-18</b> Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	99% of students participated in SBAC testing in both ELA and Math. Students exceeded the average proficiency level compared district resident schools in ELA. The reclassification rate was 37%.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The overall ELA student achievement, increased significantly 37.6 points (to 31.7% below Level 3). . This was accomplished by teaching reading and writing skills across the curriculum, teachers used Fountas and Pennell and interim SBAC assessment results to guide instruction.</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English Learners will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction. In addition, SDAIE strategies will be embedded into all classes, professional development will focus on teaching ELLs, and heterogenous groupings will be used at times (as appropriate).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The achievement level of our English Learners (16.99% of our student body) was 101 points below Level 3. Teachers used Fountas and Pennell and interim SBAC assessment results to guide instruction. In addition, SDAIE strategies were embedded into all classes, professional development will focus on teaching ELLs, and heterogenous groupings will be used at times (as appropriate).</p>	See Teacher Salaries, Goal 1, Action 1: \$0	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Socioeconomically Disadvantaged Students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 77.4 points below Level 3. This was accomplished by teaching reading and writing skills across the curriculum, teachers used Fountas and Pennell and interim SBAC assessment results to guide instruction.</p>	<p>See Teacher Salaries, Goal 1, Action 1: \$0</p>	
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): Hispanic</p> <p>Location: All Schools</p> <p>Hispanic students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The achievement level of our Hispanic students (60.13% of our student body) was very low, 73.7 points below Level 3. This was accomplished by teaching reading and writing skills across the curriculum, teachers used Fountas and Pennell and interim SBAC assessment results to guide instruction. In addition, a collaborative, push in and pull out model of resource support occurred during ELA time. Professional development also focused on the achievement of students with disabilities.</p>	<p>See Teacher Salaries, Goal 1, Action 1: \$0</p>	

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are proud of the fact that overall students maintained in ELA and increased in Math. We are outperforming the District middle schools our students would otherwise normally attend. In ELA the overall ELA student achievement, increased significantly 37.6 points (to 31.7% below Level 3). 35% of the student body is performing at or above standard. Our students outperformed the schools our students would otherwise normally attend.

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

The school utilizes a variety of assessment tools to measure student success such as AIMSweb for Fluency and Math Computation and Teachers College Reading and Writing Project Guided Reading Assessments aka GRL (this assessment is a running record that assesses both fluency and comprehension). Per the schools analysis, approximately 65% of all students are performing at or above grade level in reading and 71% of students demonstrate grade level or above ability in fluency per the GRL.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes have been made to this goal now that we have comparative SBAC data and the newly released dashboard, and are reflected in adjustments to next years goal and metrics.

## Goal 8

**Goal 8:** The performance level of VCMS students will increase significantly in Math annually as students move towards achieving at/above level 3.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives.

Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>SBAC and ELPAC Analysis</b>	<b>2017-18</b> Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	99% of students participated in SBAC testing in both ELA and Math. Students exceeded the average proficiency level compared to all 10 district resident schools in Math.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSweb and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In Math: Our overall student achievement in Math increased 14.8 points to 65.5 points below level 3. Math teachers integrated the Eureka Math curriculum, offered extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers used AIMSweb and interim SBAC assessment results to guide instruction.</p>	<p>Eureka Math - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure) Aimsweb - 4000-4999 Books and Supplies - LCFF: \$1,560</p>	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English Learners will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSweb and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English Learners (16.99% of our student body) are very low, 144.2 points below Level 3. Math teachers integrated the Eureka Math curriculum, offered extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers used AIMSweb and interim SBAC assessment results to guide instruction.</p>	<p>Eureka Math - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure) Aimsweb - 4000-4999 Books and Supplies - LCFF: \$1,560 (repeated expenditure)</p>	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Socioeconomically Disadvantaged Students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSWeb and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 113.1 points below Level 3. Math teachers integrated the Eureka Math curriculum, offered extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers used AIMSWeb and interim SBAC assessment results to guide instruction.</p>	<p>Eureka Math - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure) Aimsweb - 4000-4999 Books and Supplies - LCFF: \$1,560 (repeated expenditure)</p>	

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): Hispanic</p> <p>Location: All Schools</p> <p>Hispanic students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSWeb and interim SBAC assessment results to guide instruction.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): Hispanic Students</p> <p>Location: All Schools</p> <p>The achievement level of our Hispanic students (60.13% of our student body) is very low, 106.5 points below Level 3. Math teachers integrated the Eureka Math curriculum, offered extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers used AIMSWeb and interim SBAC assessment results to guide instruction.</p>	<p>Eureka Math - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure) Aimsweb - 4000-4999 Books and Supplies - LCFF: \$1,560 (repeated expenditure)</p>	

#### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

28% of our students met or exceeded standard in math. Our overall student achievement in Math increased 14.8 points to 65.5 points below level 3. The achievement level of our white students (31.7% of our student body) is medium 1.2 points below level 3 but increased significantly by 28.5 points.

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

The achievement level of our Hispanic students (60.13% of our student body) is very low, 106.5 points below Level 3. The achievement level of our Socioeconomically Disadvantaged Students (54.25% of our student body) is very low, 113.1 points below Level 3. The English Learners (16.99% of our student body) are very low, 144.2 points below Level 3. The achievement level of our Students with Disabilities (16.99% of our student body), is very low, 146.5 points below Level 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes will be made to this goal now that we have comparative SBAC data and the newly released dashboard, and are reflected in adjustments to next years goal and metrics.

## Goal 9

Goal 9: Parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Program Evaluation Survey</b>	<b>2017-18</b> Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.	66% of VCMS parents/guardians responded to the VCMS Program Evaluation Survey. Parents/Guardians are highly satisfied with the welcoming atmosphere at school in the main office and within the parent community. Parents/Guardians are highly satisfied with the school's weekly communication and communication from the administration regarding emergency procedures. 97% of parent/guardian respondents believe that VCMS is achieving its goals as set forth in its Charter Mission Statement.  A majority of students report feeling that they belong in school and are emotionally and physically safe both inside and outside the classroom. The vast majority of students report that the principal and teachers model respectful behavior towards both students and adults. The majority of the students report that teachers take an interest in them and their lives, respect all races and cultures, and deal fairly with behavior problems.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>At least 80% of parents will attend a student-led conference.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>More than 80% of parents attended two student-led conferences this year.</p>		

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>At least 90% of parents will report feeling satisfied with the school.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>97% of parent/guardian respondents believe that VCMS is achieving its goals as set forth in its Charter Mission Statement.</p>		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent/Faculty Council met monthly to discuss school related issues, achievement, committee reports, and gave input for the development of the LCAP.</p>	See Staff Salaries, Goal 5, Action 1: \$0	

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents are engaged as partners in their child's education and feel connected to and welcomed at the school. Parents remained involved through volunteering, fundraising, and Parent/Faculty Council.

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

Parents are engaged as partners in their child's education and feel connected to and welcomed at the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Goal 10

Goal 10: The climate and culture VCS is safe, supportive, engaging, and enriching.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Annual Measurable Outcomes

	Expected	Actual
<b>Attendance/Suspension /Expulsion Analysis</b>	<b>2017-18</b> VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.	VCMS students had a 95.5% average attendance rate. The school followed the steps outline regarding absences and tardies. There have been no referrals to SARB. There were 3 suspensions this year. No expulsions occurred.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCS will take the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> <li>1. Letters will be sent home after three absences or three tardies</li> <li>2. After five tardies a phone call would be made home to the parents</li> <li>3. More than five tardies a conference will be scheduled with the parents and an action plan developed.</li> <li>4. Excessive absences will be referred to the attendance review board (SARB)</li> </ol>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCMS took the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> <li>1. Letters were sent home after three absences or three tardies</li> <li>2. After five tardies phone calls were be made home to the parents</li> <li>3. More than five tardies a conferences were scheduled with the parents and an action plan developed.</li> <li>4. There were no referrals to the attendance review board (SARB)</li> </ol>	<p>Office Staff - 2000-2999 Classified Salaries - LCFF: \$82,300</p>	

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Decrease suspensions for all students and build in proactive measures to prevent behaviors that would lead to suspensions. Provide alternatives to suspensions when appropriate.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>There was a 25% decrease in suspensions for all students and the school continued to build proactive measures to prevent behaviors that would lead to suspensions. Alternatives to suspensions were implemented as appropriate.</p>	<p>See Staff Salaries, Goal 5, Action 1: \$0</p>	

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Decrease expulsions for all students and build in proactive measures to prevent behaviors that would lead to expulsion. Provide alternatives to expulsions when appropriate.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>There were no expulsions this year.</p>	<p>See Staff Salaries, Goal 5, Action 1: \$0</p>	
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

VCMS students had a 95.5% average attendance rate. The school followed the steps outline regarding absences and tardies. There have been no referrals to SARB. There were 3 suspensions this year. No expulsions occurred.

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

VCMS students had a 95.5% average attendance rate. The school followed the steps outline regarding absences and tardies. There have been no referrals to SARB. There were 3 suspensions this year. No expulsions occurred.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions for the 2017-18 school year.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

Each year, parents and teachers review disaggregated standardized assessments to discuss progress and identify areas of need. Stakeholders reviewed the LCAP as it related to metrics, goals, and the impact of engagement. Stakeholders were asked to respond to a LCAP Survey where they prioritized areas of need and were given the opportunity to give individual input. Adjustments to the plan were made based on Board input. 7. At Parent/Faculty Council meetings, stakeholders were consulted in developing the LCAP.

### Impact on LCAP and Annual Update

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

January to April 2018: The Board of Directors, Parent/Faculty Council, and principals reviewed the 2016/2017 LCAP progress in meeting metrics, reviewed goals, and actions and services via the Annual Update template. Discussed which actions and services were being implemented, progress towards implementation, refinements and revisions per each action and service, and budgeted expenditures/estimated actual expenditures.

April to May 2018: Nearly all goals, planned actions and services, and budgeted expenditures were currently being implemented and/or in progress towards implementation during the 2016/2017 school year. Almost all current programs/services /actions were endorsed to continue into LCAP year 2018-19.

May 17, 2018: LCAP Final/Annual Update Draft Report to Board for review

June 21, 2018: Action for approval of the LCAP/Annual Update and approval of LCFF.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

### Goal 1

Goal 1: Teachers are highly qualified for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. VCMS will hire and retain exceptional teachers.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
 Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Identified Need:

All students have access to fully credentialed and highly qualified teachers.  
 100% of students are taught by highly qualified teachers, including EL authorizations. VCMS will maintain at least an 85% staff retention rate.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staffing Data	100% of students are taught by highly qualified teachers, including EL authorizations. VCS will maintain at least an 85% staff retention rate.	100% of students are taught by highly qualified teachers, including EL authorizations. VCS will maintain at least an 85% staff retention rate.	100% of students are taught by highly qualified teachers, including EL authorizations. VCS will maintain at least an 85% staff retention rate.	100% of students are taught by highly qualified teachers, including EL authorizations. VCS will maintain at least an 85% staff retention rate.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Create salary scale that is comparable to or exceeds LAUSD salary schedule.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Create salary scale that is comparable to or exceeds LAUSD salary schedule.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Create salary scale that is comparable to or exceeds LAUSD salary schedule.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$550,525	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Teacher Salaries		
Amount	\$85,925 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Teacher Salaries (Small Class Size - See Goal 5, Action 2)		

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Offer base HMO health benefits for full-time staff and their families. Full-time staff will incur the cost of the health benefit package chosen about the base HMO.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Offer base HMO health benefits for full-time staff and their families. Full-time staff will incur the cost of the health benefit package chosen above the base HMO.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Offer base HMO health benefits for full-time staff and their families. Full-time staff will incur the cost of the health benefit package chosen above the base HMO.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$146,038	\$0	\$0
Source	LCFF		
Budget Reference	Employee Benefits; Health & Welfare Expense		

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The school will provide professional development in curricular areas such as project-based learning, Reader's/Writer's workshop, Singapore Math (or similar), advisory, etc.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will provide professional development in curricular areas such as project-based learning, Readers/Writers workshop, Singapore Math (or similar), advisory, etc.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will provide professional development in curricular areas such as project-based learning, Readers/Writers workshop, Singapore Math (or similar), advisory, etc.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$5,000	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses; PD		

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The school will use ctc.ca.gov to analyze teacher credentials prior to date of hire and will monitor current staff annually.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will use ctc.ca.gov to analyze teacher credentials prior to date of hire and will monitor current staff annually.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will use ctc.ca.gov to analyze teacher credentials prior to date of hire and will monitor current staff annually.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$22,500	\$0	\$0
Source	LCFF		
Budget Reference	Classified Salaries; Data Manager		

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

Modified Goal

## Goal 2

Goal 2: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other adopted materials.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

### Identified Need:

All students need appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the CCSS and NGSS standards appropriate to their respective grade levels.  
100% of students have access to standards-aligned materials.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional Materials Inventory	100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

All students will have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other state adopted standards.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

All students have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

All students will have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials will be aligned to CCSS.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,050	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math, Other Books		

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Teacher teams develop common core-aligned units of study anchored by performance tasks/measures.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teacher teams develop common core-aligned units of study anchored by performance tasks/measures.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teacher teams develop common core-aligned units of study anchored by performance tasks/measures.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Conduct annual, end of the year curriculum inventory

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Conduct annual, end of the year curriculum inventory

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Conduct annual, end of the year curriculum inventory

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	;		
	See Teacher Salaries, Goal 1, Action 1		

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

Unchanged Goal

**Goal 3**

Goal 3: School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 6. School climate  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

Students attend school in a safe and clean facility.  
Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safety Assessment	Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.	Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.	Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.	Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The school will provide the necessary custodial services, maintenance and operation supplies.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will provide the necessary custodial services, maintenance and operation supplies.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will provide the necessary custodial services, maintenance and operation supplies.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$33,733	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses; Custodial Contracts		
Amount	\$8,476	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Custodial Supplies Budget		

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain ongoing log of facility maintenance and repair issues.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Maintain ongoing log of facility maintenance and repair issues.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Maintain ongoing log of facility maintenance and repair issues.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$11,347	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses; Vendor Repairs Budget		

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The school will ensure the safety plan is fully implemented. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will ensure the safety plan is fully implemented. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 days.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

The school will ensure the safety plan is fully implemented. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 days.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,056	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses; Health/Fire Safety Inspections		

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

Modified Goal

**Goal 4**

Goal 4: All teachers are proficient at developing units of study aligned to CCSS, NGSS, and other approved state standards anchored by performance tasks/measures. All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 8. Other pupil outcomes  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

Instruction is fully aligned to Common Core State Standards.  
100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credential Analysis, year plan and unit plan review by principal	100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.	100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.	100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.	100% of students, including EL students taught CCSS-aligned content by teachers with CLAD/BCLAD certification.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Teacher teams develop standards-aligned units of study anchored by performance tasks/measures.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teacher teams develop standards-aligned units of study anchored by performance tasks/measures.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teacher teams develop standards-aligned units of study anchored by performance tasks/measures.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	;		
	See Teacher Salaries, Goal 1, Action 1		

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ongoing professional development on standards-based instruction, including unit reviews and lesson tuning protocols.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

ELPAC, RFEP, and subgroup achievement results will be review annually, Unit reviews and lesson tuning protocols

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

ELPAC, RFEP, and subgroup achievement results will be reviewed annually, including Unit reviews and lesson tuning protocols

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

ELPAC, RFEP, and subgroup achievement results will be reviewed annually, including Unit reviews and lesson tuning protocols

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

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

Unchanged Goal

**Goal 5**

Goal 5: Class sizes (30:1) will continue to fall below the district average. Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 5. Pupil engagement; 7. Course access  
 Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

Class size is an important determinant of student outcomes. Maintaining small classes leads to higher achievement; including higher levels of student engagement, increased time on task, and the opportunity to better tailor instruction to individual student needs. Intensive instruction needs to occur on a daily basis to promote the development of reading and math proficiency.  
 100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student:Teacher Ratio Analysis	100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.	100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.	100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.	100% of classes will have an average size of 30:1, will have a 5 hour teaching assistant, and intensive instruction will occur with students not reaching grade level proficiency in reading and/or math.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Monthly review and maintenance of student: teacher ratio.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Monthly review and maintenance of student: teacher ratio.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Monthly review and maintenance of student: teacher ratio.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$105,000	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Principal		

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Annual budget development will ensure to the greatest extent possible that average class size remain at a 30:1 ratio.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Annual budget development will ensure to the greatest extent possible that average class size remain at a 30:1 ratio.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Annual budget development will ensure to the greatest extent possible that average class size remain at a 30:1 ratio.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$89,925	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Cost of Keeping Class Size Small		

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Each classroom will have a 5 hour teaching assistant that is highly qualified and focuses on individual and small group work with students as identified by the classroom teacher.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Each classroom will have a 5 hour teaching assistant that is highly qualified and focuses on individual and small group work with students as identified by the classroom teacher.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Each classroom will have a 5 hour teaching assistant that is highly qualified and focuses on individual and small group work with students as identified by the classroom teacher.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$117,459	\$0	\$0
Source	LCFF		
Budget Reference	Classified Salaries; TA Salaries		

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Teachers and staff will identify students who are in need of intensive instruction in reading and mathematics and developed individual plans for students to make significant progress.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teachers and staff will identify students who are in need of intensive instruction in reading and mathematics and develop individual plans for students to make significant progress.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Teachers and staff will identify students who are in need of intensive instruction in reading and mathematics and develop individual plans for students to make significant progress.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$32,549	\$0	\$0
Source	Federal Revenues - Title I		
Budget Reference	Classified Salaries; TA Salaries		

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

Unchanged Goal

**Goal 6**

Goal 6: All VCMS 6th - 8th graders will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 7. Course access  
 Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

All students have access to, and are enrolled in, a broad course of study.  
 100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule Analysis	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

VCS teachers specialists will provide instruction in math, ELA, science, social science, and art.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

VCS teachers will provide instruction in math, ELA, science, social science, and art.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

VCS teachers will provide instruction in math, ELA, science, social science, and art.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All 6th grade students will receive 200 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

All grade 6 students will receive 200 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

All grade 6 students will receive 200 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$13,275	\$0	\$0
Source	LCFF		
Budget Reference	Classified Salaries; PE		

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All 7th/8th grade students will receive 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

All 7th/8th grade students will receive 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

All 7th/8th grade students will receive 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$27,656	\$0	\$0
Source	LCFF		
Budget Reference	Classified Salaries; PE Teacher		

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

New Goal

**Goal 7**

Goal 7: The performance level of VCMS students will increase significantly in ELA annually as students move towards achieving at/above level 3. **VCMS students will exceed the average proficiency of schools our students would otherwise attend. EL students will progress at least one level on the ELPAC and the redesignation rate will exceed the State and District averages.**

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

All students will demonstrate grade level mastery of State English Language Arts standards and will meet or exceed the same accountability standards as comparable district schools for pupil achievement. Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the ELPAC with the goal of redesignating all students.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBCA and ELPAC Analysis	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the ELPAC and the redesignation rate will exceed State and District averages.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the ELPAC and the redesignation rate will exceed State and District averages.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
All students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.	All students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum. teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.	All students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
English Learners will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction. In addition, SDAIE strategies will be embedded into all classes, professional development will focus on teaching ELLs, and heterogenous groupings will be used at times (as appropriate).	English Learners will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction. In addition, SDAIE strategies will be embedded into all classes, professional development will focus on teaching ELs, and heterogenous groupings will be used at times (as appropriate).	English Learners will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction. In addition, SDAIE strategies will be embedded into all classes, professional development will focus on teaching ELs, and heterogenous groupings will be used at times (as appropriate).

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	;		
	See Teacher Salaries, Goal 1, Action 1		

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
Socioeconomically Disadvantaged Students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.	Socioeconomically Disadvantaged Students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.	Socioeconomically Disadvantaged Students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Teacher Salaries, Goal 1, Action 1		

**Action 4**

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

**Students to be Served:**

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

Specific Student Group(s): Hispanic

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
Hispanic students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim SBAC assessment results to guide instruction.	Hispanic students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.	Hispanic students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.. This will be accomplished by teaching reading and writing skills across the curriculum, teachers will use Fountas and Pennell and interim CAASPP assessment results to guide instruction.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	;		
	See Teacher Salaries, Goal 1, Action 1		

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

New Goal

**Goal 8**

**Goal 8:** The performance level of VCMS students will increase significantly in Math annually as students move towards achieving at/above level 3.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work.

Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

All students will demonstrate grade level mastery of State Math standards and will meet or exceed the same accountability standards as comparable district schools for pupil achievement. Test participation rate will be at least 95%. VCMS students will exceed the average proficiency of comparison resident schools.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC and ELPAC Analysis	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.	Test participation rate will be at least 95%. VCS students will exceed the average proficiency of comparison resident schools. EL students will progress at least one level on the CELDT with the goal of redesignating all students.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
All students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSWeb and interim SBAC assessment results to guide instruction.	All students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.	All students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math		
Amount	\$1,560	\$0	\$0

Source	LCFF		
Budget Reference	Books and Supplies; Aimsweb		

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

English Learners will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSweb and interim SBAC assessment results to guide instruction.

English Learners will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

English Learners will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math		
Amount	\$1,560 (repeat expenditure)	\$0	\$0
Source	LCFF		

Budget  
Reference

Books and Supplies;  
Aimsweb

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action
Socioeconomically Disadvantaged Students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSWeb and interim SBAC assessment results to guide instruction.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Socioeconomically Disadvantaged Students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action
Socioeconomically Disadvantaged Students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math		
Amount	\$1,560 (repeat expenditure)	\$0	\$0
Source	LCFF		

Budget  
Reference

Books and Supplies;  
Aimsweb

**Action 4**

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

**Students to be Served:**

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

Specific Student Group(s): Hispanic

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
Hispanic students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSWeb and interim SBAC assessment results to guide instruction.	Hispanic students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.	Hispanic students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math		
Amount	\$1,560 (repeat expenditure)	\$0	\$0
Source	LCFF		

Budget  
Reference

Books and Supplies;  
Aimsweb

**Action 5**

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

**Students to be Served:**

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

Specific Student Group(s): White Students

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Action	Action
White students will increase their SBAC results as they move towards performing at/above Level 3. This will be accomplished by integrating the Eureka Math curriculum, extended periods for math in 6th grade, and reduced class size in 7th and 8th grade. In addition, teachers will use AIMSweb and interim SBAC assessment results to guide instruction.		

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies; Eureka Math		
Amount	\$1,560 (repeat expenditure)	\$0	\$0
Source	LCFF		

Budget  
Reference

Books and Supplies;  
Aimsweb

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

Unchanged Goal

**Goal 9**

Goal 9: Parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.

**State and/or Local  
Priorities Addressed  
by this goal:**

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students' lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

Parents and guardians are essential partners in education to ensure student and school success. Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Program Evaluation Survey	Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.	Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.	Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.	Parents are engaged as partners in their child's education and feel connected to and welcome at the school. At least 90% of parents will report feeling satisfied with the school. The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

At least 80% of parents will attend a student-led conference.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

At least 80% of parents will attend a student-led conference.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

At least 80% of parents will attend a student-led conference.

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

At least 90% of parents will report feeling satisfied with the school.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

At least 90% of parents will report feeling satisfied with the school.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

At least 90% of parents will report feeling satisfied with the school.

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Staff Salaries, Goal 5, Action 1		

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

Unchanged Goal

**Goal 10**

Goal 10: The climate and culture VCMS is safe, supportive, engaging, and enriching.

**State and/or Local  
Priorities Addressed  
by this goal:**

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
Local Priorities: Priority 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students lives. Priority 2: Social emotional development and self-advocacy are the foundational principles of student learning and personal growth. Priority 3: We develop effective communicators who are able to connect with varied audiences. Priority 4: Learning is a social process accomplished through authentically collaborative work. Priority 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

**Identified Need:**

VCS will meet or exceed the same accountability standards as comparable district schools regarding pupil engagement, and maintain a safe, supportive, and enriching climate and culture. VCS will maintain a low/no suspension/expulsion rate. VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2018-18	2018-19	2019-20
Attendance/Suspension /Expulsion Analysis	VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.	VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.	VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.	VCS students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. VCS will have a chronic absenteeism rate of less than 5%. Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended. Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	Action	Action
<p>VCS will take the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> <li>1. Letters will be sent home after three absences or three tardies</li> <li>2. After five tardies a phone call would be made home to the parents</li> <li>3. More than five tardies a conference will be scheduled with the parents and an action plan developed.</li> <li>4. Excessive absences will be referred to the attendance review board (SARB)</li> </ol>	<p>1.VCS will take the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> <li>1. Letters will be sent home after three absences or three tardies</li> <li>2. After five tardies phone calls will be made home to the parents</li> <li>3. More than five tardies a conferences will be scheduled with the parents and an action plan developed.</li> <li>4. Excessive absences will be referred to the attendance review board (SARB)</li> </ol>	<p>1.VCS will take the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> <li>1. Letters will be sent home after three absences or three tardies</li> <li>2. After five tardies phone calls will be made home to the parents</li> <li>3. More than five tardies a conferences will be scheduled with the parents and an action plan developed.</li> <li>4. Excessive absences will be referred to the attendance review board (SARB)</li> </ol>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$82,300	\$0	\$0
Source	LCFF		

Budget  
Reference

Classified Salaries;  
Office Staff

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Decrease suspensions for all students and build in proactive measures to prevent behaviors that would lead to suspensions. Provide alternatives to suspensions when appropriate.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Decrease suspensions for all students and build in proactive measures to prevent behaviors that would lead to suspensions. Provide alternatives to suspensions when appropriate.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Decrease suspensions for all students and build in proactive measures to prevent behaviors that would lead to suspensions. Provide alternatives to suspensions when appropriate.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	;		
	See Staff Salaries, Goal 5, Action 1		

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Decrease expulsions for all students and build in proactive measures to prevent behaviors that would lead to expulsion. Provide alternatives to expulsions when appropriate.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

Decrease expulsions for all students and build in proactive measures to prevent behaviors that would lead to expulsion. Provide alternatives to expulsion.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action

Decrease expulsions for all students and build in proactive measures to prevent behaviors that would lead to expulsion. Provide alternatives to expulsion.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Staff Salaries, Goal 5, Action 1		

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$190,361

Percentage to Increase or Improve Services: 8.57%

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

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

LCFF Supplemental Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 5, Action 3; 5-hour Teaching Assistants who focuses on individual and small group work with students as identified by the classroom teacher.

## Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$1,255,449	\$0	\$0	\$0
1000-1999 Certificated Salaries	745,450	0	0	0
2000-2999 Classified Salaries	295,739	0	0	0
3000-3999 Employee Benefits	146,038	0	0	0
4000-4999 Books and Supplies	17,086	0	0	0
5000-5999 Services and Other Operating Expenses	51,136	0	0	0

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$1,255,449	\$0	\$0	\$0
Federal Revenues - Title I	32,549	0	0	0
LCFF Base/Not Contributing to Increased or Improved Services	1,015,516	0	0	0
LCFF S & C/Contributing to Increased or Improved Services	207,384	0	0	0

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$1,255,449	\$0	\$0	\$0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	655,525	0	0	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	89,925	0	0	0
2000-2999 Classified Salaries	Federal Revenues - Title I	32,549	0	0	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	145,731	0	0	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	117,459	0	0	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	146,038	0	0	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	17,086	0	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	51,136	0	0	0

Expenditures by Goal and Funding Source		
Funding Source	2018	2019
Goal 1: Teachers are highly qualified for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. VCMS will hire and retain exceptional teachers.		
All Funding Sources	\$0	\$0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
Goal 2: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other adopted materials.		
All Funding Sources	\$0	\$0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
Goal 3: School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.		
All Funding Sources	\$0	\$0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
Goal 4: All teachers are proficient at developing units of study aligned to CCSS, NGSS, and other approved state standards anchored by performance tasks/measures. All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.		
All Funding Sources	\$0	\$0
Goal 5: Class sizes (30:1) will continue to fall below the district average. Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.		
All Funding Sources	\$0	\$0
Federal Revenues - Title I	0	0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
LCFF S & C/Contributing to Increased or Improved Services	0	0
Goal 6: All VCMS 6th - 8th graders will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.		
All Funding Sources	\$0	\$0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
Goal 7: The performance level of VCMS students will increase significantly in ELA annually as students move towards achieving at/above level 3. VCMS students will exceed the average proficiency of schools our students would otherwise attend. EL students will progress at least one level on the ELPAC and the redesignation rate will exceed the State and District averages.		
All Funding Sources	\$0	\$0
Goal 8: The performance level of VCMS students will increase significantly in Math annually as students move towards achieving at/above level 3.		
All Funding Sources	\$0	\$0
LCFF Base/Not Contributing to Increased or Improved Services	0	0
Goal 9: Parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.		

All Funding Sources	\$0	\$0
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Goal 10: The climate and culture VCMS is safe, supportive, engaging, and enriching.

All Funding Sources	\$0	\$0
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LCFF Base/Not Contributing to Increased or Improved Services	0	0
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Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
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Goal 1: Teachers are "highly qualified" for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. VCMS will hire and retain exceptional teachers.

All Funding Sources	\$724,063	\$0
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LCFF Base/Not Contributing to Increased or Improved Services	724,063	0
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Goal 2: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS, NGSS, or other adopted materials.

All Funding Sources	\$7,050	\$0
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LCFF Base/Not Contributing to Increased or Improved Services	7,050	0
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Goal 3: School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.

All Funding Sources	\$54,612	\$0
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LCFF Base/Not Contributing to Increased or Improved Services	54,612	0
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Goal 4: All teachers are proficient at developing units of study aligned to CCSS, NGSS, and other approved state standards anchored by performance tasks/measures. All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.

All Funding Sources	\$0	\$0
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Goal 5: Class sizes (30:1) will continue to fall below the district average. Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.

All Funding Sources	\$344,933	\$0
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Federal Revenues - Title I	32,549	0
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LCFF Base/Not Contributing to Increased or Improved Services	105,000	0
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LCFF S & C/Contributing to Increased or Improved Services	207,384	0
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Goal 6: All VCMS 6th - 8th graders will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.

All Funding Sources	\$40,931	\$0
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LCFF Base/Not Contributing to Increased or Improved Services	40,931	0
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Goal 7: The performance level of VCMS students will increase significantly in ELA annually as students move towards achieving at/above level 3.

All Funding Sources	\$0	\$0
Goal 8: The performance level of VCMS students will increase significantly in Math annually as students move towards achieving at/above level 3.		
All Funding Sources	\$1,560	\$0
LCFF Base/Not Contributing to Increased or Improved Services	1,560	0
Goal 9: Parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.		
All Funding Sources	\$0	\$0
Goal 10: The climate and culture VCS is safe, supportive, engaging, and enriching.		
All Funding Sources	\$82,300	\$0
LCFF Base/Not Contributing to Increased or Improved Services	82,300	0

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