

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

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Valle Lindo Elementary

Contact Name and Title

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Superintendent

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2017-20 Plan Summary

The Story

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

Established in 1863, Valle Lindo School District is comprised of two schools and is the third oldest district in LA County. The district has received four California School Boards Association Golden Bell Awards. Both Dean L. Shively Middle School and New Temple Elementary School have been recognized as California Distinguished Schools, California Gold Ribbon Schools, and both schools have earned Title I Academic Achievement Awards and been recognized as Honor Roll Schools by the Campaign for Business and Education Excellence. Dean L. Shively Middle School has been recognized as an AVID School Site of Distinction and New Temple Elementary has been recognized as a Capturing Kids' Hearts National Showcase School.

New Temple Elementary School is home to 623 New Temple Tigers full of boundless energy, excited to learn. Dean L. Shively Middle School is home to 493 Shively Saints determined to succeed. The students of Valle Lindo School District are undaunted by statistics that show approximately 85% of them live in poverty. The district is located 15 miles east of Los Angeles in the city of South El Monte, where the unemployment and crime rates are higher than both the state and national averages. Despite these challenges year after year the students of Valle Lindo continue to outperform their peers on state mandated standardized tests.

Students at both school sites benefit from small class sizes in all grades (22:1 average student to teacher ratio). Students dress for a quality education by wearing school uniforms, and teachers and support personnel also dress to a professional dress code. Modernized classrooms are clean, colorful, air conditioned and technology equipped to support the teaching and learning of 21st century skills. Each classroom features a SMARTBoard, document camera, laptop, tablets and multiple computer workstations for students. Additionally, the district has eight state-of-the-art computer labs with 32-60 work stations each and all 5th, 6th, 7th, and 8th grade math and science classrooms have class sets of Dell Chromebooks. The spacious outdoor facilities include play areas with modern handicap-accessible playground equipment, large athletic fields, shade trees throughout the campus, recently renovated bathrooms, and updated multi-purpose rooms for student performing arts activities and school assemblies. Extracurricular programs include Project Lead the Way (STEM), Math and Science Olympiads, the Dean L. Shively Saints Band, New Temple Tigers Band, dance team, sports, and Student Council.

Decision-making at Valle Lindo is both collaborative and data driven. Consistency of leadership and high teacher retention has helped develop an effective collaboration among the staff as well as with the larger community. The district benefits from an active base of over 100 volunteers, including parents, grandparents, and members of local organizations and service clubs. Volunteers serve as tutors in the classroom, supervisors on the playground, guest speakers and field trip chaperones. Parent workshops sponsored by the active PTO and district are well attended. Service organizations, such as Soroptimist International, sponsor student awards that recognize those students making outstanding progress. Staff, parents from all student groups, and community members are represented and participate in decision-making committees. Professional development for teachers, administrators and support staff continues to focus on research-based instructional strategies designed to close the achievement gap.

LCAP Highlights

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

The 2017-2020 LCAP consists of on-going actions and services outlined in the prior year's LCAP to support the 8 state priorities and improve the quality of education provided to students. The five goals that have been identified as areas of focus for the next three years are based on analysis of our state and local data and input from all stakeholders. These five LCAP goals guide the Districts' efforts to collaborate with all stakeholders to identify and implement best practices while working together to close the achievement gap. The LCAP goals summarized below demonstrate the strong commitment of Valle Lindo School District to all students. These LCAP goals are focused on ensuring parent engagement, effective instructional programs, rigorous curriculum and assessments, and a strong focus on learning. Actions and services addressed in the LCAP ensure that significant progress is achieved when working towards meeting these goals:

Goal 1: Parent Involvement

- Provide language interpreters for non-English speaking parents.
- Offer trainings that will equip parents with the best strategies and resources available to help their children succeed in school.
- Develop and deliver communication to parents and families on the factors that influence student achievement and success.
- Create collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, SSC, DAC, PTO) that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.

Goal 2: Basic Services

- Recruit and retain teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies.
- Maintain reduced class sizes to ensure low student-teacher ratio.
- Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.
- Provide sufficient textbooks and instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects.

Goal 3: Common Core State Standards

- Provide instructional assistance and support programs.
- Utilize technology-based equipment designed for use by students and teachers.
- Provide learning resources that utilize electronic equipment.
- Increased access to technology-based materials include, but are not limited to, hardware, software programs, teaching platforms, and databases.
- Provide technological support personnel for training and implementation of hardware and software to support standards.

Goal 4: Access to a Broad Curriculum

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, Summer Bridge, etc.)
- Monitor progress of ELs towards English proficiency.
- Implement college-preparedness strategies district-wide.
- Participate in statewide assessments.
- Utilize all student achievement data to drive instructional decision-making.
- Provide a balanced curriculum including reading/language arts, mathematics, science, social science, physical education/health, and visual & performing arts.

Goal 5: Student Engagement

- Provide students with physical and psychological health services.
- Provide student with well balanced nutritional breakfast and lunch programs.
- Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.
- Provide extra and co-curricular activities to include intramural sports, dance, music, and homework clubs.
- Provide safe, clean, well-maintained school facilities.

Review of Performance

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

Greatest Progress

SBA 2017 results indicate that Valle Lindo students continue to outperform their peers across the state. Valle Lindo SD students on average achieved 55% proficiency (met or exceeding standard) in ELA compared to 48% in the state and 47% in Los Angeles County. Valle Lindo SD increased their overall math performance by over 2% from 2016 to 2017. Based on 2017 SBA results, 40% of students met or exceeded standard compared to 37% in the state and 35% in the county.

District SBA comparison over 3 years of percentage at or exceeding standard for each grade level:

	GR	2015	2016	2017
ELA	3	44	55	50
	4	47	50	60
	5	47	47	44
	6	46	60	45
	7	54	61	64
	8	57	65	66
Math	3	44	58	51
	4	28	34	46
	5	27	30	23
	6	46	44	49
	7	30	42	35
	8	33	34	42

As an LEA, our greatest progress has been in reducing the overall number of students not meeting standards and increasing academic achievement of English Learners and socioeconomically disadvantaged students. Additionally, English learners continue to make progress towards language proficiency (76%, CA Dashboard) with a 2.9% increase.

Contributing to the success and included as part of the plan:

- Standards aligned materials and program adoptions (ELA: Journeys, StudySync, i-Ready; Math: GO! Math, i-Ready; Science: Zingy)
- On-going district-wide professional development in all content areas for all teachers and instructional aides
- Dedicated data analysis meetings designed to refine instruction and drive planning
- Parent workshops focused on building home-school partnerships to support student success

While the district does not currently have any overall red (lowest indicator) performance levels, both ELA and Mathematics dropped a performance level to orange. The needs associated with the change will be discussed in the following section below.

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

Greatest Needs

Overall student performance based on the ELA and mathematics performance categories both declined based on the fall 2017 dashboard release. In ELA English Learners and Students with Disabilities were in the orange performance category. English Learners declined by nearly 10 points. Students with disabilities showed a 12 point gain, but continued to have a very low status ranking. In mathematics all significant student groups fell within the orange performance category despite an 2% overall gain.

Another significant need based on analyzing district and dashboard data is a need to provide alternative supports to prevent suspensions and meet the social-emotional needs of students. The LEA's suspension indicator is currently orange for all students, with foster youth and asian students ranking blue. While the blue performance level in this area for foster youth is encouraging, this

may be in large part due to the extensive supports offered at each school site. Expanding these types of services to all students may result in lower suspension rates overall.

VLSD will utilize a multi-tiered system of support to address both the academic and social emotional needs of the learning community. In order address these needs, the plan includes:

- Designated co-teaching and co-planning time for general education and special education teachers to promote inclusion in the least-restrictive environment
- On-going content-based professional development to teachers and instructional aides
- Implementing academic language instruction across content areas to promote language acquisition and increase access to core content
- Tiered Social-emotional support services provided to students (classroom level, small group, one-on-one with counselor)

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

Performance Gaps

No current state indicators indicate a student group is performing at two or more performance levels below the "all student" performance; however, the district is dedicated to increasing the academic achievement of all students, specifically students with disabilities. This student group continues to perform at a performance level below all students. In order to address these performance gaps the following will occur:

- Provide research-based professional development to general education and special education teachers on collaborative co-teaching models
- Students will be assigned to classrooms based on the least restrictive environment
- Master scheduling will allow for co-teaching between general education and special education teachers
- Common planning time will be provided to general education and special education teacher to design and modify instructional lessons based on the needs of students.

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

Increased or Improved Services

- Purchase, provide professional development and implement Academic Vocabulary Toolkit for Mastering High-Use Words for Academic Achievement targeting English learners
- Increase Social Emotional Support programs and services through the development and implementation of a multi-tiered support system.
- Increase parent partnerships through continued workshops and involvement opportunities.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$13,603,532
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$11,302,208

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

Not included in LCAP:

Special Ed. (State & Federal Programs): \$959,499.00

STRS On-Behalf Contribution (GASB 68): \$501,058.00

General Fund : \$840,767.00

- Board Stipends and benefits
- Board & Superintendent's Conferences and memberships
- Conferences (Office)
- Utilities
- Communication (Phone, Postage)
- LACOE Technology Services
- Insurances
- Advertisement Fees
- Legal Services
- Copier Leases
- Office Supplies
- Audit Fees
- Site Improvements
- HRS Services (Fingerprinting, TB Tests, etc.)
- Indirect services for categorical programs
- Private School allocation

Total Projected LCFF Revenues for LCAP Year

\$10,552,725

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

1) Parents will be empowered to become actively involved in their children's education across all grade levels. To achieve this goal, Valle Lindo School District will:

- Continue to actively involve parents in decision making at both the school and district level
- Provide parents with the tools they need to help their children excel in school through offering parent workshops and trainings
- Develop and deliver meaningful communication with parents on factors that influence student achievement and success
- Sustain and improve collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, SSC, DAC, PTO, Foster Parents) that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities: Parent education through parent trainings

Annual Measurable Outcomes

Expected		Actual
Parent Survey Completion Rate	2017-18 10%	Met- 33%
% of parents who report a positive educational environment for students	2017-18 Maintain 90% or higher of parents who report a positive educational environment for students	Not Met- 86% of parents report a positive educational environment for students based on survey results indicating a score of 4 or higher.
% Foster Parent Input Meeting Representation	2017-18 70% Foster Parent Input Meeting Representation	Not Met- Due to representation in alternative committees (i.e. PAC, SSC, DELAC) this sub-committee did not meet during the 2017-2018 school year.
% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	2017-18 Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	Not Met- No current foster parents were available for reporting purposes. Parents who have served as foster parents in the past, reported positive experiences in conversations with the school site principals, but do not currently have foster children placed in their homes.

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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Parent Volunteer Dinner, Drug Free Celebrations etc.)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Workshop and Engagement Services:</p> <ul style="list-style-type: none"> • Increasing Digital Literacy Through Computer Basics (Year-Long: meets Tuesday evenings from 6:00-9:00pm taught in Spanish) • AVID EXCEL: Welcome Night (Parents of Long-Term English Learners) (September 28, 2017) • Between Three Cultures (October 18, 2017) • Parents as the First and Most Important Teachers (November 8, 2017) • Family Math Night (November 14, 2017) • Technology, Your Teenager, and Internet Safety (January 17, 2018) • AVID College Readiness: Understanding the A-G Requirements (February 1, 2018) • Family Reading Night (February 6th and 7th 2018) • AVID Career Readiness: Career Exploration (March 8, 2018) • Effective Communication Skills with your Adolescent (March 21, 2018) • Motivation and Academic Success (April 11, 2018) • Living History (April 19, 2018) 	<p>Drug Free Supplies, Printing & Copies - 4000-4999 Books and Supplies - LCFF: \$6,010</p> <p>Certificated Salaries (Parents Training Workshops) - 1000-1999 Certificated Salaries - LCFF: \$3,100</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$565</p> <p>Volunteer Appreciation Dinner - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,367</p>	<p>Printing & Copier Supplies - 4000-4999 Books and Supplies - LCFF: \$3,463</p> <p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$3,650</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$650</p> <p>Parent Volunteer Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,078</p>

	<ul style="list-style-type: none"> • Cyberbullying and Sexting (May 23, 2018) <p>*All workshops offered in both English and Spanish.</p> <p>*Free childcare is provided at all workshops.</p> <p>Student Recognition:</p> <ul style="list-style-type: none"> • "Paw Pride" for student achievement at New Temple (weekly) • "Pats on the Back" for student achievement at Dean L. Shively (weekly) • Student of the Month • Perfect Attendance • Student Award Assemblies for each trimester • Drug Free Assembly/Awards (October 26, 2017) <p>NOTE: No volunteer appreciation dinner was held this year.</p>		
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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>Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.</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>Spanish language Interpreters/translators are available at both school sites and the district office daily.</p> <p>All parent workshops were offered in both Spanish and English.</p> <p>Translators provided at all school conferences.</p> <p>All school-to-home communication</p>	<p>Classified Salaries (Interpreters for parent conferences) - 2000-2999 Classified Salaries - LCFF: \$700</p> <p>Classified Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$178</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$618</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$155</p>

	provided in Spanish and English.		
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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>Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.</p>	<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>Utilized parent information systems:</p> <ul style="list-style-type: none"> • BlackBoard Connect • Monthly newsletters • Website Updates (note: district is currently exploring alternative web-hosting options) • Letters and brochures (notifying parents of programs and opportunities available to students) 	<p>Parent Information System - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,560</p> <p>Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution) - 2000-2999 Classified Salaries - LCFF: \$5,207</p> <p>Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$2,057</p>	<p>Parent Information System - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,210</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$6,301</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$2,257</p>

Action 4

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • J & C Consulting provided workshop series for parents in both Spanish and English • Free Childcare was provided at all parent involvement workshops and meetings • All materials and curriculum were printed for available to all participants. 	<p>Printing, Copying and Supplies - 4000-4999 Books and Supplies - LCFF: \$1,370</p> <p>Speakers Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$300</p> <p>Classified Salaries (Child Care Services) - 2000-2999 Classified Salaries - LCFF: \$500</p> <p>Classified Fringe Benefits (Child Care Services) - 3000-3999 Employee Benefits - LCFF: \$127</p>	<p>Printing, Copying and Supplies - 4000-4999 Books and Supplies - LCFF: \$1,364</p> <p>Parent Leadership Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,200</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$3,872</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$276</p>

Analysis

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

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

Each planned action and service was fulfilled with the exception of the parent volunteer dinner. Parent engagement through workshops continues to thrive, specifically for our parents of English Learners. The Computer Basics course that began last year as a result of DELAC input has expanded and now provides year-long workshops that promote digital literacy and enable parents to assist students with web-based programs utilized as part of their curriculum in the classroom.

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

While our parent engagement workshops draw parents into our schools, our current website does not provide the updates and functions that may promote greater involvement. Action 3 is currently in the process of being reviewed as we are constantly looking for greater ways to utilize our parent information systems, specifically our digital platform.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The parent volunteer appreciation dinner did not take place this year. As a result, the estimated actual expenditure does not match the budgeted amount.

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

In the past, we have found a need to create a foster parent sub-committee in order to gather foster parent input. Due to the lack of students currently in the foster care system, this sub-committee did not meet this year. While we were unable to accurately provide a percentage for foster parent satisfaction, we will keep this metric in our LCAP and make a dedicated effort to contact each foster parent during the first trimester of the 2018-2019 school year. Each school site principal will be responsible for ensuring these conversations take place.

The current foster student population is comprised of 15 students. The changes in the LCAP will fall under Goal 1, Action 1, as the principals at both sites will hold additional parent workshops and meetings designed specifically to address the needs of parents of foster youth.

Goal 2

2) Students will be taught by appropriately credentialed teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:

- Recruit and retain teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies.
- Maintain low student-teacher ratio.
- Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.
- Provide sufficient instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects and the district's Focus on Learning and Eight Step Instructional Process.
- Adopt ELA standards based Instructional Materials in grades Kindergarten through Eighth Grade

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Maintain low average student:teacher ratio	2017-18 Maintain average 22:1 or lower student: teacher ratio	Met- 21:1 average student : teacher ratio
100% of teachers will be fully credentialed and appropriately assigned	2017-18 100% of teachers will be fully credentialed and appropriately assigned	Met- 100% of teachers will be fully credentialed and appropriately assigned.
Retain 95% of fully credentialed and appropriately assigned teachers.	2017-18 Retain 95% of fully credentialed and appropriately assigned teachers.	Met- 100% of fully credentialed and appropriately assigned teachers retained.
100% of students will have standards-aligned instructional materials.	2017-18 100% of students will have standards-aligned instructional materials.	Met- 100% of students will have standards-aligned instructional materials including new ELA adopted materials.

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>Provide teachers and support staff with negotiated cost of living increase and step/column adjustment</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>4.5% increase and step/column adjustment</p> <p>Increase \$500/year for health and welfare for both classified and certificated employees.</p>	<p>Certificated salaries - 1000-1999 Certificated Salaries - LCFF: \$4,005,756</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$865,659</p> <p>Employee Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$1,647,700</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$3,885,583</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$839,689</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$1,598,269</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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Monthly trainings and on-going support services were provided to all teachers and support staff. The Flippen Group provided two "Capturing Kids' Hearts" re-charge in-services and monthly support to teachers, specifically teacher leaders (process champions).</p> <p>The Eight Step Instructional Process implementation included weekly meetings designed to support the implementation of Common Core. These collaborative trainings were facilitated by grade level chairs and members of the leadership team.</p> <p>Additionally, multiple trainings were held on implementing Common Core, with a focus on the new ELA Common Core standards</p>	<p>Teachers' Trainings and Support Services - 1000-1999 Certificated Salaries - LCFF: \$88,093</p> <p>Teachers Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$15,620</p> <p>Conferences & Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$39,925</p> <p>Teachers' Stipends - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$17,046</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$4,303</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$90,751</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$16,172</p> <p>Conferences & Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$35,732</p> <p>Certificated Salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$18,652</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$509</p>

	<p>material adoptions. Teachers received trainings in California Journeys (K-5) and Study Sync (6-8).</p> <p>Technology integration in the classroom was incorporated into the above in-services. Both Journeys and Study Sync have a significant online component that requires teachers and students to access online materials regularly. Additionally, on-going support for technology was provided by teacher leaders in implementing Google Classroom along with all content area software.</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain reduced class size to improve student learning (current average 21:1), specifically unduplicated students. Reduced class size enables teachers to successfully implement a blended learning station-rotation model where teachers can provide individualized learning experiences targeting each student's unique needs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintained reduced class size to improve student learning (current average 21:1), specifically for unduplicated students. The blended learning station-rotation model where teachers provide individualized learning experiences targeting each student's unique was implemented in 100% of classrooms K-8.</p>	<p>Teachers Salaries - 1000-1999 Certificated Salaries - LCFF: \$1,182,519</p> <p>Teachers Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$320,197</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$1,113,252</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$315,205</p>

Action 4

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>Teachers Salaries - 1000-1999 Certificated Salaries - LCFF: \$141,148</p> <p>Teachers Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$25,026</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$141,854</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$25,278</p>

<p>Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.</p>	<p>Teachers were provided with 5 student-free days for data analysis and curriculum development specific to the district's Focus on Learning and 9 Steps for Success. Teachers and administrators prepared a written analysis of student data that includes a summary of individual, grade level and subgroup summative assessment scores. This written analysis formed the initial Common Core Instructional Focus Calendar (CCIF) for the year, detailing each standard, learning objective, materials needed, academic and content area vocabulary and assessment type. Multiple formative assessment types are used including technology-enhanced items, constructed responses and performance tasks. The second part of the data and curriculum analysis is the Standards Mastery Matrix which is aligned with the Common Core standards and the CCIF Calendar. The CCIF calendar is revised throughout the year using formative assessment data as teachers re-define the standards/concepts in need of additional support.</p>		
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Action 5

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide supplemental instructional materials including access to xeroxing/copying services for teachers to prepare classroom resources/materials for unduplicated students that are aligned to the academic content standards and focus on building academic language and proficiency</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Supplemental instructional materials were provided to unduplicated students that are aligned to the academic content standards. These materials focus on building academic language and proficiency. Materials include ELPAC Preparation resources used with both the ELKs club and English Learner Summer Bridge Program. Additionally, AVID Weekly and News ELA continue to be used in content area classes specifically with English learners.</p>	<p>School Supplies - 4000-4999 Books and Supplies - LCFF: \$26,635</p>	<p>School Supplies - 4000-4999 Books and Supplies - LCFF: \$23,821</p>

Analysis

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

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

The district successfully retained 100% of our teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies. Low class sizes were maintained. Teacher and support staff received increased (4%) salary and benefits, with cost of living adjustment. The district provided sufficient instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects and the district's Nine Steps to Success, which is principally directed towards unduplicated students, specifically low-income and English learners.

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

Maintaining low class-sizes and reducing the student:teacher ratio has proved to be effective in promoting implementation of the Eight Step Instructional Process and Focus on Learning. For example, small class sizes have allowed for teachers to successfully use blended learning station-rotation models in the classroom utilizing small groups as a way to best meet the needs of unduplicated students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences between budgeted expenditures and estimated actual expenditures.

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

No changes made to this goal.

3) Valle Lindo School District will implement the English Language Arts/Mathematics Common Core State Standards and the Next Generation Science Standards through long-term planning and a coherent and strategic implementation approach supported by the VLSD Board of Education, administration and teachers. To achieve this goal, Valle Lindo School District will:

Goal 3

- Provide instructional assistance and support programs.
- Utilize technology-based equipment designed for use by students and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, hardware, software programs, teaching platforms, and databases.
- Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
<p>100% technology implementation 2017-18 in all classrooms, including use of the following: SMARTBoards, tablets, computer stations</p>	<p>■ 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations</p>	<p>Met:</p> <ul style="list-style-type: none"> • 100% technology implementation through fully equipped classrooms. • SMARTBoard in every classroom • 1:1 chromebooks in all Science and Math classrooms grades 4-8. • Computer stations in all classrooms • 6 tablets in all elementary school classrooms grades K-3 to promote blended learning strategies • Multi-media labs at both school sites • All technology maintained; any old and or malfunctioning equipment replaced.
<p>100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement</p>	<p>2017-18 ■ 100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement</p>	<p>Met:</p> <ul style="list-style-type: none"> • 100% implementation of English/Language Arts/Mathematics Common Core State Standards and Next Generation Science Standards • 7th and 8th grade Science department attended California Science Test (CAST) Academy to become familiar with assessment • All teachers continue to participate in weekly Focus groups centered around implementation of the content standards and refine instructional practices.

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>Provide technological support personnel to train staff and provide technological support to implement Common Core Standards</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>Technological support personnel continues to train staff and provide technological support to implement CCS, currently an emphasis has been to maximize support for NGSS through implementation of the computer-based ZINGY Science program and CAST preparation.</p> <p>Technological support personnel trained all teachers in utilizing Google Classroom to support implementation of CCS and on how to use the online platform to administer interim assessments to gather on-going formative assessment data.</p>	<p>Contracted Services for Technology - 5000-5999 Services and Other Operating Expenses - LCFF: \$107,787</p>	<p>Technology Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$97,215</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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide instructional aides to assist student learning for Common Core Standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>12 instructional aides were provided to assist student learning for Common Core Standards.</p>	<p>Instructional Aides Salaries - 2000-2999 Classified Salaries - LCFF: \$131,735</p> <p>Instructional Aides Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$67,926</p> <p>Instructional Aides' Salaries - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$89,533</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$59,021</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$135,735</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$65,415</p> <p>Classified Salaries - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$89,533</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$59,021</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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All computer software was updated. Zingy Science program training was provided to Science teachers and the online Zingy (NGSS program) was implemented in science classrooms grades 4-8. 7-8 grade Science teachers and administration attended CAST Academy to support NGSS implementation and assessment.</p>	<p>Technology-based equipment (computer related supplies) - 4000-4999 Books and Supplies - LCFF: \$44,351</p> <p>On-line services - 5000-5999 Services and Other Operating Expenses - LCFF: \$70,722</p>	<p>Technology Supplies - 4000-4999 Books and Supplies - LCFF: \$82,230</p> <p>Technology On-Line Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$62,776</p>
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Analysis

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

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

Technological support personnel provided training to staff on implementing Common Core Standards. The trainings provided teachers and the 12 instructional aides the ability to enhance the classroom experience through implementing a blended learning model that integrates technology throughout small group instructional facilitated by teachers and assisted by instructional aides. Additionally, trainings in implementing the software Zingy in grades K-8 allowed teachers to ensure instructional alignment with NGSS and CCS.

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

Actions and services are being completed on an on-going and as needed basis. Due to strong communication between district administration and technological support personnel, equipment continues to be regularly added and well-maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No changes between budgeted expenditures and actual expenditures.

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

No changes to this goal.

4) Students will be literate and be able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school. Academic progress in the core disciplines will be measured to ensure that all students are promoted to high school with the knowledge and skills necessary to succeed in a college preparatory course sequence, effectively eliminating achievement gaps. To achieve this goal, Valle Lindo School District will:

Goal 4

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, STEM, ELKS, Summer Bridge, etc.). Ensure that all homeless youth are provided with extended learning opportunities after school
- Monitor progress of ELs towards English proficiency/reclassification rate.
- Increase reclassification rate from 27.4% to 35%.
- Implement college-preparedness strategies districtwide.
- Participate in statewide assessments (CAASPP).
- Primary students (K-2) will participate in i-Ready Assessment
- Utilize all student achievement assessment data to drive instructional decision-making.
- Adopt ELA instructional materials aligned to standards in K-8
- Continue to provide standards aligned instructional materials in mathematics, science, social science, physical education/health, and visual & performing arts.
- The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
100% of students enrolled in appropriate courses	2017-18 ■ 100% of students enrolled in appropriate courses	Met- 100% of students enrolled in appropriate courses.
Increase summer school enrollment	2017-18 65%	Met- (67%)
Reclassification	2017-18 28%	Met- 62%
CELDT/ELPAC (Annual Progress)	2017-18 63%	Not- Met 62%
CAASPP ELA scores	2017-18 60% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.	Not Met- 55% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.
CAASPP math scores	2017-18 42% Standard Met or Exceeded in Math on CAASPP assessment	Not Met- 40% standard met or exceeded in math on CAASPP assessment

<p>College preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom</p>	<p>2017-18 Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom</p>	<p>Met- 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom</p>
<p>I-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade</p>	<p>2017-18 Maintain 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade</p>	<p>Met- 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade</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>Provide students with school experiences beyond the classroom (i.e. field trips)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Students at each grade level participated in field trip activities and enrichment activities such as Science Olympiad, Math Field Day, Project Lead the Way Competitions, and visits to colleges.</p>	<p>Field trip admissions and transportation - 5000-5999 Services and Other Operating Expenses - LCFF: \$45,000</p>	<p>Field trip admissions and transportation - 5000-5999 Services and Other Operating Expenses - LCFF: \$38,000</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>Provide student technology support</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>Student technology support continues to be provided on an on-going basis through ensuring computer hardware and supplies are up-to-date, on-line educational programs such as i-ready are updated, and Wi-Fi broadband is accessible in all classrooms and throughout both campuses.</p>	<p>Computer hardware and supplies - 4000-4999 Books and Supplies - LCFF: \$45,649</p> <p>on-line education programs - 5000-5999 Services and Other Operating Expenses - LCFF: \$55,184</p>	<p>Computer hardware and supplies - 4000-4999 Books and Supplies - LCFF: \$34,402</p> <p>On-Line Education Programs - 5000-5999 Services and Other Operating Expenses - LCFF: \$23,782</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Textbooks, workbooks, all instructional materials and supplies - 4000-4999 Books and Supplies - LCFF:</p>	<p>Textbooks, workbooks, all other instructional materials - 4000-4999 Books and Supplies - LCFF: \$219,536</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide students with all necessary instructional materials and supplies to support a balanced curriculum including: reading/language arts, mathematics, science, social science, physical education/health and visual & performing arts.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students are provided with all necessary instructional materials and supplies to support a balanced curriculum in all content areas.</p>	\$264,404	
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Action 4

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide extended learning programs, i.e., ELD/AVID/GATE/STEM/Summer Bridge. Provide AVID EXCEL Summer Bridge program to 7th and 8th grade English learners and implement AVID Excel for Long Term English learners as a course during the academic school year.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The LEA provided multiple extended learning programs including: Summer Bridge ELKs Club AVID & GATE Enrichment ELD Enrichment Project Lead the Way (STEM) Math Field Day Science Olympiad Dance Team Yearbook Sports Fitness Programs</p>	<p>Teachers salaries (Summer school) - 1000-1999 Certificated Salaries - LCFF: \$105,541</p> <p>Classified Salaries (Summer School) - 2000-2999 Classified Salaries - LCFF: \$19,213</p> <p>Employee Fringe Benefits - 3000-3999 Employee Benefits - LCFF: \$23,238</p> <p>Summer School Supplies + AVID - 4000-4999 Books and Supplies - LCFF: \$4,720</p> <p>AVID Teachers Conferences, AVID Memberships, Mileage reimbursements - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,380</p> <p>Alternative Support (Tutoring Services) - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$18,981</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$3,365</p> <p>Afterschool Homework Club - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$1,995</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$505</p>	<p>Teachers Salaries (Summer School) - 1000-1999 Certificated Salaries - LCFF: \$91,510</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$30,149</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$24,349</p> <p>Summer School Supplies + AVID - 4000-4999 Books and Supplies - LCFF: \$519</p> <p>AVID Teachers' Conferences, Mileage Reimbursement & AVID Memberships - 5000-5999 Services and Other Operating Expenses - LCFF: \$11,749</p> <p>: \$0</p> <p>: \$0</p> <p>Afterschool Homework Club - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$1,995</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$505</p>

Action 5

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>Provide teachers with data regarding progress of English learners</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>Teachers are provided with data regarding progress of English learners. English Learner Mastery Matrices are updated throughout the school year on an on-going basis. Matrices include current CELDT levels, student grades, district benchmark scores, and reading levels. Due to the transition to the ELPAC all teachers also received ELPAC professional development training to better inform instructional practices and become familiar with data regarding EL progress and monitoring.</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$5,207</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$2,057</p> <p>Classified Salaries - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$6,153</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$8,219</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$6,301</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$2,257</p> <p>Classified Salaries - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$12,063</p> <p>Employee Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$3,030</p>

Action 6

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide college workshops, assemblies, student recognition ceremonies</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student recognition ceremonies were held at all school sites four times throughout the year. Additional workshops were offered monthly and included college-readiness information, career guest speakers, and high school presentations.</p>	<p>College workshops, assemblies, student recognition ceremonies - 5000-5999 Services and Other Operating Expenses - LCFF: \$600</p>	<p>College workshops, assemblies & student recognition ceremonies - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,030</p> <p>Classified Salaries (Summer Camp) - 2000-2999 Classified Salaries - LCFF: \$803</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$202</p>

Analysis

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

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

All actions and services were implemented as scheduled. Extended learning opportunities were offered to all students before and

after school on all district campuses during the months of September through June. Extended learning programs included GATE, STEM/Project Lead the Way, and ELKS (English Learners Support). Six weeks of summer school was offered to all students. ELs progress continued to be monitored through district data, EL Individual Plans for Student Achievement (3 trimester goals), meetings with teachers, CELDT scores, and benchmark scores. ELPAC training was provided to all teachers to assist with the transition to the new EL assessment data. College-preparedness strategies were implemented district-wide through the use of AVID WICOR strategies. Students at each grade level participated in appropriate state-wide and district-wide assessments. The districts 8 Step Instructional Process and Focus on Learning continues to be implemented by all teachers and administrators to assess data and drive instructional decision-making. The district provided all curriculum/materials in all content areas including reading/language arts, mathematics, science, social science, physical education/health, and visual & performing arts.

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

Parents and teachers continue to report that the summer school offered to students provides the academic support necessary to ensure learning continues throughout the summer. EL Individual Plans for Student Achievements (IPSA) have provided teachers with ongoing data to help guide instruction in language acquisition not only in ELD, but in all content areas. With the transition to the ELPAC, the LEA continues to rely heavily on information provided in these IPSAs. Shively's AVID program has been recognized by AVID Center this year as an AVID Schoolwide Site of Distinction for the second year in a row, this validates that college-preparedness strategies are being implemented with fidelity. Overall, the actions and services provided will continue to be refined and implemented due to their effectiveness in meeting our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

College preparedness strategies (AVID) is going to be removed from Goal 4, Action 4 and moved to Goal 4, Action 7, as it is not exclusively an extended learning opportunity.

Goal 5

5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:

- Provide students with physical and psychological health services within the school day and for outside services when necessary.
- Provide well balanced nutritional breakfast and lunch programs.
- Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.
- Implement Capturing Kids' Hearts targeting low-income, homeless, and foster youth in an effort to strengthen students' connectedness to others through enhancing healthy bonds with teachers and support staff.
- Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.
- Provide safe, clean, well-maintained school facilities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
 Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Attendance Rates	2017-18 97%	Not Met- 96.61%
Chronic Absenteeism	2017-18 ■ less than 4% Chronic Absenteeism	Not Met- 4.78%
Safety/School Connectedness Survey	2017-18 100% completion rate of Safety/School Connectedness Survey(grades 4-8)	Met- 100%
Middle School Dropout Rate	2017-18 Maintain 0% Middle School Dropout Rate	Met- 0%
District Expulsion Rate	2017-18 Maintain less than 2% Expulsion Rate	Met- 0%
Suspension Rate	2017-18 Maintain less than 2% Suspension Rate	Met- 1.3%

School Facilities in Good Repair 2017-18

- Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.

Met- 100% of school facilities (buildings and grounds, parking lots, playing fields, and fixed equipment)

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>Students will be provided with safe, clean, and well-maintained school facilities</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>School facilities are safe, clean, and well-maintained. The district repaired facilities as needed including phase 2 of updating classroom carpet and routine maintenance at both sites.</p>	<p>Facility Repairs - 5000-5999 Services and Other Operating Expenses - LCFF: \$32,000</p> <p>Facility Repairs - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$307,715</p>	<p>Facility Repairs - 5000-5999 Services and Other Operating Expenses - LCFF: \$121,371</p> <p>Facility Repairs - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$263,567</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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts when needed.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Physical and psychological health services provided to all students. The district psychologist met with foster youth on a quarterly basis and provided early intervention services targeted toward unduplicated students as needed.</p>	<p>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$24,556</p> <p>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$13,324</p>	<p>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$26,930</p> <p>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$26,650</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>Classified Salaries (Attendance Clerk) -</p>	<p>Classified Salaries - 2000-2999 Classified</p>

<p>Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance</p>	<p>Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The LEA monitors student attendance daily, provides personalized early outreach for students with poor attendance and recognizes good and improved attendance each trimester during student award assemblies.</p>	<p>2000-2999 Classified Salaries - LCFF: \$36,040</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$20,916</p>	<p>Salaries - LCFF: \$40,445</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$22,461</p>
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Action 4

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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Students are provided with extra and co-curricular activities to include after school sports/music and before/after school homework club.</p>	<p>Teachers Salaries (Afterschool Programs) - 1000-1999 Certificated Salaries - LCFF: \$29,171</p> <p>Classified Salaries (Afterschool Programs) - 2000-2999 Classified Salaries - LCFF: \$35,582</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$11,101</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$32,314</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$47,774</p> <p>Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$10,760</p>

Action 5

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, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district's homeless liaison will</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district's homeless liaison coordinated with local community agencies to ensure</p>	<p>Homeless Liaison: \$0 (repeated expenditure)</p>	

ensure that homeless students are provided with physical and psychological health services and provide community support contacts

that all homeless students were provided with physical and psychological health services as well as continuously updating and providing a list of community support contacts.

Analysis

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

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

All planned actions/services were executed by the LEA. The LEA began a multi-phase for re-carpeting classrooms, remodeled student bathrooms and provided routine maintenance at both schools. Physical and psychological health services continued to be provided to all students with additional support through quarterly meetings with the school psychologist. While the district intended on providing sports and music as extracurricular activities, the LEA also added dance this year based on student input.

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

All planned actions/services were executed by the LEA. The LEA began a multi-phase for re-carpeting classrooms, remodeled student bathrooms and provided routine maintenance at both schools. Physical and psychological health services continued to be provided to all students with additional support through quarterly meetings with the school psychologist. While the district intended on providing sports and music as extracurricular activities, the LEA also added dance this year based on student input.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Student survey results indicated a greater need to monitor online cyber-bullying. In order to address this need and to promote both a physical and virtual safe school environment, the district will include Gaggle as part of Goal 5, action 2. Gaggle will assist in identifying suspicious activity and allow control and transparency for teachers and administrators with the intent on providing students with greater psychological support.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Valle Lindo School District's involvement process is dedicated to engaging all stakeholders. Since the LCAP's inception, the district has made a direct effort to deeply engage each stakeholder group. The current 2017-2018 stakeholder involvement process is being implemented with fidelity. The district continues to provide multiple forums for all stakeholders to provide input. District leadership met with all constituent groups; facilitating meetings with parents, community members, teachers, staff, and students. Each meeting was dedicated to reviewing the district's LCAP goals and services, while facilitating a structured discussion to solicit input, gather feedback, and inform the LCAP updates. In order to improve existing practices, district leadership also identified and held meetings specifically targeted towards foster parents and English learners to reflect on how the LCAP's actions and services impact these targeted groups. Parents were made aware of the meetings via flyers, phone calls, letters, and the monthly district newsletter. In addition to meetings, the district released a survey to gather input on the eight state priorities and services provided through the district's LCAP. The survey was offered in multiple languages. Additionally public hearings, committee meetings, and board sessions were held where all LEA stakeholders were given the opportunity to provide further input.

2017-2018 Information/Input Sessions:

- Board of Education Meetings held the second Wednesday of every month
- Parent LCAP Input Session (October 10, 2017; October 24, 2017; February 27, 2018; April 24, 2018; May 29, 2018)
- Student LCAP Input Session (May 8, 2018)
- PAC Meetings (October 10, 2017; October 24, 2017; February 27, 2018; April 24, 2018; May 29, 2018)
- ELAC/DELAC Meetings (October 10, 2017; October 24, 2017; February 27, 2018; April 24, 2018; May 29, 2018)
- Superintendent Presentations via designee (LCAP/Annual Update) to PAC & ELAC/DELAC (February 27, 2018; April 24, 2018)
- District Leadership Meeting (November 3, 2017; January 8, 2018; January 23, 2018; February; March 6, 2018; April 9, 2018; May 14, 2018; May 24, 2018)
- Local Bargaining Units Consultation (CTA & CSEA) (May 9, 2018)
- SSC & SAC/DAC Meetings (October 10, 2017; October 24, 2017; February 27, 2018; April 24, 2018; May 29, 2018)
- Public Hearing Local Control Funding Meetings (June 13, 2018)
- Board Approval of the Budget with the LCAP and Adoption Meeting (June 20, 2018)

Superintendent response, in writing, to comments from the PAC and ELPAC committees:

http://www.vallelindo.k12.ca.us/UserFiles/Servers/Server_461332/File/Superintendent%20Written%20Responses%20to%20PAC%20and%20DELAC_2017_2018.pdf

(note: The LEA will be changing web hosting services effective July 1, 2018. Please visit www.vallelindo.k12.ca.us to find updated location for superintendent responses.)

Impact on LCAP and Annual Update

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

Stakeholder input directly informed Valle Lindo School District's LCAP updates. District Leadership developed an initial draft of the LCAP which was then evaluated and refined throughout the year as each constituent group provided input. The final LCAP updates (2017-2020 LCAP) include expanded actions and services that emerged as a result of meeting with and surveying stakeholders.

Based on the input received at stakeholder meeting, the following modifications have been considered by the district and will be added to the LCAP:

Expanded actions and services in the 2018-2019 LCAP:

- The LEA will continue to expand AVID EXCEL targeting English Learners at the middle school level providing both language support as well as college-readiness curriculum increasing sections offered from one to two classes offered to 7th and 8th grade English Learners
- Continue to provide summer school opportunity to all students as well as an additional hour for English Learners to focus on academic language acquisition

- Increase social-emotional support for students through increased student supported services, contracted consulting services, student assemblies, and character education classroom lessons
- Provide a safe school-school virtual climate as well as on the physical campus through the district's current GAFE (Google) platform

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

1) Parents will be empowered to become actively involved in their childrens education across all grade levels. To achieve this goal, Valle Lindo School District will:

- Continue to actively involve parents in decision making at both the school and district level
- Provide parents with the tools they need to help their children excel in school through offering parent workshops and trainings
- Develop and deliver meaningful communication with parents on factors that influence student achievement and success
- Sustain and improve collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, SSC, DAC, PTO, Foster Parents) that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities: Parent education through parent trainings

Identified Need:

Based on CA Dashboard our Local Indicator for parent engagement was met through implementation of the parent survey. Parent survey participation exceeded goal (33% met). Parent feedback identified a need to offer additional trainings in supporting Common Core as well as updating our parent information systems.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Completion Rate	6%	10%	15%	20%
% of parents who report a positive educational environment for students	Maintain 90% or higher of parents who report a positive educational environment for students	Maintain 90% or higher of parents who report a positive educational environment for students	Maintain 90% or higher of parents who report a positive educational environment for students	Maintain 90% or higher of parents who report a positive educational environment for students
% Foster Parent Input Meeting Representation	64% Foster Parent Input Meeting Representation	70% Foster Parent Input Meeting Representation	75% Foster Parent Input Meeting Representation	Maintain 75% Foster Parent Input Meeting Representation
% of foster parents reporting positive comments regarding student educational	100% of foster parents reporting positive comments regarding	Maintain 100% of foster parents reporting positive comments regarding	Maintain 100% of foster parents reporting positive comments regarding	Maintain 100% of foster parents reporting positive comments regarding

experiences and parent/home communication	student educational experiences and parent/home communication			
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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)

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:

Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Parent Volunteer Dinner, Drug Free Celebrations etc.)

Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Drug Free Celebrations etc.)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,010	\$5,994	\$6,176

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Drug Free Supplies, Printing & Copies	Books and Supplies; Drug Free Supplies, Printing & Copies, Meeting Supplies	Books and Supplies; Drug Free Supplies, Printing & Copies, Meeting Supplies
Amount	\$3,100	\$6,000	\$6,180
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries (Parents Training Workshops)	Certificated Salaries; Certificated Salaries (Parents Training Workshops)	Certificated Salaries; Certificated Salaries (Parents Training Workshops)
Amount	\$565	\$1,181	\$1,216
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits
Amount	\$2,367	\$7,400	\$7,625
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Volunteer Appreciation Dinner	Services and Other Operating Expenses; Parents Training Classes	Services and Other Operating Expenses; Parents Training Classes

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:

Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

2018-19

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

Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

2019-20

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

Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$700	\$1,000	\$1,030
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries (Interpreters for parent conferences)	Classified Salaries; Classified Salaries (Interpreters for parent conferences)	Classified Salaries; Classified Salaries (Interpreters for parent conferences)
Amount	\$178	\$278	\$286
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Classified Fringe Benefits	Employee Benefits; Classified Fringe Benefits	Employee Benefits; Classified Fringe 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:

Unchanged Action
Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

2018-19

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

Unchanged Action
Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

2019-20

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

Unchanged Action
Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,560	\$18,910	\$19,485
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Information System	Services and Other Operating Expenses; Parent Information System	Services and Other Operating Expenses; Parent Information System
Amount	\$5,207	\$5,415	\$5,577
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)	Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)	Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)
Amount	\$2,057	\$2,281	\$2,349

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Fringe Benefits	Employee Benefits; Fringe Benefits	Employee Benefits; Fringe Benefits
Amount	\$0	\$1,057	\$1,089
Source		LCFF	LCFF
Budget Reference		Books and Supplies; Monthly Newsletter/Copier Supplies	; Monthly Newsletter/Copier Supplies

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:

Unchanged Action
Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare

2018-19

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

Unchanged Action
Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare

2019-20

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

Unchanged Action
Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,370	\$1,056	\$1,088
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Printing, Copying and Supplies	Books and Supplies; Printing, Copying and Supplies	Books and Supplies; Printing, Copying and Supplies
Amount	\$300	\$500	\$515
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Speakers Fees	Services and Other Operating Expenses; Committe Meeting Resources	Services and Other Operating Expenses; Committe Meeting Resources
Amount	\$500	\$3,000	\$3,090
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Classified Salaries (Child Care Services)	Classified Salaries; Classified Salaries (Child Care Services)	Classified Salaries; Classified Salaries (Child Care Services)
Amount	\$127	\$832	\$857
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Classified Fringe Benefits (Child Care Services)	Employee Benefits; Classified Fringe Benefits (Child Care Services)	Employee Benefits; Classified Fringe Benefits (Child Care Services)

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

Modified Goal

2) Students will be taught by appropriately credentialed teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:

Goal 2

- Recruit and retain teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies.
- Maintain low student-teacher ratio.
- Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.
- Provide sufficient instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects and the district's Focus on Learning and Eight Step Instructional Process.
- Adopt ELA standards based Instructional Materials in grades Kindergarten through Eighth Grade

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

After the first year of the ELA Adoption, it is evident that teachers will require additional professional development in order to fully implement all material and online components effectively.

According to the CA Dashboard, the district was currently identified as yellow, dropping from green for student performance in ELA the previous year. This decline suggests a greater need to provide teachers with support in implementing the ELA standards and on how to more effectively utilize adopted materials.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain low average student:teacher ratio	21:1 average student: teacher ratio	Maintain average 22:1 or lower student: teacher ratio	Maintain average 22:1 or lower student: teacher ratio	Maintain average 22:1 or lower student: teacher ratio
100% of teachers will be fully credentialed and appropriately assigned	100% of teachers will be fully credentialed and appropriately assigned	100% of teachers will be fully credentialed and appropriately assigned	100% of teachers will be fully credentialed and appropriately assigned	100% of teachers will be fully credentialed and appropriately assigned
Retain 95% of fully credentialed and appropriately assigned teachers.	Retain 95% of fully credentialed and appropriately assigned teachers.	Retain 95% of fully credentialed and appropriately assigned teachers.	Retain 95% of fully credentialed and appropriately assigned teachers.	Retain 95% of fully credentialed and appropriately assigned teachers.
100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide teachers and support staff with negotiated cost of living increase and step/column adjustment

2018-19

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

Modified Action

Provide teachers and support staff with negotiated cost of living increase and step/column adjustment (4% + \$500 increase for health and welfare for both classified and certificated employees)

2019-20

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

Modified Action

Provide teachers and support staff with negotiated cost of living increase and step/column adjustment

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,005,756	\$4,377,068	\$4,508,380
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated salaries	Certificated Salaries; Certificated salaries	Certificated Salaries; Certificated salaries
Amount	\$865,659	\$1,084,100	\$1,116,623
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries
Amount	\$1,647,700	\$1,843,397	\$1,898,699
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Fringe Benefits	Employee Benefits; Employee Fringe Benefits	Employee Benefits; Employee Fringe 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:

Unchanged Action
Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.

2018-19

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

Unchanged Action
Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.

2019-20

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

Unchanged Action
Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$88,093	\$173,342	\$178,542
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teachers' Trainings and Support Services	Certificated Salaries; Teachers' Trainings and Support Services	Certificated Salaries; Teachers' Trainings and Support Services
Amount	\$15,620	\$40,346	\$41,556
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Teachers Fringe Benefits	Employee Benefits; Teachers Fringe Benefits	Employee Benefits; Teachers Fringe Benefits

Amount	\$39,925	\$54,240	\$55,889
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Conferences & Workshops	Services and Other Operating Expenses; Conferences & Workshops	Services and Other Operating Expenses; Conferences & Workshops
Amount	\$17,046	\$15,989	\$15,989
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries; Teachers' Stipends	Certificated Salaries; Teachers' Stipends	Certificated Salaries; Teachers' Stipends
Amount	\$4,303	\$3,149	\$3,149
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; 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)

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:

Unchanged Action
Maintain reduced class size to improve student learning (current average 21:1), specifically unduplicated students. Reduced class size enables teachers to successfully implement a blended learning station-rotation model where teachers can provide individualized learning experiences targeting each student's unique needs.

2018-19

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

Unchanged Action
Maintain reduced class size to improve student learning (current average 21:1), specifically unduplicated students. Reduced class size enables teachers to successfully implement a blended learning station-rotation model where teachers can provide individualized learning experiences targeting each student's unique needs.

2019-20

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

Unchanged Action
Maintain reduced class size to improve student learning (current average 21:1), specifically unduplicated students. Reduced class size enables teachers to successfully implement a blended learning station-rotation model where teachers can provide individualized learning experiences targeting each student's unique needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,182,519	\$967,585	\$996,613
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teachers Salaries	Certificated Salaries; Teachers Salaries	Certificated Salaries; Teachers Salaries
Amount	\$320,197	\$313,895	\$323,312
Source	LCFF	LCFF	LCFF

Budget
Reference

Employee Benefits;
Teachers Fringe Benefits

Employee Benefits;
Teachers Fringe Benefits

Employee Benefits;
Teachers Fringe Benefits

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:

Unchanged Action
Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.

2018-19

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

Unchanged Action
Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.

2019-20

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

Unchanged Action
Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$141,148	\$148,896	\$153,363
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teachers Salaries	Certificated Salaries; Teachers Salaries	Certificated Salaries; Teachers Salaries

Amount	\$25,026	\$29,287	\$30,166
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Teachers Fringe Benefits	Employee Benefits; Teachers Fringe Benefits	Employee Benefits; Teachers Fringe Benefits

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

Unchanged Goal

Goal 3

3) Valle Lindo School District will implement the English Language Arts/Mathematics Common Core State Standards and the Next Generation Science Standards through long-term planning and a coherent and strategic implementation approach supported by the VLSD Board of Education, administration and teachers. To achieve this goal, Valle Lindo School District will:

- Provide instructional assistance and support programs.
- Utilize technology-based equipment designed for use by students and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, hardware, software programs, teaching platforms, and databases.
- Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

There is a significant need to provide greater support for Next Generation Science Standards, English Language Arts and mathematics implementation. Student performance, in both ELA and mathematics will require greater intentional instructional and assistance programs. Students in all groups are scoring lower than the prior year, with an overall orange ranking in mathematics. In order to show greater growth and progress, the LEA will continue to refine instruction to provide individualizes support to students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations	■ 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations	■ 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations	■ 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations	■ 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations
100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement	■ 100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement	■ 100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement	■ 100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement	■ 100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide technological support personnel to train staff and provide technological support to implement Common Core Standards

2018-19

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

Unchanged Action

Provide technological support personnel to train staff and provide technological support to implement Common Core Standards

2019-20

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

Unchanged Action

Provide technological support personnel to train staff and provide technological support to implement Common Core Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$107,787	\$132,493	\$136,521
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Contracted Services for Technology	Services and Other Operating Expenses; Contracted Services for Technology	Services and Other Operating Expenses; Contracted Services for Technology

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:

Unchanged Action
Provide instructional aides to assist student learning for Common Core Standards

2018-19

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

Unchanged Action
Provide instructional aides to assist student learning for Common Core Standards

2019-20

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

Unchanged Action
Provide instructional aides to assist student learning for Common Core Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$131,735	\$161,427	\$166,270
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Instructional Aides Salaires	Classified Salaries; Instructional Aides Salaires	Classified Salaries; Instructional Aides Salaires
Amount	\$67,926	\$103,839	\$106,954
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Instructional Aides Fringe Benefits	Employee Benefits; Instructional Aides Fringe Benefits	Employee Benefits; Instructional Aides Fringe Benefits
Amount	\$89,533	\$116,986	\$120,496
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	Classified Salaries; Instructional Aides' Salaries	Classified Salaries; Instructional Aides' Salaries	Classified Salaries; Instructional Aides' Salaries
Amount	\$59,021	\$57,965	\$59,704
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Instructional Aides' Salaries	Employee Benefits; Instructional Aides' Salaries

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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Modified Action
Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.

2018-19

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

Unchanged Action
Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.

2019-20

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

Unchanged Action
Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$44,351	\$47,591	\$49,038
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Technology-based equipment (computer related supplies)	Books and Supplies; Technology-based equipment (computer related supplies)	Books and Supplies; Technology-based equipment (computer related supplies)
Amount	\$70,722	\$51,500	\$53,066
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses;
On-line services

Services and Other Operating Expenses;
On-line services

Services and Other Operating Expenses;
On-line services

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

Modified Goal

Goal 4

4) Students will be literate and be able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school. Academic progress in the core disciplines will be measured to ensure that all students are promoted to high school with the knowledge and skills necessary to succeed in a college preparatory course sequence, effectively eliminating achievement gaps. To achieve this goal, Valle Lindo School District will:

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, STEM, ELKS, Summer Bridge, etc.). Ensure that all homeless youth are provided with extended learning opportunities after school
- Monitor progress of ELs towards English proficiency/reclassification rate.
- Increase reclassification rate from 27.4% to 35%.
- Implement college-preparedness strategies districtwide.
- Participate in statewide assessments (CAASPP).
- Primary students (K-2) will participate in i-Ready Assessment
- Utilize all student achievement assessment data to drive instructional decision-making.
- Adopt ELA instructional materials aligned to standards in K-8
- Continue to provide standards aligned instructional materials in mathematics, science, social science, physical education/health, and visual & performing arts.
- The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Provide academic support and extended learning opportunities that promote language acquisition and academic growth for Long Term English Learners English Learner Progress is identified as green districtwide. However, ELs are also identified as orange in both ELA and mathematics based on dashboard data. There is a need to address this gap through carefully examining district and state data and instructional practices.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students enrolled in appropriate courses	100% of students enrolled in appropriate courses			
Increase summer school enrollment	62%	65%	68%	70%
Reclassification	27%	28%	29%	30%
CELDT/ELPAC (Annual Progress)	61.2%	63%	Due to the absence of CELDT and transition toELPAC, a local measure has been established for the outcome measuring annual progress learning English. Annual progress will be	Due to the absence of CELDT and transition toELPAC, a local measure has been established for the outcome measuring annual progress learning English. Annual progress will be

			measured by using the district's IPSA (Individual Plans for Student Achievement) Goals and assessed three times a year at the end of each trimester.	measured by using the district's IPSA (Individual Plans for Student Achievement) Goals and assessed three times a year at the end of each trimester.
CAASPP ELA scores	56% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.	60% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.	63% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.	66% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.
CAASPP math scores	40% Standard Met or Exceeded in Math on CAASPP assessment	42% Standard Met or Exceeded in Math on CAASPP assessment	44% Standard Met or Exceeded in Math on CAASPP assessment	46% Standard Met or Exceeded in Math on CAASPP assessment
College preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom
I-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade	I-Ready diagnostic assessment (local indicator), 100% completion rate for students in Kindergarten, First, and Second grade	Maintain 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade	Maintain 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade	Maintain 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Provide students with school experiences beyond the classroom (i.e. field trips)

2018-19

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

Unchanged Action

Provide students with school experiences beyond the classroom (i.e. field trips)

2019-20

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

Unchanged Action

Provide students with school experiences beyond the classroom (i.e. field trips)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,000	\$41,061	\$42,309
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Field trip admissions and transportation	Services and Other Operating Expenses; Field trip admissions and transportation	Services and Other Operating Expenses; Field trip admissions and transportation

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide student technology support

2018-19

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

Unchanged Action

Provide student technology support

2019-20

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

Unchanged Action

Provide student technology support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,649	\$44,500	\$48,853
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Computer hardware and supplies	Books and Supplies; Computer hardware and supplies	Books and Supplies; Computer hardware and supplies
Amount	\$55,184	\$62,409	\$64,306
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; on-line education programs	Services and Other Operating Expenses; on-line education programs	Services and Other Operating Expenses; on-line education programs

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide students with all necessary instructional materials and supplies to support a balanced curriculum including: reading/language arts, mathematics, science, social science, physical education/health and visual & performing arts.

2018-19

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

Unchanged Action

Provide students with all necessary instructional materials and supplies to support a balanced curriculum including: reading/language arts, mathematics, science, social science, physical education/health and visual & performing arts.

2019-20

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

Unchanged Action

Provide students with all necessary instructional materials and supplies to support a balanced curriculum including: reading/language arts, mathematics, science, social science, physical education/health and visual & performing arts.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$264,404	\$127,418	\$131,292
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Textbooks, workbooks, all instructional materials and supplies	Books and Supplies; Textbooks, workbooks, all instructional materials and supplies	Books and Supplies; Textbooks, workbooks, all instructional materials and supplies
Amount	\$0	\$202,730	\$202,730
Source		Other State Revenues	Other State Revenues
Budget Reference		Books and Supplies; Textbooks, workbooks & instructional materials	Books and Supplies; Textbooks, workbooks & instructional materials

Amount	\$0	\$54,600	\$56,260
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Xerox Copier Leases	Services and Other Operating Expenses; Xerox Copier Leases

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:

Modified Action
Provide extended learning programs, i.e., ELD/AVID/GATE/STEM/Summer Bridge. Provide AVID EXCEL Summer Bridge program to 7th and 8th grade English learners and implement AVID Excel for Long Term English learners as a course during the academic school year.

2018-19

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

Unchanged Action
Provide extended learning programs, i.e., ELD/GATE/STEM/Summer Bridge. Provide additional period of summer school for English learners.

2019-20

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

Unchanged Action
Provide extended learning programs, i.e., ELD/GATE/STEM/Summer Bridge. Provide additional period of summer school for English learners.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$105,541	\$127,693	\$131,524
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teachers salaries (Summer school)	Certificated Salaries; Teachers salaries (Summer school)	Certificated Salaries; Teachers salaries (Summer school)
Amount	\$19,213	\$10,521	\$10,837
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries (Summer School)	Classified Salaries; Classified Salaries (Summer School)	Classified Salaries; Classified Salaries (Summer School)

Amount	\$23,238	\$27,607	\$28,435
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Fringe Benefits	Employee Benefits; Employee Fringe Benefits	Employee Benefits; Employee Fringe 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)

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:

Provide teachers with data regarding progress of English learners

2018-19

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

Provide teachers with data regarding progress of English learners

2019-20

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

Provide teachers with data regarding progress of English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,207	\$5,415	\$5,577
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Certificated Salaries; Classified Salaries	Certificated Salaries; Classified Salaries
Amount	\$2,057	\$2,281	\$2,349
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits
Amount	\$6,153	\$9,551	\$9,838
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference	Classified Salaries; Classied Salaries	Classified Salaries; Classied Salaries	Classified Salaries; Classied Salaries
Amount	\$8,219	\$3,462	\$3,566
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Provide college workshops, assemblies, student recognition ceremonies

2018-19

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

Unchanged Action
Provide college workshops, assemblies, student recognition ceremonies

2019-20

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

Unchanged Action
Provide college workshops, assemblies, student recognition ceremonies

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$600	\$11,425	\$11,772
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies	Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies	Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies
Amount	\$803	\$927	\$955
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries
Amount	\$202	\$258	\$266
Source	LCFF	LCFF	LCFF

Budget
Reference

Employee Benefits;
Employee Benefits

Employee Benefits;
Employee Benefits

Employee Benefits;
Employee Benefits

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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:

New Action	Unchanged Action	Unchanged Action
Provide College Readiness Strategies Districtwide (AVID) including AVID strategies districtwide, AVID EXCEL targeting 7th and 8th grade English Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income).	Provide College Readiness Strategies Districtwide (AVID) including AVID strategies districtwide, AVID EXCEL targeting 7th and 8th grade English Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income).	Provide College Readiness Strategies Districtwide (AVID) including AVID strategies districtwide, AVID EXCEL targeting 7th and 8th grade English Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$2,327	\$2,397
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits
Amount	\$0	\$2,000	\$2,000 (repeat expenditure)
Source		LCFF	LCFF

Budget Reference		Certificated Salaries; AVID Coordinator	Certificated Salaries; AVID Coordinator
Amount	\$0	\$20,699	\$21,320
Source		LCFF	LCFF
Budget Reference		Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries
Amount	\$0	\$1,872	\$1,928
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits
Amount	\$0	\$804	\$828
Source		LCFF	LCFF
Budget Reference		Books and Supplies; AVID Subscription	Books and Supplies; AVID Subscription
Amount	\$0	\$17,572	\$18,106
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; AVID Teacher Conferences, AVID Memberships, Mileage Reimbursement	Services and Other Operating Expenses; AVID Teacher Conferences, AVID Memberships, Mileage Reimbursement
Amount	\$0	\$32,598	\$33,576
Source		LCFF	LCFF
Budget Reference		Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries

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

Modified Goal

Goal 5

5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:

- Provide students with physical and psychological health services within the school day and for outside services when necessary.
- Provide well balanced nutritional breakfast and lunch programs.
- Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.
- Implement Capturing Kids' Hearts targeting low-income, homeless, and foster youth in an effort to strengthen students connectedness to others through enhancing healthy bonds with teachers and support staff.
- Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.
- Provide safe, clean, well-maintained school facilities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Based on stakeholder input, there is a continued need to continue providing extracurricular activities for students at both campuses. Parents expressed appreciation for the maintenance that occurs on both campuses, therefore maintaining both schools is a high priority. Continued attendance monitoring in order to maintain high attendance rates (98% or higher).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates	96.93%	97%	98%	Maintain benchmark Attendance (98%)
Chronic Absenteeism	■ 4.78%	■ less than 4% Chronic Absenteeism	■ less than 3% Chronic Absenteeism	■ Maintain less than 3% Chronic Absenteeism
Safety/School Connectedness Survey	100% completion rate of Safety/School Connectedness Survey (grades 4-8)	100% completion rate of Safety/School Connectedness Survey(grades 4-8)	100% completion rate of Safety/School Connectedness Survey (grades 4-8)	100% completion rate of Safety/School Connectedness Survey (grades 4-8)
Middle School Dropout Rate	0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate
District Expulsion Rate	0.2% Expulsion Rate	Maintain less than 2% Expulsion Rate	Maintain less than 2% Expulsion Rate	Maintain less than 2% Expulsion Rate
Suspension Rate	1.24% Suspension Rate	Maintain less than 2% Suspension Rate	Maintain less than 2% Suspension Rate	Maintain less than 2% Suspension Rate

<p>School Facilities in Good Repair</p>	<ul style="list-style-type: none"> 100% of school facilities will be maintained in good repair as measured by facility inspection reports. 	<ul style="list-style-type: none"> Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports. 	<ul style="list-style-type: none"> Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports. 	<ul style="list-style-type: none"> Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.
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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)

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Students will be provided with safe, clean, and well-maintained school facilities

2018-19

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

Unchanged Action

Students will be provided with safe, clean, and well-maintained school facilities

2019-20

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

Unchanged Action

Students will be provided with safe, clean, and well-maintained school facilities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$32,000	\$114,256	\$117,729
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Facility Repairs	Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services	Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services
Amount	\$307,715	\$269,921	\$278,127
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Services and Other Operating Expenses; Facility Repairs	Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services	Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services

Amount	\$0	\$62,500	\$64,400
Source		LCFF	LCFF
Budget Reference		Books and Supplies; Custodial and Maintenance Supplies	Books and Supplies; Custodial and Maintenance 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:

Modified Action
Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts when needed.

2018-19

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

Unchanged Action
Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts when needed.

2019-20

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

Unchanged Action
Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts when needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,556	\$92,381	\$95,189
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Health Services	Services and Other Operating Expenses; Physical and Psychological Health Services	Services and Other Operating Expenses; Physical and Psychological Health Services
Amount	\$13,324	\$4,400	\$4,534

Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Health Services	Books and Supplies; Health Supplies	Books and Supplies; Health Supplies

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:

Unchanged Action
Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance

2018-19

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

Unchanged Action
Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance

2019-20

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

Unchanged Action
Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,040	\$43,312	\$44,611
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries (Attendance Clerk)	Classified Salaries; Classified Salaries (Attendance Clerk)	Classified Salaries; Classified Salaries (Attendance Clerk)
Amount	\$20,916	\$24,494	\$25,229
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits

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:

Modified Action
Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.

2018-19

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

Unchanged Action
Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.

2019-20

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

Unchanged Action
Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$29,171	\$36,905	\$38,012
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teachers Salaries (Afterschool Programs)	Certificated Salaries; Teachers Salaries (Afterschool Programs)	Certificated Salaries; Teachers Salaries (Afterschool Programs)
Amount	\$35,582	\$46,170	\$47,555
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries (Afterschool Programs)	Classified Salaries; Classified Salaries (Afterschool Programs)	Classified Salaries; Classified Salaries (Afterschool Programs)

Amount	\$11,101	\$16,140	\$16,624
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits	Employee Benefits; Employee Benefits
Amount	\$0	\$500	\$515
Source		LCFF	LCFF
Budget Reference		Books and Supplies; Extra Curricular Activities Materials	Books and Supplies; Extra Curricular Activities Materials
Amount	\$0	\$1,000	\$1,030
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Music Instrument Repairs	Services and Other Operating Expenses; Music Instrument Repairs

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

2018-19

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

Unchanged Action
The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

2019-20

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

Unchanged Action
The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$1,954	\$1,954
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	; Homeless Liaison	Classified Salaries; Homeless Liaison	Classified Salaries; Homeless Liaison
Amount	\$0	\$546	\$546
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		Employee Benefits	Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$2,550,821

Percentage to Increase or Improve Services:

100.00%

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](#)).

Services are being provided LEA-wide to best meet the needs of unduplicated students. Services are principally directed to, and effective in, meeting goals for unduplicated pupils in the state and local priorities. By providing services LEA-wide unduplicated students benefit from being part of a diverse learning environment. Many unduplicated students fall into multiple categories. By providing resources districtwide, unduplicated students are provided with opportunities to interact with all types of learners, benefit from being immersed in diverse classroom environments, avoid seclusion and/or the impact of negative tracking, and promotes a cohesive and positive learning culture within the district.

Supplemental and Concentration funds increase and improve the following planned actions and services for unduplicated students while being used LEA-wide:

Goal 1, Action 1: Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning & Action 4: Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare

Psychological and contextual factors often influence the decision for parents to become involved in the school setting (Reynolds, Crea, Medina, Degnan & McRoy, 2014). Parent self-efficacy combined with contextual motivators such as teacher/administrator personal invitations to events and the amount of "free" time parents may have to become involved all contribute to parent engagement levels (Reynolds et al., 2014). When these factors are low, parent participation is minimal. Parent demographics such as race/ethnicity, parent education level, socio-economic status and immigration status often contribute to decreased parent engagement within school districts. To increase engagement and promote parent partnerships, parent workshops are specifically designed around parental feedback (PAC & DELAC committee input and surveys). Speakers and resources are selected based on parent input and all materials utilized during the workshop are provided to parents to keep as a references/resource tool. Workshop presentations are offered in multiple languages and at various times of the day with childcare provided to eliminate any barriers that may prevent parents from attending. Additionally, individual phone calls by teachers, administrators, and office staff provide a form of personalized outreach intended to increase parent self-efficacy and encourage involvement. Parent partnerships support student learning and increases achievement levels (Blankstein & Noguera 2015). Specifically engaging the parents of low-income, English learner, and foster youth provides an opportunity for these successful parent partnerships to take place, resulting in improved academic outcomes for students.

Goal 1, Action 2: Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

Students, specifically English language learners frequently find themselves serving as "language brokers" for their families (Weisskirch, 2017) often serving as translators and interpreting information for their parents in a variety of social and formal settings. Since children tend to learn language faster than adults, they become an invaluable resource necessary for the survival of their family (Abreu & Hale, 2011). However, it is not appropriate to rely on students for translating and providing parents with school-related information with research showing that students translating in a school setting is often the most stressful situation for all participants (Villanueva & Buriel, 2010). By providing qualified language interpreters and translators at all parent workshops and conferences, parents of English learners obtain all necessary information and have the opportunity to engage in conversation. Sending all school-to home communication in multiple languages also ensures that parents have access to timely information regarding current events and activities taking place within the school district.

Goal 1, Action 3: Utilize parent information systems (ie. BlackboardConnect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

When district information is difficult to retrieve and/or presented in only one manner, communication between home and school can be inhibited (Reynolds et al., 2014). Information can be lost in transit while in a student backpack or on the kitchen counter. Parents are seeking additional ways to access school information (PAC & DELAC committee input). Through utilizing Blackboard Connect, parents receive messages directly to their phones with updates and reminders. Monthly newsletters are provided electronically and in print. Website updates, letters, and brochures ensure that parents are aware of all pertinent information pertaining to their student's learning. This enhanced home-to-school communication is particularly beneficial for parents of foster youth and English learners as all information, including calendar updates and support services, is presented in the

student's home language. Many low-income students do not have access to internet at home, but do have access to cellular data. Therefore, the district's mobile site provides regular updates. The use of these parent information systems provides direct communication to and from the school district 24 hours a day, making school resources readily available to parents and students.

Goal 2, Action 2: Provide monthly training and support services.

Low-income, foster youth, and English Learners often find themselves disengaged, appearing to lack motivation. However; this appearance is often due to a linguistic or emotional challenge (Walqui 2010). This action is principally directed towards low income, foster youth, and English learners because the professional development provided to staff centers around meeting the emotional and linguistic needs of students in addition to their academic needs. Effective teaching involves more than just instructional methodology; it must involve the effective use of teacher-student relationships (Wubbels, Levy, & Brekelmans, 1997). Developing trust and creating positive relationships between teachers and students is the first step in making the emotional connections. Through Capturing Kids' Hearts, teachers focus on how to meet the emotional needs of the students they serve. Once a positive teacher-student relationship occurs, learning can take place. Based on a district needs assessment combined with stakeholder input, a professional development plan consisting of Capturing Kids' Hearts, Integrating Technology, Standards Support, Focus on Learning and the Eight Step Instructional Process was put in place. Each of these professional development components fulfills a need for low-income youth. Many of the students do not have access to technology at home. Integrating technology into all classes and content areas and ensuring that the professional development provided to the teachers prepares them for teaching these digital literacy skills, gives students the opportunity to master tech skills. Focus on Learning and the Eight Step Instructional Process both highlight a cycle of continuous improvement with an emphasis on data analysis and targeted instruction. These components ensure that English Learners are making linguistic and academic progress.

Goal 2, Action 3: Maintain reduced class size to improve student learning

Sustaining a language focus is imperative to the success for English learners. To sustain this language focus students must be provided with the opportunity to engage in quality interactions. Maintaining a reduced class size allows for teachers to engage students in tasks that provide high challenge and high support (Walqui, 2010). Reduced class size also allows teachers to capture the learners' attention through asking questions and promoting inquiry (Jalongo, 2007). Low-income and foster youth are often at risk of forming passive learning habits, by creating learning environments conducive to student engagement, this trajectory is altered. Reduced class size allows teachers to maximize blended learning opportunities in small group settings, promoting frequent teacher-student and student-student interactions.

Goal 2, Action 4: Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.

The five student-free days for data analysis and curriculum development are principally directed towards English learners by specifically addressing the need to improve the outcomes for EIs. This action will be effective by analyzing EI data: reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, and classroom performance. Based on the data analysis lessons to support LTELs and recently reclassified students will be developed and designed. The Eight Step Instructional Process and Focus on Learning also addresses the growth trends of student groups, specifically low-income and foster youth. Learning gaps are identified and targeted intervention and acceleration programs and activities are developed to provide remediation and enrichment based on the data reviewed.

Goal 3, Action 2: Provide instructional aides to assist student learning for Common Core Standards

The shift to the Common Core Standards alongside an increase in access to technology tools has led to a unique set of challenges and opportunities. Lecture style instruction often fails to meet the needs of English Learners and low-income students. By providing instructional aides to assist with student learning for Common Core, teachers can design effective blended learning lessons where the teacher can provide direct small group instruction to students focusing on both academic and language standards while instructional aides assist with multi-media program supports, practice and reinforcement (Schechter, 2015). This action will be effective in promoting language acquisition, technology skills, and academic proficiency for EIs and low-income students.

Goal 3, Action 3: Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.

The California Assessment of Student Performance and Progress requires students to navigate technology-based equipment, hardware and software. Based on student feedback, the majority of low-income students do not have access to internet equipped computers outside of the school setting. Providing additional technology based equipment, specifically hardware and software that supports STEM, ensures that students are developing the skills necessary to be college and career ready. Zingy Science is an interactive and integrated system for mastering NGSS. The lessons provide explanations with visuals designed specifically for English learners and the program is set up to allow students to complete and review lessons at their own pace. Providing this technology has enabled low-income students the ability to master the academic content while igniting an interest in STEM.

Goal 4, Action 4: Provide extended learning programs

Summer vacation has detrimental learning effects for many students, particularly low-income and English learner students (McCombs, 2011). Over time, this causes the achievement gap between low-income and higher-income peers to widen. This action is principally directed towards low-income and English learners by addressing the need to prevent learning loss through offering extended learning programs during summer months as well as throughout the academic year. Low-income students are invited to attend summer school and English learners are provided with an additional hour of summer school specifically designed to focus on language acquisition. VLS students benefit from continued learning throughout the summer which prevents learning loss.

Goal 4, Action 5: Provide teachers with data regarding progress of English learners

Feedback is one of the most effective ways to affect student achievement (Hattie & Timperley, 2007). Just as teachers provide students with feedback, it is crucial to provide teachers with feedback as well, specifically when it comes to data regarding progress of English learners. While some data teachers collect within their classroom, for example oral language and questioning check-ins (Fisher & Frey, 2007), formal data such as CELDT data is collected at the district level and provided to teachers regularly. This action is principally directed towards English learners because it allows teachers to analyze EI progress to inform instructional decision-making. Providing teachers with data regarding progress of the English learners they teach allows teachers to effectively design lessons, identify gaps, and provide appropriate scaffolds.

Goal 4, Action 6: Provide college workshops, assemblies, student recognition ceremonies

This action is principally directed towards low-income students by specifically addressing the need to provide cultural capital and college access (Bernhardt, 2013). Providing college workshops, assemblies, and student recognition ceremonies promotes a culture of excellence while heightening student self-efficacy. Low-income students often do not have access to college readiness resources. This action is effective in providing VLS students with a pathway towards college while increasing academic confidence.

Goal 4, Action 7: Provide College Readiness Strategies Districtwide (AVID) including AVID strategies districtwide, AVID EXCEL targeting 7th and 8th grade English Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income).

This action is also principally directed towards low-income students by specifically addressing the need to provide cultural capital and college access (Bernhardt, 2013). Through participation in the AVID Elective for low-income students and AVID EXCEL for LTEL student, students can change the trajectory of their educational path by accelerating language acquisition, developing academic literacy, and placing them on a path to high school AVID and college-preparatory coursework.

Goal 5, Action 2: Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts.

Low-income and homeless youth frequently lack access to physical and psychological health services. Therefore this action is principally directed towards low-income students by specifically addressing the need for increased access to physical and psychological health services (based on student and staff input). By providing these services both during and outside of the school day, as well as providing additional support for homeless and foster youth through quarterly meetings, early identification and rehabilitation can take place.

Goal 5, Action 3: Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance

Student attendance is directly correlated with student achievement. Research has shown that poor attendance in the early elementary years results in higher high school drop-out rates (CSBA, 2012). Foster youth, low-income, and English learners are at risk due to the often-transient lifestyle of their parents and/or guardians. This action, monitoring student attendance and providing personalized early outreach for students with poor attendance, will be effective in reducing chronic absenteeism and preventing eventual drop-outs. Celebrating improved attendance recognizes the importance of school engagement and learning.

Goal 5, Action 4: Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.

Homeless and low-income students are often excluded from extra and co-curricular activities exposing them to a variety of risk factors that hinder psychosocial development (Pedersen, 2005). Parents frequently associate high monetary costs with extra-curricular activities resulting in reduced participation rates. By providing students with no-cost (free) extra and co-curricular activities before and after school, students have the opportunity to pursue interests and develop skills that build self-esteem and promote positive interactions with others. This action is effective in ensuring that low-income and homeless students have access to enriching activities in a safe and nurturing environment.

Additionally Goal 5, Action 5 is limited to homeless students ensuring that these students are provided with physical and psychological health services and community support contacts.

Estimated Supplemental and Concentration Grant Funds:

\$2,494,986

Percentage to Increase or Improve Services:

31.36%

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](#)).

Services are being provided LEA-wide to best meet the needs of unduplicated students. Services are principally directed to, and effective in, meeting goals for unduplicated pupils in the state and local priorities. By providing services LEA-wide unduplicated students benefit from being part of a diverse learning environment. Many unduplicated students fall into multiple categories. By providing resources districtwide, unduplicated students are provided with opportunities to interact with all types of learners, benefit from being immersed in diverse classroom environments, avoid seclusion and/or the impact of negative tracking, and promotes a cohesive and positive learning culture within the district.

Supplemental and Concentration funds increase and improve the following planned actions and services for unduplicated students while being used LEA-wide:

Goal 1, Action 1: Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning & Action 4: Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare

Psychological and contextual factors often influence the decision for parents to become involved in the school setting (Reynolds, Crea, Medina, Degnan & McRoy, 2014). Parent self-efficacy combined with contextual motivators such as teacher/administrator personal invitations to events and the amount of "free" time parents may have to become involved all contribute to parent engagement levels (Reynolds et al., 2014). When these factors are low, parent participation is minimal. Parent demographics such as race/ethnicity, parent education level, socio-economic status and immigration status often contribute to decreased parent engagement within school districts. To increase engagement and promote parent partnerships, parent workshops are specifically designed around parental feedback (PAC & DELAC committee input and surveys). Speakers and resources are selected based on parent input and all materials utilized during the workshop are provided to parents to keep as a references/resource tool. Workshop presentations are offered in multiple languages and at various times of the day with childcare provided to eliminate any barriers that may prevent parents from attending. Additionally, individual phone calls by teachers, administrators, and office staff provide a form of personalized outreach intended to increase parent self-efficacy and encourage involvement. Parent partnerships support student learning and increases achievement levels (Blankstein & Noguera 2015). Specifically engaging the parents of low-income, English learner, and foster youth provides an opportunity for these successful parent partnerships to take place, resulting in improved academic outcomes for students.

Goal 1, Action 2: Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

Students, specifically English language learners frequently find themselves serving as "language brokers" for their families (Weisskirch, 2017) often serving as translators and interpreting information for their parents in a variety of social and formal settings. Since children tend to learn language faster than adults, they become an invaluable resource necessary for the survival of their family (Abreu & Hale, 2011). However, it is not appropriate to rely on students for translating and providing parents with school-related information with research showing that students translating in a school setting is often the most stressful situation for all participants (Villanueva & Buriel, 2010). By providing qualified language interpreters and translators at all parent workshops and conferences, parents of English learners obtain all necessary information and have the opportunity to engage in conversation. Sending all school-to home communication in multiple languages also ensures that parents have access to timely information regarding current events and activities taking place within the school district.

Goal 1, Action 3: Utilize parent information systems (ie. Blackboard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

When district information is difficult to retrieve and/or presented in only one manner, communication between home and school can be inhibited (Reynolds et al., 2014). Information can be lost in transit while in a student backpack or on the kitchen counter. Parents are seeking additional ways to access school information (PAC & DELAC committee input). Through utilizing Blackboard Connect, parents receive messages directly to their phones with updates and reminders. Monthly newsletters are provided electronically and in print. Website updates, letters, and brochures ensure that parents are aware of all pertinent information pertaining to their student's learning. This enhanced home-to-school communication is particularly beneficial for parents of foster youth and English learners as all information, including calendar updates and support services, is presented in the student's home language. Many low-income students do not have access to internet at home, but do have access to cellular data. Therefore, the district's mobile site provides regular updates. The use of these parent information systems provides direct communication to and from the school

district 24 hours a day, making school resources readily available to parents and students.

Goal 2, Action 2: Provide monthly training and support services.

Low-income, foster youth, and English Learners often find themselves disengaged, appearing to lack motivation. However; this appearance is often due to a linguistic or emotional challenge (Walqui 2010). This action is principally directed towards low income, foster youth, and English learners because the professional development provided to staff centers around meeting the emotional and linguistic needs of students in addition to their academic needs. Effective teaching involves more than just instructional methodology; it must involve the effective use of teacher-student relationships (Wubbels, Levy, & Brekelmans, 1997). Developing trust and creating positive relationships between teachers and students is the first step in making the emotional connections. Through Capturing Kids' Hearts, teachers focus on how to meet the emotional needs of the students they serve. Once a positive teacher-student relationship occurs, learning can take place. Based on a district needs assessment combined with stakeholder input, a professional development plan consisting of Capturing Kids' Hearts, Integrating Technology, Standards Support, Focus on Learning and the Eight Step Instructional Process was put in place. Each of these professional development components fulfills a need for low-income youth. Many of the students do not have access to technology at home. Integrating technology into all classes and content areas and ensuring that the professional development provided to the teachers prepares them for teaching these digital literacy skills, gives students the opportunity to master tech skills. Focus on Learning and the Eight Step Instructional Process both highlight a cycle of continuous improvement with an emphasis on data analysis and targeted instruction. These components ensure that English Learners are making linguistic and academic progress.

Goal 2, Action 3: Maintain reduced class size to improve student learning

Sustaining a language focus is imperative to the success for English learners. To sustain this language focus students must be provided with the opportunity to engage in quality interactions. Maintaining a reduced class size allows for teachers to engage students in tasks that provide high challenge and high support (Walqui, 2010). Reduced class size also allows teachers to capture the learners' attention through asking questions and promoting inquiry (Jalongo, 2007). Low-income and foster youth are often at risk of forming passive learning habits, by creating learning environments conducive to student engagement, this trajectory is altered. Reduced class size allows teachers to maximize blended learning opportunities in small group settings, promoting frequent teacher-student and student-student interactions.

Goal 2, Action 4: Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process which will be monitored through teacher observations and walkthroughs. These student free days will include analyzing EI data (reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students.

The five student-free days for data analysis and curriculum development are principally directed towards English learners by specifically addressing the need to improve the outcomes for EIs. This action will be effective by analyzing EI data: reclassification rates, annual progress, Individual Plan for Student Achievement Goals, CELDT scores, and classroom performance. Based on the data analysis lessons to support LTELs and recently reclassified students will be developed and designed. The Eight Step Instructional Process and Focus on Learning also addresses the growth trends of student groups, specifically low-income and foster youth. Learning gaps are identified and targeted intervention and acceleration programs and activities are developed to provide remediation and enrichment based on the data reviewed.

Goal 2, Action 5: Provide supplemental instructional materials including access to xeroxing/copying services for teachers to prepare classroom resources/materials for unduplicated students that are aligned to the academic content standards and focus on building academic language and proficiency

Low-income, English Learners, and foster youth frequently use informal language in the classroom setting. By providing supplemental instructional materials that focus on building academic language and proficiency, students become adept at responding to cues using academic language. These supplemental instructional materials enable teachers to appropriately scaffold academic routines and instructional approaches across grade levels and content areas. This action will be effective by developing students' use of academic language and increasing comprehension while ensuring content is accessible to maximize learning (Mullen, 2014).

Goal 3, Action 2: Provide instructional aides to assist student learning for Common Core Standards

The shift to the Common Core Standards alongside an increase in access to technology tools has led to a unique set of challenges and opportunities. Lecture style instruction often fails to meet the needs of English Learners and low-income students. By providing instructional aides to assist with student learning for Common Core, teachers can design effective blended learning lessons where the teacher can provide direct small group instruction to students focusing on both academic and language standards while instructional aides assist with multi-media program supports, practice and reinforcement (Schechter, 2015). This action will be effective in promoting language acquisition, technology skills, and academic proficiency for EIs and low-income students.

Goal 3, Action 3: Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards including development/planning to implement ZINGY Science Program at the 4th grade level (elementary). Continue to support NGSS implementation through ZINGY Science in 5th through 8th grade classrooms.

The California Assessment of Student Performance and Progress requires students to navigate technology-based equipment, hardware and software. Based on student feedback, the majority of low-income students do not have access to internet equipped computers outside of the school setting. Providing additional technology based equipment, specifically hardware and software that supports STEM, ensures that students are developing the skills necessary to be college and career ready. Zingy Science is an interactive and integrated system for mastering NGSS. The lessons provide explanations with visuals designed specifically for English learners and the program is set up to allow students to complete and review lessons at their own pace. Providing this technology has enabled low-income students the ability to master the academic content while igniting an interest in STEM.

Goal 4, Action 4: Provide extended learning programs

Summer vacation has detrimental learning effects for many students, particularly low-income and English learner students (McCombs, 2011). Over time, this causes the achievement gap between low-income and higher-income peers to widen. This action is principally directed towards low-income and English learners by addressing the need to prevent learning loss through offering extended learning programs during summer months as well as throughout the academic year. Low-income students are invited to attend summer school and English learners are provided with an additional hour of summer school specifically designed to focus on language acquisition. Long-term EIs at the middle school level receive a personal invitation from the principal to participate in AVID EXCEL Summer Bridge, which emphasizes college and career readiness alongside accelerating language development. These extended learning programs will be effective in preventing learning loss, promoting language acquisition and narrowing the achievement gap.

Goal 4, Action 5: Provide teachers with data regarding progress of English learners

Feedback is one of the most effective ways to affect student achievement (Hattie & Timperley, 2007). Just as teachers provide students with feedback, it is crucial to provide teachers with feedback as well, specifically when it comes to data regarding progress of English learners. While some data teachers collect within their classroom, for example oral language and questioning check-ins (Fisher & Frey, 2007), formal data such as CELDT data is collected at the district level and provided to teachers regularly. This action is principally directed towards English learners because it allows teachers to analyze EI progress to inform instructional decision-making. Providing teachers with data regarding progress of the English learners they teach allows teachers to effectively design lessons, identify gaps, and provide appropriate scaffolds.

Goal 4, Action 6: Provide college workshops, assemblies, student recognition ceremonies

This action is principally directed towards low-income students by specifically addressing the need to provide cultural capital and college access (Bernhardt, 2013). Providing college workshops, assemblies, and student recognition ceremonies promotes a culture of excellence while heightening student self-efficacy. Low-income students often do not have access to college readiness resources. This action will be effective in providing students with a pathway towards college while increasing academic confidence.

Goal 5, Action 2: Provide students with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist will also provide additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and serve as a homeless liaison providing community support contacts.

Low-income and homeless youth frequently lack access to physical and psychological health services. Therefore this action is principally directed towards low-income students by specifically addressing the need for increased access to physical and psychological health services (based on student and staff input). By providing these services both during and outside of the school day, as well as providing additional support for homeless and foster youth through quarterly meetings, early identification and rehabilitation can take place.

Goal 5, Action 3: Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance

Student attendance is directly correlated with student achievement. Research has shown that poor attendance in the early elementary years results in higher high school drop-out rates (CSBA, 2012). Foster youth, low-income, and English learners are at risk due to the often-transient lifestyle of their parents and/or guardians. This action, monitoring student attendance and providing personalized early outreach for students with poor attendance, will be effective in reducing chronic absenteeism and preventing eventual drop-outs. Celebrating improved attendance recognizes the importance of school engagement and learning.

Goal 5, Action 4: Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club. All homeless students will be provided with extra and co-curricular activities before and after school hours.

Homeless and low-income students are often excluded from extra and co-curricular activities exposing them to a variety of risk factors that hinder psychosocial development (Pedersen, 2005). Parents frequently associate high monetary costs with extra-curricular activities resulting in reduced participation rates. By providing students with no-cost (free) extra and co-curricular activities before and after school, students have the opportunity to pursue interests and develop skills that build self-esteem and promote positive interactions with others. This action is effective in ensuring that low-income and homeless students have access to enriching activities in a safe and nurturing environment.

Additionally Goal 5, Action 5 is limited to homeless students ensuring that these students are provided with physical and psychological health services and community support contacts.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$10,117,559	\$9,846,240	\$11,302,208	\$11,634,883
1000-1999 Certificated Salaries	5,591,355	5,377,566	5,860,893	6,034,180
2000-2999 Classified Salaries	1,197,524	1,215,278	1,537,660	1,583,732
3000-3999 Employee Benefits	2,212,121	2,146,771	2,475,437	2,549,588
4000-4999 Books and Supplies	393,139	365,335	498,550	509,454
5000-5999 Services and Other Operating Expenses	723,420	741,290	929,668	957,929

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$10,117,559	\$9,846,240	\$11,302,208	\$11,634,883
Other State Revenues	0	0	202,730	202,730
Federal Revenues - Title I	173,400	151,054	177,451	182,700
Federal Revenues - Title II	21,349	19,161	19,138	19,138
Federal Revenues - Title III	14,372	15,093	13,013	13,404
Other Local Revenues	307,715	263,567	269,921	278,127
LCFF Base/Not Contributing to Increased or Improved Services	7,069,139	6,819,847	7,943,802	8,185,372
LCFF S & C/Contributing to Increased or Improved Services	2,531,584	2,577,518	2,676,153	2,753,412

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$10,117,559	\$9,846,240	\$11,302,208	\$11,634,883
1000-1999 Certificated Salaries	Federal Revenues - Title I	18,981	0	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title II	17,046	18,652	15,989	15,989
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,005,756	3,885,583	4,377,068	4,508,380
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,549,572	1,473,331	1,467,836	1,509,811
2000-2999 Classified Salaries	Federal Revenues - Title I	91,528	91,528	118,940	122,450
2000-2999 Classified Salaries	Federal Revenues - Title III	6,153	12,063	9,551	9,838

2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	865,659	839,689	1,084,100	1,116,623
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	234,184	271,998	325,069	334,821
3000-3999 Employee Benefits	Federal Revenues - Title I	62,891	59,526	58,511	60,250
3000-3999 Employee Benefits	Federal Revenues - Title II	4,303	509	3,149	3,149
3000-3999 Employee Benefits	Federal Revenues - Title III	8,219	3,030	3,462	3,566
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,647,700	1,598,269	1,843,397	1,898,699
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	489,008	485,437	566,918	583,924
4000-4999 Books and Supplies	Other State Revenues	0	0	202,730	202,730
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	310,053	253,938	234,418	244,545
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	83,086	111,397	61,402	62,179
5000-5999 Services and Other Operating Expenses	Other Local Revenues	307,715	263,567	269,921	278,127
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	239,971	242,368	404,819	417,125
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	175,734	235,355	254,928	262,677

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

1) Parents will be empowered to become actively involved in their childrens education across all grade levels. To achieve this goal, Valle Lindo School District will:

- Continue to actively involve parents in decision making at both the school and district level
- Provide parents with the tools they need to help their children excel in school through offering parent workshops and trainings
- Develop and deliver meaningful communication with parents on factors that influence student achievement and success
- Sustain and improve collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, SSC, DAC, PTO, Foster Parents) that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.

All Funding Sources	\$54,904	\$55,474
LCFF S & C/Contributing to Increased or Improved Services	54,904	55,474

2) Students will be taught by appropriately credentialed teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:

- Recruit and retain teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies.
- Maintain low student-teacher ratio.
- Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.
- Provide sufficient instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects and the district's Focus on Learning and Eight Step Instructional Process.
- Adopt ELA standards based Instructional Materials in grades Kindergarten through Eighth Grade

All Funding Sources	\$9,051,294	\$9,322,281
Federal Revenues - Title II	19,138	19,138

LCFF Base/Not Contributing to Increased or Improved Services	7,304,565	7,523,702
LCFF S & C/Contributing to Increased or Improved Services	1,727,591	1,779,441

3) Valle Lindo School District will implement the English Language Arts/Mathematics Common Core State Standards and the Next Generation Science Standards through long-term planning and a coherent and strategic implementation approach supported by the VLSD Board of Education, administration and teachers. To achieve this goal, Valle Lindo School District will:

- Provide instructional assistance and support programs.
- Utilize technology-based equipment designed for use by students and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, hardware, software programs, teaching platforms, and databases.
- Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.

All Funding Sources	\$671,801	\$692,049
Federal Revenues - Title I	174,951	180,200
LCFF Base/Not Contributing to Increased or Improved Services	132,493	136,521
LCFF S & C/Contributing to Increased or Improved Services	364,357	375,328

4) Students will be literate and be able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school. Academic progress in the core disciplines will be measured to ensure that all students are promoted to high school with the knowledge and skills necessary to succeed in a college preparatory course sequence, effectively eliminating achievement gaps. To achieve this goal, Valle Lindo School District will:

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, STEM, ELKS, Summer Bridge, etc.). Ensure that all homeless youth are provided with extended learning opportunities after school
- Monitor progress of ELs towards English proficiency/reclassification rate.
- Increase reclassification rate from 27.4% to 35%.
- Implement college-preparedness strategies districtwide.
- Participate in statewide assessments (CAASPP).
- Primary students (K-2) will participate in i-Ready Assessment
- Utilize all student achievement assessment data to drive instructional decision-making.
- Adopt ELA instructional materials aligned to standards in K-8
- Continue to provide standards aligned instructional materials in mathematics, science, social science, physical education/health, and visual & performing arts.
- The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

All Funding Sources	\$809,730	\$829,024
Other State Revenues	202,730	202,730
Federal Revenues - Title III	13,013	13,404
LCFF Base/Not Contributing to Increased or Improved Services	329,988	343,020
LCFF S & C/Contributing to Increased or Improved Services	263,999	269,870

5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:

- Provide students with physical and psychological health services within the school day and for outside services when necessary.
- Provide well balanced nutritional breakfast and lunch programs.
- Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.
- Implement Capturing Kids' Hearts targeting low-income, homeless, and foster youth in an effort to strengthen students connectedness to others through enhancing healthy bonds with teachers and support staff.
- Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.
- Provide safe, clean, well-maintained school facilities.

All Funding Sources	\$714,479	\$736,055
Federal Revenues - Title I	2,500	2,500
Other Local Revenues	269,921	278,127

LCFF Base/Not Contributing to Increased or Improved Services	176,756	182,129
LCFF S & C/Contributing to Increased or Improved Services	265,302	273,299

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual

1) Parents will be empowered to become actively involved in their children's education across all grade levels. To achieve this goal, Valle Lindo School District will:

- Continue to actively involve parents in decision making at both the school and district level
- Provide parents with the tools they need to help their children excel in school through offering parent workshops and trainings
- Develop and deliver meaningful communication with parents on factors that influence student achievement and success
- Sustain and improve collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, SSC, DAC, PTO, Foster Parents) that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.

All Funding Sources	\$38,041	\$41,094
LCFF S & C/Contributing to Increased or Improved Services	38,041	41,094

2) Students will be taught by appropriately credentialed teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:

- Recruit and retain teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of effective instructional strategies.
- Maintain low student-teacher ratio.
- Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.
- Provide sufficient instructional materials to each student that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for all subjects and the district's Focus on Learning and Eight Step Instructional Process.
- Adopt ELA standards based Instructional Materials in grades Kindergarten through Eighth Grade

All Funding Sources	\$8,379,627	\$8,104,767
Federal Revenues - Title II	21,349	19,161
LCFF Base/Not Contributing to Increased or Improved Services	6,519,115	6,323,541
LCFF S & C/Contributing to Increased or Improved Services	1,839,163	1,762,065

3) Valle Lindo School District will implement the English Language Arts/Mathematics Common Core State Standards and the Next Generation Science Standards through long-term planning and a coherent and strategic implementation approach supported by the VLSD Board of Education, administration and teachers. To achieve this goal, Valle Lindo School District will:

- Provide instructional assistance and support programs.
- Utilize technology-based equipment designed for use by students and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, hardware, software programs, teaching platforms, and databases.
- Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.

All Funding Sources	\$571,075	\$591,925
Federal Revenues - Title I	148,554	148,554
LCFF Base/Not Contributing to Increased or Improved Services	107,787	97,215
LCFF S & C/Contributing to Increased or Improved Services	314,734	346,156

4) Students will be literate and be able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school. Academic progress in the core disciplines will be measured to ensure that all students are promoted to high school with the knowledge and skills

necessary to succeed in an college preparatory course sequence, effectively eliminating achievement gaps. To achieve this goal, Valle Lindo School District will:

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, STEM, ELKS, Summer Bridge, etc.). Ensure that all homeless youth are provided with extended learning opportunities after school
- Monitor progress of ELs towards English proficiency/reclassification rate.
- Increase reclassification rate from 27.4% to 35%.
- Implement college-preparedness strategies districtwide.
- Participate in statewide assessments (CAASPP).
- Primary students (K-2) will participate in i-Ready Assessment
- Utilize all student achievement assessment data to drive instructional decision-making.
- Adopt ELA instructional materials aligned to standards in K-8
- Continue to provide standards aligned instructional materials in mathematics, science, social science, physical education/health, and visual & performing arts.
- The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts

All Funding Sources	\$618,411	\$516,182
Federal Revenues - Title I	24,846	2,500
Federal Revenues - Title III	14,372	15,093
LCFF Base/Not Contributing to Increased or Improved Services	410,237	277,720
LCFF S & C/Contributing to Increased or Improved Services	168,956	220,869

5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:

- Provide students with physical and psychological health services within the school day and for outside services when necessary.
- Provide well balanced nutritional breakfast and lunch programs.
- Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.
- Implement Capturing Kids' Hearts targeting low-income, homeless, and foster youth in an effort to strengthen students' connectedness to others through enhancing healthy bonds with teachers and support staff.
- Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.
- Provide safe, clean, well-maintained school facilities.

All Funding Sources	\$510,405	\$592,272
Other Local Revenues	307,715	263,567
LCFF Base/Not Contributing to Increased or Improved Services	32,000	121,371
LCFF S & C/Contributing to Increased or Improved Services	170,690	207,334