

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Charter Elementary School

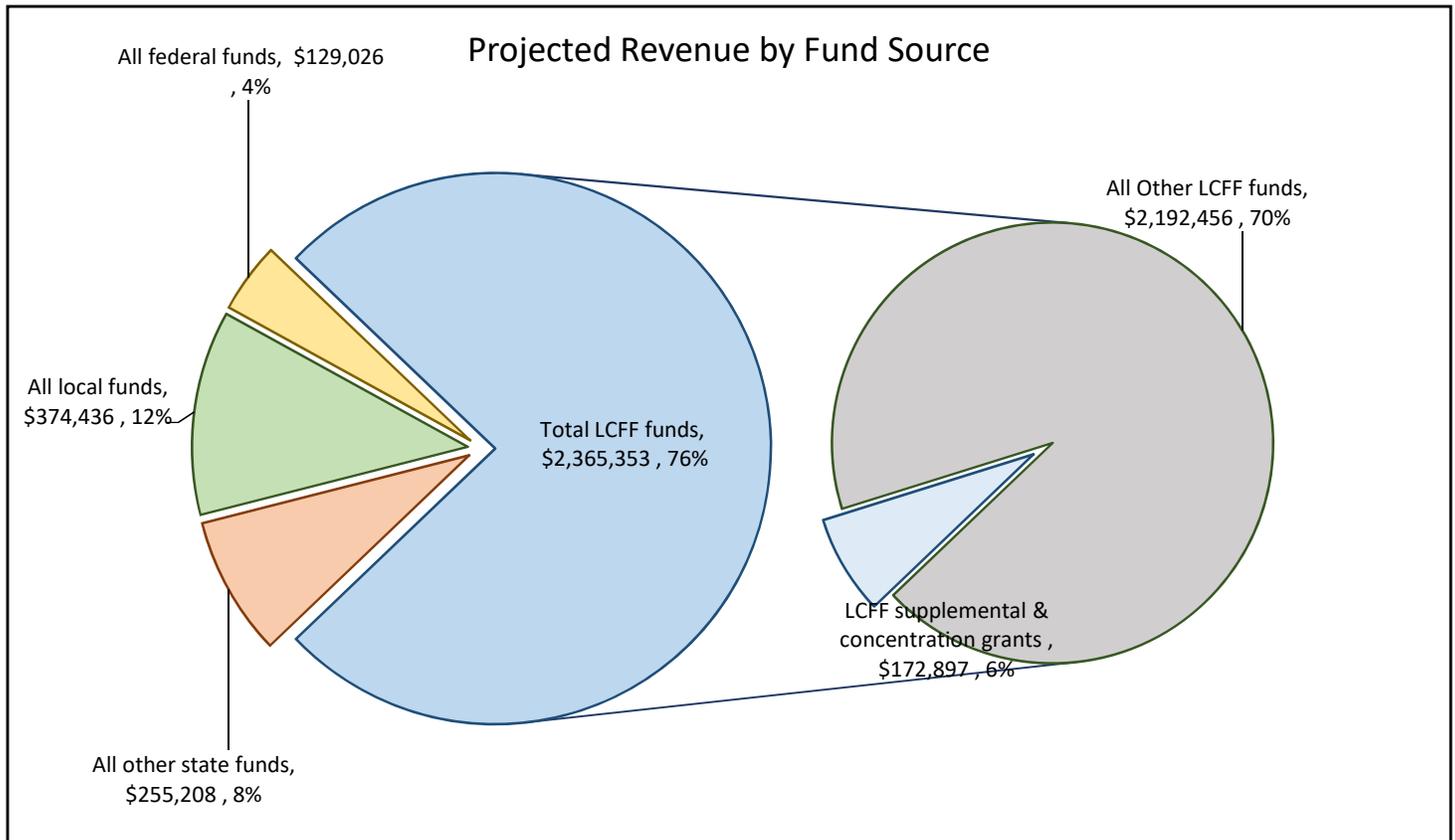
CDS Code: 19 64733 0122754

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Robert Burke, 818-810-6713, rburke@valleycharterschool.org

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

Budget Overview for the 2019-20 LCAP Year

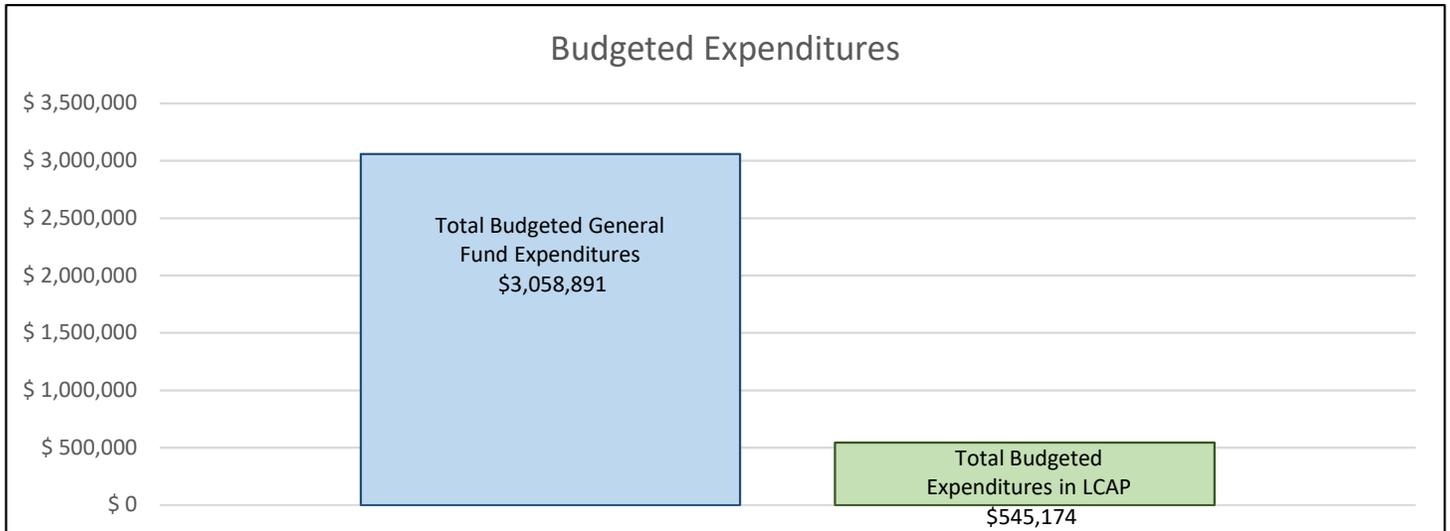


This chart shows the total general purpose revenue Valley Charter Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Valley Charter Elementary School is \$3,124,023.00, of which \$2,365,353.00 is Local Control Funding Formula (LCFF), \$255,208.00 is other state funds, \$374,436.00 is local funds, and \$129,026.00 is federal funds. Of the \$2,365,353.00 in LCFF Funds, \$172,897.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

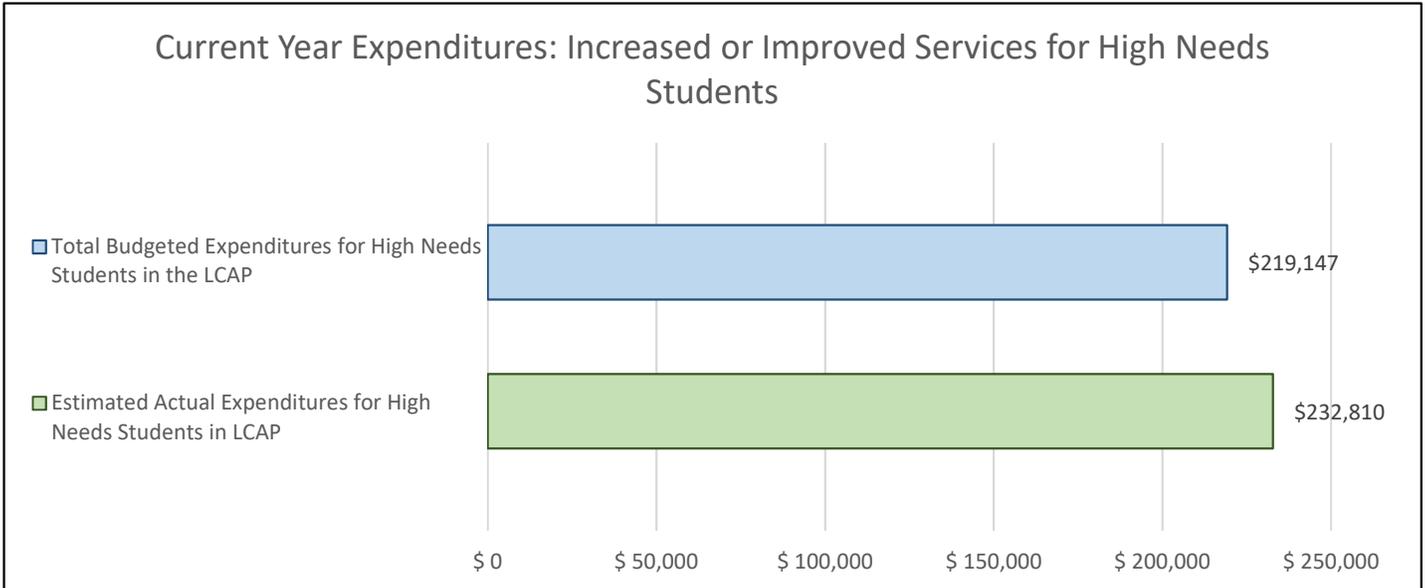
Valley Charter Elementary School plans to spend \$3,058,891.00 for the 2019-20 school year. Of that amount, \$545,174.00 is tied to actions/services in the LCAP and \$2,513,717.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the expenses outlined in the LCAP, the Valley Charter Elementary School FY2019-20 budget includes funds for building rent, general insurance, and other general operating costs (such as Increased or Improved Services for High Needs Students in 2019-20)

In 2019-20, Valley Charter Elementary School is projecting it will receive \$172,897.00 based on the enrollment of foster youth, English learner, and low-income students. Valley Charter Elementary School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Valley Charter Elementary School plans to spend \$318,879.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Valley Charter Elementary School's LCAP budgeted \$219,147.00 for planned actions to increase or improve services for high needs students. Valley Charter Elementary School estimates that it will actually spend \$232,810.00 for actions to increase or improve services for high needs students in 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)

[California School Dashboard](#): 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 Elementary

Contact Name and Title

Robert Burke
Executive Director

Email and Phone

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2017-20 Plan Summary

The Story

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

VCES operates in North Hills and serves students from several neighborhoods in the San Fernando Valley: North Hills border to the West through North Hollywood 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 in the State of California, the majority of students reside in five zip codes: 91343, 91401, 91411 91423, and 91604. According to the 2010 population estimates, 184,192 people reside in these areas with approximately 50,874 school age children.

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.

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.

Valley Charter Elementary School has seven overarching goals for the 2019 LCAP:

1. VCES students in grades 3-5 will demonstrate improved proficiency in English/Language Arts state standards that are measured by the California Assessment of Student Performance and Progress (CASSPP) and test participation rate will be at least 95%.
2. VCES students in grades 3-5 will demonstrate improved proficiency in Math state standards that are measured by the California Assessment of Student Performance and Progress (CAASPP) and test participation rate will be at least 95%.
3. VCES' reclassification rate of English Learners (EL) will increase so that it meets or exceeds the reclassification rate of these students' resident schools with the goal of reclassifying all EL students by 5th grade.
4. All VCES students identified as part of our significant subgroups will increase their reading comprehension and fluency.
5. All VCES students identified as part of our Latino subgroup will increase their computation and problem solving skills.
6. All VCES students will develop their social-emotional competencies in the areas of self-management, social awareness, growth mindset, grit, and self-efficacy. Students in grades 3-5 will be able to reflect on these skills and competencies through a nationally normed social-emotional learning survey.
7. VCES will offer a variety of ways for families to be engaged in their child's school experience

All outcomes, metrics, actions, and expenditures are tied to these seven goals.

Review of Performance

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

Greatest Progress

Greatest Progress in Academic Achievement:

- We are above RSM in math and ELA for the last three years.
- In 17-18 ELA - 24% are above standard
- In 17-18 Math - 11% above standard
- State is below standard
- In 17-18 96.3% of our EL population met standard for EL progress on SBAC.

- In 17-18 State's rate was 65.2%.

Greatest Progress for English Learners:

- In 17-18, our [reclassification rate](#) was higher than LAUSD's (22.6% vs. 20.1%)
- In 16-17, our reclassification rate was 20.8% and LAUSD was 16.8%
- In 15-16, our reclassification rate was higher than RSM (9.1% vs. 7.6%)
- Our 17-18 [at-risk and LTEL rates](#) are comparable to RSM rate.

Greatest Progress in Social-Emotional Learning (SEL):

Overall students are strong in all components of SEL because of:

- Teacher understanding of SEL Meaningful curriculum with an emphasis on process over product
- Relationships between teachers and students and between students, which are supported by an emphasis on collaboration
- A student centered approach to problem solving (students have a voice)

This has a positive impact on academic achievement

Suspensions:

- In 9 years, only 3 kids have been suspended

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

Greatest Needs

Greatest Needs in Academic Achievement:

- The gap between RSM and us is decreasing, especially in ELA. But also in math last year.
- Latino students and socioeconomically disadvantaged students are meeting or exceeding SBAC ELA at a lower rate than schoolwide

Greatest Needs for English Learners:

- In 17-18, our [reclassification rate](#) was below RSM (22.6% vs. 29.4%)
- In 16-17, our reclassification rate was below RSM (20.8% vs. 26.9%)
- In 15-16, our reclassification rate was lower than LAUSD's. (9.1% vs. 12.1%)

Greatest Needs in Social-Emotional Learning (SEL):

- Build students' understanding and vocabulary for SEL, especially grit.

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

Performance Gaps

Performance Gaps in Academic Achievement:

- The gap between RSM and VCES is decreasing, especially in ELA. But also in math last year.
- Latino students and socioeconomically disadvantaged students are meeting or exceeding SBAC ELA at a lower rate than schoolwide

Greatest Needs for English Learners:

- In 17-18, our [reclassification rate](#) was below RSM (22.6% vs. 29.4%)
- In 16-17, our reclassification rate was below RSM (20.8% vs. 26.9%)
- In 15-16, our reclassification rate was lower than LAUSD's. (9.1% vs. 12.1%)

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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.

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
Staffing Data	2018-19 100% 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. The resource teacher still needs to complete her EL authorizations. VCES has had a 92% retention rate for the past three years.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Create salary scale that is comparable to or exceeds LAUSD salary schedule.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>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>\$842,905 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries (\$37K of amount is funded by state lottery revenue)</p>	<p>\$837,590 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>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>\$144,523 - LCFF - 3000-3999 Employee Benefits - 3401 - Health & Welfare</p>	<p>\$139,962 - LCFF - 3000-3999 Employee Benefits - 3401 - Health & Welfare</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school will provide professional development in curricular areas such as project-based learning, Readers/Writers workshop, Singapore Math (or similar), advisory, etc.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided professional development in the curricular areas such of project-based learning, Readers/Writers workshop, Singapore Math, and needs of English Learners.</p>	<p>\$44,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Singapore Math Training (5850); \$4,500: TRWC (5200): \$10,000</p>	<p>\$4,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Singapore Math Training: \$1,550; Council PD: \$1,800; TCRW: \$850</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>\$23,700 - LCFF - 2000-2999 Classified Salaries - Data Manager Salary</p>	<p>\$22,991 - LCFF - 2000-2999 Classified Salaries - Data Manager Salary</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 California School Dashboard, 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. This year professional development focused on Writer's Workshop, project-based learning, Singapore Math, and meeting the needs of our English Language Learners. 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 100% 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.

There were no material differences between budgeted expenditures and estimated actual expenditures with the exception of the cost of outside professional development consultants which were lower than budget. However, more PD was coordinated internally.

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 California School Dashboard, 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

Instructional Materials Inventory 2018-19

100% of students have access to standards-aligned materials.

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

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>	<p>\$19,240 - LCFF - 4000-4999 Books and Supplies - 4110, 4210 Expenses</p>	<p>\$13,783 - LCFF - 4000-4999 Books and Supplies - Singapore Math - 4110; 4210 expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher teams continue to develop/enhance CCSS-aligned units of study anchored by</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

performance tasks/measures. Teachers continue to share their units with staff through protocols for feedback.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.</p>	<p>The school provided professional development in the curricular areas such of project-based learning, Readers/Writers workshop, Singapore Math, and needs of English Learners. Teacher teams 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>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct annual, end of the year curriculum inventory</p>	<p>Staff conducted annual, end of the year curriculum inventory and ordered/added additional materials as necessary.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</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 California School Dashboard, 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. This year professional development focused on Writer's Workshop, Singapore Math, and meeting the needs of our English Language Learners. 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.

VCES spent less on books.

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 California School Dashboard, 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 2018-2019 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
Safety Assessment	2018-19 Fewer than 5 safety related incidents occur annually, none of which pose a significant threat to student safety.	One safety related concern involving nails in flooring was observed on the kindergarten play yard. The issue was temporarily fixed and the play yard flooring is scheduled to be replaced this summer.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>\$43,625 - LCFF - 5000-5999 Services and Other Operating Expenses - Custodial Services \$5,000 - LCFF - 4000-4999 Books and Supplies - Custodial Supplies</p>	<p>\$50,525 - LCFF - 5000-5999 Services and Other Operating Expenses - Custodial Services \$5,055 - LCFF - 4000-4999 Books and Supplies - Custodial Supplies</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Repair/maintenance included lock smith, air conditioning maintenance, and plumbing related issues.</p>	<p>\$8,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Vendor Repairs Budget (inclusive of \$3,300 for ADA compliant upgrades)</p>	<p>\$4,606 - LCFF - 5000-5999 Services and Other Operating Expenses - Vendor Repairs</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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 annually.</p>	<p>\$639 - LCFF - 5000-5999 Services and Other Operating Expenses - Health/Fire Safety Inspections</p>	<p>\$643 - LCFF - 5000-5999 Services and Other Operating Expenses - 546.50 for fire inspection, \$197 for health inspection</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 California School Dashboard, 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.

The budget for repairs was conservative and VCES came in under budget. However, custodial expenses were higher than budget.

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 California School Dashboard,

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 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
Credential Analysis , year plan and unit plan review by principal 2018-19 100% 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>Teacher teams 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>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing professional development on standard-based instruction, including unit reviews and lesson tuning protocols.</p>	<p>The school provided professional development in the curricular areas such as project-based learning, Readers/Writers Workshop, Singapore math, and needs of English Learners.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC, RFEP, and subgroup achievement results will be reviewed annually, Unit reviews and lesson tuning protocols.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>SBAC subgroup achievement results were reviewed in September. 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).</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</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 California School Dashboard, 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 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 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).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, 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 and services to achieve this goal in the 2018-2019 school year.

Goal 5

Goal 5: Class sizes (22:1) 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
Student:Teacher Ratio Analysis	2018-19 100% of classes will have an average size of 22:1, 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 21:83 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Monthly review and maintenance of student:teacher ratio.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The student:teacher ratio consistently remained slightly below 22:1.</p>	<p>\$113,000 - LCFF - 1000-1999 Certificated Salaries - Principal</p>	<p>\$101,208 - LCFF - 1000-1999 Certificated Salaries - Principal</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Annual budget development will ensure to the greatest extent possible that average class size remain at a 22:1 ratio.</p>	<p>The student:teacher ratio consistently remained slightly below 22:1.</p>	<p>\$0 - Certificated Salaries, See Goal 5, Action 1</p>	<p>- Certificated Salaries, See Goal 5, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 assistant that was highly qualified and focused on individual and small group work with students as identified by the classroom teacher.</p>	<p>\$134,484 - LCFF - 2000-2999 Classified Salaries - Instructional Aides \$30,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Instructional Aides</p>	<p>\$159,779 - LCFF - 2000-2999 Classified Salaries - Instructional Aides</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</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 California School Dashboard, as applicable.

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

The student:teacher ratio consistently remained slightly below 22:1. 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 60% of all students are performing at or above grade level in reading and 70% of students demonstrate grade level or above ability in fluency per the GRL. According to AIMSweb Reading Fluency, 70% of students read fluently at or above grade level expectations. Additionally, per AIMSweb Math Computation, approximately 80% of students are meeting or exceeding the expectation in computation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal in the 2018-2019 school year.

Goal 6

Goal 6: All students (grades 1st to 5th) 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
Master Schedule Analysis	2018-19 100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	All students, kindergarten through fifth grade 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 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCS teachers will provide instruction in math, ELA, science, social science, and art.</p>	<p>All students, kindergarten through fifth grade receive two hours of ELA instruction, one hour of math, one hour of social studies, one hour of science each day. Visual and performing arts are integrated into social studies and science units as well as project-based instruction.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will receive 80 minutes of music instruction once per week.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Kindergarten students received 60 minutes of music instruction per week. 1st - 5th grade students received 90 minutes of music instruction per week.</p>	<p>\$25,200 - LCFF - 2000-2999 Classified Salaries - Music</p>	<p>\$22,262 - LCFF - 2000-2999 Classified Salaries - Music</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will receive 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students will received 400 minutes of physical education instruction every ten days taught by an experienced physical education specialist.</p>	<p>\$28,105 - LCFF - 2000-2999 Classified Salaries - PE</p>	<p>\$27,769 - LCFF - 2000-2999 Classified Salaries - PE</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 California School Dashboard, 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 grade level teams. 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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal in the 2018-2019 school year.

Goal 7

Goal 7: VCES students will meet or exceed the established State growth targets in English Language Arts, test participation rate will be at least 95% and VCES students will exceed the average proficiency of schools our students would otherwise attend. EL students will progress at least one level on the ELPAC with the goal of re-designating all students by the end of 5th grade.

State and/or Local Priorities Addressed by this goal:

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

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
SBAC and ELPAC Analysis	2018-19 CAASPP test participation rate will be at least 95%. VCES 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 by the end of 5th grade.	100% of students participated in SBAC testing in both ELA and Math. Students exceeded the average proficiency level compared to the State, District, and 8 out of 10 resident schools in ELA. The reclassification rate was 44%.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>The achievement level of our English Learners (9.92% of our student body) was 57.9 points below Level 3.</p> <p>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 heterogeneous grouping will be used as appropriate.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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</p>	<p>The achievement level of our English Learners (9.92% of our student body) was 57.9 points below Level 3.</p> <p>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</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Students With Disabilities</p> <p>Location: All Schools</p> <p>Students with Disabilities will increase their CAASPP 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 CAASPP assessment results to guide instruction. In addition, a collaborative, push in or pull out model of resource support will occur during ELA time. Professional development will also focus on the achievement of students with disabilities.</p>	<p>The achievement of our students with disabilities (11.45% of our student body), was low, 47.4 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. 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>\$50,960 - Other Federal Funds - 1000-1999 Certificated Salaries - RSP</p>	<p>\$56,627 - Other Federal Funds - 1000-1999 Certificated Salaries - RSP</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hispanic students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.</p>	<p>96.3% of our EL population met standard for EL progress on SBAC. The State's rate was 65.2%.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A Reading Intervention Specialist will provide direct instruction to students identified as eligible for reading services in individual and small group settings. The specialist will use a variety of instructional techniques and literacy materials consistent with reading/language arts content standards and the needs and capabilities of the individuals or student groups involved.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A Reading Intervention Specialist provided direct instruction to students identified as eligible for reading services in individual and small group settings. The specialist used a variety of instructional techniques and literacy materials consistent with reading/language arts content standards and the needs and capabilities of the individuals or student groups involved.</p>	<p>\$82,947 - LCFF - 1000-1999 Certificated Salaries - Reading Intervention Specialist</p>	<p>\$30,149 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Reading Intervention Specialist - partial salary \$6,083 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Reading Intervention Specialist - partial salary \$46,715 - LCFF - 1000-1999 Certificated Salaries - Reading Intervention Specialist - Partial Salary \$24,600 - LCFF - 3000-3999 Employee Benefits</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 California School Dashboard, as applicable.

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

We are very proud of the overall ELA achievement (3rd - 6th grade) which was high (24.5 points above level 3). 66% of 3rd - 5th grade students met or exceeded standard. We outperformed the district and state averages and 8/10 of 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 67% 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Hourly RSP had higher caseload and thus more hours. Goal 7, Action 6 was adjusted to account for benefits.

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 California School Dashboard, 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 are reflected in adjustments to next year's goals and metrics.

Goal 8

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).

State and/or Local Priorities Addressed by this goal:

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

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
SBAC Analysis	2018-19 Test participation rate will be at least 95%. VCES students will exceed the average proficiency of comparison resident schools.	100% of students participated in SBAC testing in both ELA and Math. Students exceeded the average proficiency of comparison resident schools.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>All students will increase their CAASPP results as they move towards performing at/above Level 3 and will outperform schools they would otherwise attend.</p>	<p>VCES students were 24.5 points above Standard in ELA and 11.4 points above standard in Math. Students exceeded average proficiency level of the State, the District, and 8/10 resident schools in Math.</p>	<p>\$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>- Teacher Salaries, See Goal 1, Action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 CAASPP results as they</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>96.3% of our English Learner population met standard for EL progress on SBAC.</p>	<p>\$1,716 - LCFF - 4000-4999 Books and Supplies - Aimsweb</p> <p>\$0 - Teacher Salaries, See Goal 1, Action 1</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Singapore Math (repeated expenditure)</p>	<p>\$1,716 - LCFF - 4000-4999 Books and Supplies - Aimsweb</p> <p>\$0 - Teacher Salaries, See Goal 1, Action 1</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Singapore Math (repeated expenditure)</p>

<p>move towards performing at/above Level 3 and will outperform schools they would otherwise attend.</p>	<p>The states rate was 65.2%.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 and will outperform schools they would otherwise attend.</p>	<p>Socioeconomically disadvantaged students are meeting or exceeding SBAC Math scores at a lower rate than students school-wide.</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Singapore Math (repeated expenditure) \$1,716 - LCFF - 4000-4999 Books and Supplies - Aimsweb (repeated expenditure) \$0 - Teacher Salaries, See Goal 1, Action 1</p>	<p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Singapore Math (repeated expenditure) \$1,716 - LCFF - 4000-4999 Books and Supplies - Aimsweb (repeated expenditure) - Teacher Salaries, See Goal 1, Action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Students With Disabilities</p> <p>Location: All Schools</p>	<p>While not considered a significant subgroup, 30% of our students with disabilities met or exceeded the standards.</p>	<p>\$50,960 - Other Federal Funds - 1000-1999 Certificated Salaries - RSP (repeated expenditure)</p>	<p>\$56,627 - Other Federal Funds - 1000-1999 Certificated Salaries - RSP (repeated expenditure)</p>

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

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 California School Dashboard, as applicable.

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

3rd - 5th grade students exceeded standard in math by 11.4 points. The achievement of our Hispanic students, was 10.3 points below level 3. 3. The achievement of our socioeconomically disadvantaged students while still below standard, increased to 14.4 points below level 3.

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

In Math the achievement of our small group of students with disabilities (11.45% of our student body) was medium, 14 points below level 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no Material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, 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 are reflected in adjustments to next years goals 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
Program Evaluation Survey	2018-19 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.	97% of parents surveyed reported that they were very satisfied that VCES is achieving its goals as set forth in its Mission Statement. 98% of parents surveyed are highly likely to recommend the school to friends and family. Over 97% of parents feel welcome in the main office, in the school, and in their child's classroom. 91% of parent guardians feel welcome at school events. Over 96% of parents report feeling very satisfied in regards to weekly communications and communications regarding emergency procedures. The vast 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 vast 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>At least 80% of parents will attend a student-led conference.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>At least 90% of parents will report feeling satisfied with the school.</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

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

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

\$0 - Certificated Salaries, See Goal 5, Action 1

- Certificated Salaries, See Goal 5, Action 1

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 California School Dashboard, 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 welcome at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, 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 and services in the 2018-2019 school year.

Goal 10

Goal 10: The climate and culture VCES 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
Attendance/Suspension /Expulsion Analysis	<p>2018-19 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.</p>	<p>VCES students had a 96.2% average attendance rate. The school followed the steps outline regarding absences and tardies. There have been no referrals to SARB. There were no suspensions this year. No expulsions occurred.</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCES took the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> 1. Letters were sent home after three absences or three tardies 2. After five tardies phone calls were be made home to the parents 3. More than five tardies a conferences were scheduled with the parents and an action plan developed. 4. Excessive absences will be referred to the attendance review board (SARB) 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>VCES took the following steps regarding absences and tardies:</p> <ol style="list-style-type: none"> 1. Letters were sent home after three absences or three tardies. 2. After five tardies phone calls were be made home to the parents. 3. More than five tardies, a conferences was scheduled with the parents and an action plan developed. 4. There were no referrals to the Attendance Review Board (SARB.) 	<p>\$92,232 - LCFF - 2000-2999 Classified Salaries - Office Staff</p>	<p>\$93,290 - LCFF - 2000-2999 Classified Salaries - Office Staff</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>There were no suspensions this year.</p>	<p>\$0 - Certificated Salaries, See Goal 5, Action 1</p>	<p>- Certificated Salaries, See Goal 5, Action 1</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>			
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>There were no expulsions this year.</p>	<p>\$0 - Certificated Salaries, See Goal 5, Action 1</p>	<p>- Certificated Salaries, See Goal 5, Action 1</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 California School Dashboard, as applicable.

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

VCES students has a 96.3% average attendance rate to date. The school followed the steps outlined regarding absences and tardies. There have been no referrals to SARB. There were no suspensions this year, and no expulsions occurred.

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

VCES students has a 96.3% average attendance rate to date. The school followed the steps outlined regarding absences and tardies. There have been no referrals to SARB. There were no suspensions this year; no expulsions occurred.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, 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 2018-2019 school year.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

January to April 2019: 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 2019: 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. Through a heavy data analysis of both internal and external measures, comprehensive adjustments were made to the LCAP goals, actions, and services for the 2019-20 school year.

May 16, 2019: LCAP Final/Annual Update Draft Report to Board for review

June 20, 2019: Action for approval of the LCAP/Annual Update and approval of LCFF.

Impact on LCAP and Annual Update

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

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. At Parent/Faculty Council meetings, stakeholders were consulted in developing the LCAP. Through a heavy data analysis of both internal and external measures, comprehensive adjustments were made to the LCAP goals, actions, and services for the 2019-20 school year.

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)

New Goal

Goal 1

VCES students in grades 3-5 will demonstrate improved proficiency in English/Language Arts state standards that are measured by the California Assessment of Student Performance and Progress (CAASPP) and test participation rate will be at least 95%.

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:

Identified Need:

While VCES student performance on the CAASPP English language arts assessment remains well above the state, district, and resident school median (RSM) scores, we would like to see these rates of proficiency increase. Since 2016, our scores have held steady, with 65% of students performing at or above standard. In this same time period, the RSM has moved from 57% to 59%. Although the CAASPP is only one measure of student performance, we are committed to increasing scores since we recognize that it is an important indication of student proficiency and progress.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP ELA proficiency scores will increase by 2%.	The proficiency rate for is 66%			The proficiency rate will increase to 68%.

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:

Action	Action	New Action
		<p>Our professional development will focus on interactive read aloud. Interactive read aloud is a critical opportunity for students to practice strategies in the context of a book with teacher support and for them to see a teacher model these strategies. Students can then apply these strategies to their independent reading. We will also use funds to purchase high quality</p>

picture books for these interactive read alouds.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,180
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; High Quality Picture
Amount	\$0	\$0	\$2,706
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - Partial Salary
Amount	\$0	\$0	\$6,083
Source			Federal Revenues - Title II
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - Partial Salary
Amount	\$0	\$0	\$3,076
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist Partial Benefits

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:

Action

2018-19

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

Action

2019-20

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

New Action
Professional development is critical for student success. We have designated funds for teachers to attend conferences that focus on readers workshop, writers workshop, and phonics.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$12,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Outside PD

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:

Action

2018-19

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

Action

2019-20

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

New Action
We will allot funds for substitute teachers, so that teachers have release time for planning interactive read aloud and writing units.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,400

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Sub Costs to Allow for Teacher Planning

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)

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:

Action

2018-19

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

Action

2019-20

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

New Action
The addition of a reading specialist enables us to meet the needs of our below level readers. Through five six-week long intervention cycles, this teacher is able to meet with nearly of our student population. Students meet with the teacher individually or in a small group for thirty minutes three times a week.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$39,698
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - Partial Salary
Amount	\$0	\$0	\$21,826
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - Partial Salary
Amount	\$0	\$0	\$21,533
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits

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): Chronically Absent 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:

Action	Action	New Action
		<p>We will promote attendance rate of 97% for our chronically absent students to ensure these students have full access to the curriculum, thus impacting their achievement. For chronically absent students, parents will be called after 5th absence to discuss the importance of coming to school everyday, and parent conferences will be held after the 7th absence to develop a plan of action to ensure students do not continue to miss school.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,175 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Principal salary - partial
Amount	\$0	\$0	\$1,111 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Principal - partial benefits

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

New Goal

Goal 2

VCES students in grades 3-5 will demonstrate improved proficiency in Math state standards that are measured by the California Assessment of Student Performance and Progress (CASPP) and test participation rate will be at least 95%.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

VCES student performance on the CAASPP math assessment has been consistently above the state, district, and RSM, but we recognize that proficiency scores have decreased since 2016. In 2016, 69% of our students were at or above standard. In 2018, 58% of our students were at or above standard. At the same time, the RSM has increased from 41% to 46%. While we remain 12% above the RSM, we have set a goal of increasing our scores, since they are one indication of student performance in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP Math proficiency scores will increase by 2%.	The math proficiency rate was 58%			The proficiency rate will increase to 60%.

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:

Action	Action	New Action
		<p>Upon reflection, we feel that some more work should be done around pacing plans. While we try to teach to each concept thoroughly, the unintended consequence is that some concepts are not taught before testing. To remedy this, we will work with a consultant to reflect on and adjust pacing plans in all grade levels.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,800
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

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:

Action

2018-19

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

Action

2019-20

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

New Action

Money is allocated for any new teacher and his/her grade level partner to attend summer training with a consultant who has expertise in Singapore Math.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,000

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses

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:

Action	Action	New Action
		<p>We have identified word problems as an area of need, since we have observed that they are especially challenging for struggling readers. Therefore, we anticipate that the funds weve put towards reading intervention and professional development, will positively impact math performance as well.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$12,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

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): Chronically Absent 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:

Action	Action	New Action
		<p>We will promote attendance rate of 97% for our chronically absent students to ensure these students have full access to the curriculum, thus impacting their achievement. For chronically absent students, parents will be called after 5th absence to discuss the importance of coming to school everyday, and parent conferences will be held after the 7th absence to develop a plan of action to ensure students do not continue to miss school.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,175 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Principal salary - partial
Amount	\$0	\$0	\$1,111 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Principal partial benefits

New Goal

Goal 3

VCES' reclassification rate of English Learners (EL) will increase so that it meets or exceeds the reclassification rate of these students' resident schools with the goal of reclassifying all EI students by 5th grade.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Local Priority 3: We develop effective communicators who are able to connect with varied audiences. Local Priority 4: Learning is a social process accomplished through authentically collaborative work. Local 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:

We have set a goal of increasing our reclassification rate, because although our reclassification rate is typically above the districts, it is slightly below the RSM. In 2015-2016, our reclassification rate of 9.1% was higher than RSMs rate of 7.6% and lower than the districts rate of 12.1%. During the 2016-2017 school year, our reclassification rate of 20.8% was below the RSM rate of 26.9% and above the districts rate of 26.9%. Finally, in 2017-2018, our rate was 22.6%. This was lower than the RSM rate of 29.4%, but higher than the districts rate of 20.1%. Our analysis of these scores is impacted by the fact that we do not have a statistically significant population of English learners. Therefore, each student represents a large percentage. We want to ensure that all of our students are reclassified before fifth grade, so that they have made enough growth not be considered a long-term English learner.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
We will reclassify 2 additional students during the 2019-20 school year than we did during the 2018-19 school year, based on ELPAC scores and CAASPP scores when	The reclassification rate was 22.6%			The reclassification rate will increase to 35%.

applicable.				
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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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

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:

2018-19

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

2019-20

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

Action	Action	New Action
		<p>English learners are given priority for small group and one-on-one reading instruction that is provided by our reading specialist. This teacher is able to provide designated instruction that specifically focuses on increasing language acquisition and listening and speaking skills. These groups were started during the 2018-2019 school year, but will increase in</p>

frequency next year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$39,968 (repeat expenditure)
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary
Amount	\$0	\$0	\$21,826 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary
Amount	\$0	\$0	\$21,533 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits

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:

Action	Action	New Action
		Funds are allotted for twelve teaching assistants to work with students five hours a day. These assistants are able to meet with English learners to provide additional support as determined by teachers. This support may take the form of mirrored lessons, which is when the assistant teaches the same lesson the teacher is teaching, but to a small group. Additionally, the TA might review material that is a building block to the grade level standard.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$166,506
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 12 TAs
Amount	\$0	\$0	\$19,981
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

New Goal

Goal 4

All VCES students identified as part of our significant subgroups will increase their reading comprehension and fluency.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: Local 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:

We aim to increase the performance of our significant subgroups, which are Latino and socioeconomically disadvantaged students, on internal reading assessments. Currently, there is a 12% difference for both significant subgroups on the guided reading assessment, which assesses fluency and comprehension, and on the fluency assessment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reading fluency and guided reading levels will increase 5% as measured by AIMSweb and Teacher's College Guided Reading Assessments.	<p>Reading fluency is 60% for Latino and low income students.</p> <p>Guided reading levels are 49.5% for Latino students and 54% for low income students</p>			Reading fluency and guided reading levels for Latino and low income students will increase by 5%.

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)

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, 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:

2018-19

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

2019-20

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

Action	Action	New Action
		<p>Fluency is assessed using a program called AIMSweb, for which we pay a subscription. This program is used to assess all students three times a year and to monitor the progress of below level readers on a bi-weekly basis.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$1,725
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

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:

Action	Action	New Action
		<p>Our reading intervention teacher gives priority to below level readers who are in one of these two subgroups. This intervention focuses on fluency, phonics, phonemic awareness, and reading comprehension. Five six-week long sessions will be provided next year. Students meet with the reading intervention teacher three times a week for thirty minutes.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$39,968 (repeat expenditure)
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary
Amount	\$0	\$0	\$21,826 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary
Amount	\$0	\$0	\$21,533 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits

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:

Action	Action	New Action
		<p>One of our reading intervention teachers responsibilities is to lead the student success and progress team (SSPT). This is comprised of the reading intervention teacher, one designated classroom teacher, and administration. The team meets with the teachers and parents of students who are struggling. Three goals are set and then an intervention is provided over six weeks. This process has been especially helpful in tracking the progress of and meeting the needs of our low income and Latino students.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,789
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary (for SST)
Amount	\$0	\$0	\$3,076
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits (for SST)

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)

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:

Action

2018-19

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

Action

2019-20

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

New Action
We are committed to having large classroom libraries, so that students of all income levels have books for home and school use.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$6,480
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

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)

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, 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:

2018-19

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

2019-20

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

Action	Action	New Action
		<p>Parent education is a critical component of student progress, especially because of our schools emphasis on time on text at home and school. We will host parent meetings in English and Spanish, so that parents have tools to support their child's reading development regardless of his/her home language. These meetings draw on the expertise and skills of the reading intervention teacher, the principal, and the office manager.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,789
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary (for parent ed coord)
Amount	\$0	\$0	\$3,076
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits (for parent ed coord)

New Goal

Goal 5

All VCES students identified as part of our Latino subgroup will increase their computation and problem solving skills.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: Local 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:

We have set a goal to increase the math fluency performance of students in our Latino subgroup. 72% of students were meeting or exceeding standards schoolwide, while 62% of Latino students were meeting or exceeding standard. There was no difference between the performance of students in our other subgroups and students schoolwide. The assessment that we use to monitor student progress is a nationally normed timed test that focuses on math facts and automaticity.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math fluency for Latino will increase by 5%.	Reading fluency is 62% for Latino students.			Math fluency for Latino students will increase by 5%.

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)

Specific Student Group(s): Latino

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

2018-19

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

Action

2019-20

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

New Action

Funds are allotted for twelve teaching assistants to work with students five hours a day. During math, these assistants are able to practice math facts with students. They also mirror lessons, so that they are teaching to a small group what the teacher is teaching to the whole

class. This enables them to give immediate feedback to struggling students and to track their progress with the concept development and application of math facts.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$166,506 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 12 TAs
Amount	\$0	\$0	\$44,450 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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)

Specific Student Group(s): Latino

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:

Action	Action	New Action
		<p>One of our reading intervention teachers responsibilities is to lead the student success and progress team (SSPT). This is comprised of the reading intervention teacher, one designated classroom teacher, and administration. The team meets with the teachers and parents of students who are struggling in math, reading, writing, or behavior. Three goals are set and then an intervention is provided over six weeks. These meetings have been especially beneficial for our Latino families, as we are able to give individualized</p>

examples to parents.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,789 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reading Specialist - partial salary (for parent ed. coord)
Amount	\$0	\$0	\$3,076 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Reading Specialist - partial benefits (for parent ed. coord)

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)

Specific Student Group(s): Latino

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:

Action	Action	New Action
		<p>Our math consultant has guided us through the use of sprints, which are one minute fluency exercises that increase in complexity across the 44 problems. After completing Sprint A, students correct their work and then do Sprint B, which covers the same topic, but uses different number sets. These written exercises are completed at least three times a week, so they require a significant number of copies. Teachers often send a sprint home for homework, as they are pretty universal no matter what language families speak at home or</p>

what country the parents were educated in.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Singapore Math Workbooks

New Goal

Goal 6

All VCES students will develop their social-emotional competencies in the areas of self-management, social awareness, growth mindset, grit, and self-efficacy. Students in grades 3-5 will be able to reflect on these skills and competencies through a nationally normed social-emotional learning survey.

State and/or Local Priorities Addressed by this goal:

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

Social and emotional learning (SEL) competencies have a direct impact on learning and achievement. Students need to accurately recognize emotions, thoughts, and values and how they influence behavior. Students need to accurately assess strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
We will survey students twice a year using a nationally-normed Student Self-Perception of SEL Competencies survey.	Year One Results: Self-Management (60th - 90th percentile) Social Awareness (80th - 99th percentile) Growth Mindset (80th - 99th percentile) Grit (20th - 39th percentile)			Grit results will increase to the 40th - 59th percentile. Self-efficacy results will increase to 60th - 79th percentile.

	Self-efficacy (40th - 59th percentile)			
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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)

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:

Action

2018-19

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

Action

2019-20

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

New Action

Empower and support teachers in their work as they focus on improving student learning and developing a supportive and engaging curriculum that is integrated and interdisciplinary.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,400 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 24 days Sub Costs

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)

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:

Action	Action	New Action
		Using the Cool Tools program, we will focus on key expectations that are used across the grade levels and throughout the school community to establish our commitment to the teaching and reinforcement of positive behavior. These expectations will maintain a common language that reflects our school values.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No associated costs

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:

Action

2018-19

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

Action

2019-20

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

New Action
We will implement a project-based educational model that focuses on a student-centered, constructivist approach to teaching and learning, providing students with the tools for academic, social-emotional, creative and physical mastery.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$25,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Student Materials including Panorama Education

New Goal

Goal 7

VCES will offer a variety of ways for families to be engaged in their child's school experience.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities: Local Priority 3: We develop effective communicators who are able to connect with varied audiences. Local 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:

We recognize that not all families are able to be at school during the day to attend performance, to help in the classroom, or to drive on field trips. We want to respect all the ways that families participate in their child's education, which is why we have set a goal of providing a variety of ways for families to be engaged in the school community. We identified this as a need based on the trends we've seen in the events that have the highest attendance and from qualitative parent feedback.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
We will measure this by documenting attendance at meetings and the number of volunteer hours logged through our online system.	For 2018-19 parents logged 3,792 hours total. The top three activities parents volunteered for were serving lunch (624 hours), field trips (530 hours), and special events (395 hours).			Total volunteer hours will increase by 5%. Outreach event participation will increase by 10%.

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:

Action	Action	New Action
		<p>Our principal has expertise in the area of social-emotional learning and she has led numerous parent education workshops that focus on parenting and home-school connections. We will draw on her experience to provide helpful parent education opportunities.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$127,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Principal Salary
Amount	\$0	\$0	\$44,450
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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)

Specific Student Group(s): Spanish speaking Latino families

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:

Action

2018-19

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

Action

2019-20

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

New Action

We will host parent meetings in English and Spanish, so that parents have tools to support their child's development regardless of his/her home language. These meetings draw on the expertise and skills of the reading intervention teacher, the principal, and the office manager.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$8,789 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Parent Ed Coordinator Portion of Reading Specialist/PD Coordinator Salary
Amount	\$0	\$0	\$3,076 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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:

2018-19

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

2019-20

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

Action	Action	New Action
		<p>During the 2018-2019 school year, we reached out to families to hear what volunteer opportunities are the most important to them. We also thought about which forms of engagement are important for student success from the schools standpoint. Looking towards next year, we will use this information to create a menu of ways for families to be engaged that honors the contributions of our diverse families.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$127,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Principal salary
Amount	\$0	\$0	\$44,450 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$172,897

Percentage to Increase or Improve Services:

7.89%

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: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$147,896

Percentage to Increase or Improve Services:

7.28%

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

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

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.
- Goal 7, Action 6; Reading Intervention Specialist to provide direct instruction to students identified as eligible for reading services in individual and small group settings.
- Goal 8, Actions 2-3; Teachers will use AIMSWeb and interim SBAC assessment results to guide instruction, specifically targeting English Learners and Socio-economically Disadvantaged Students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$108,617

5.70%

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.

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