

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valle Lindo School District

CDS Code: 19-65078

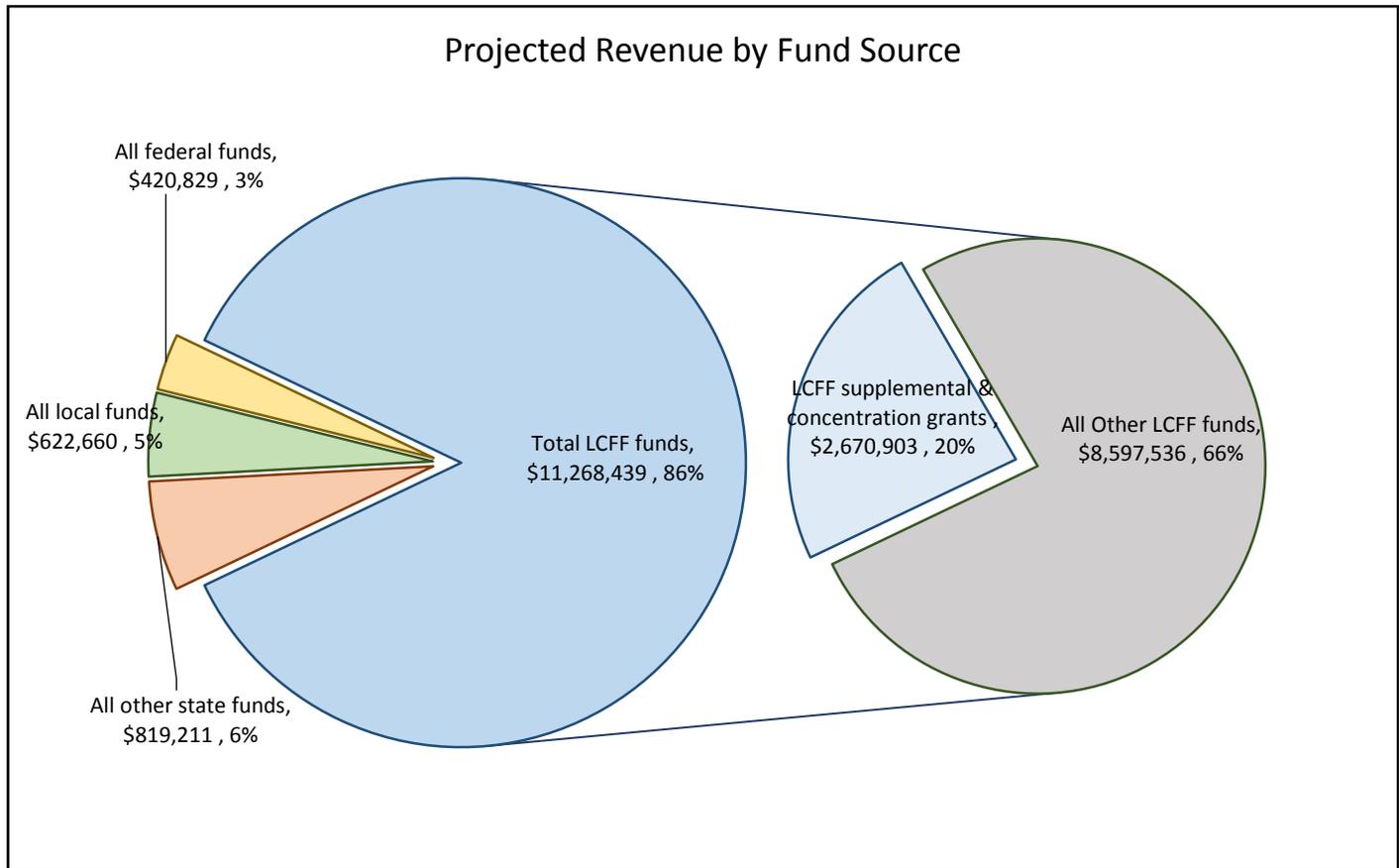
Local Control and Accountability Plan (LCAP) Year: 2019-20

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

Budget Overview for the 2019-20 LCAP Year

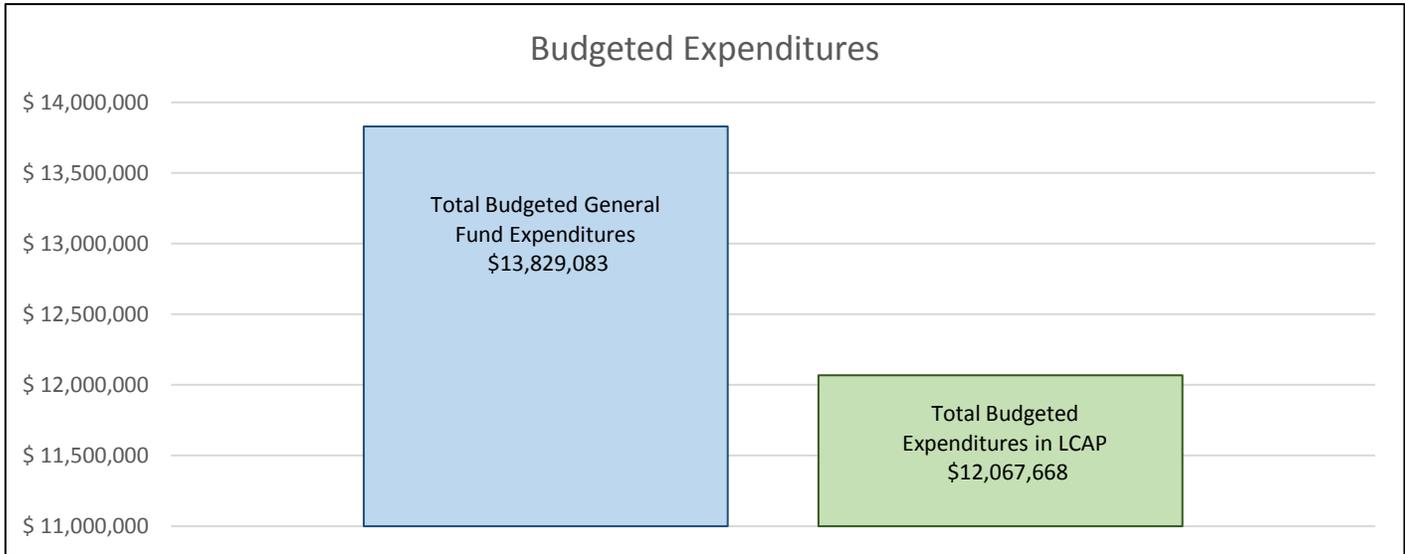


This chart shows the total general purpose revenue Valle Lindo School District expects to receive in the coming year from all sources.

The total revenue projected for Valle Lindo School District is \$13,131,139.00, of which \$11,268,439.00 is Local Control Funding Formula (LCFF), \$819,211.00 is other state funds, \$622,660.00 is local funds, and \$420,829.00 is federal funds. Of the \$11,268,439.00 in LCFF Funds, \$2,670,903.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Valle Lindo School District plans to spend \$13,829,083.00 for the 2019-20 school year. Of that amount, \$12,067,668.00 is tied to actions/services in the LCAP and \$1,761,415.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

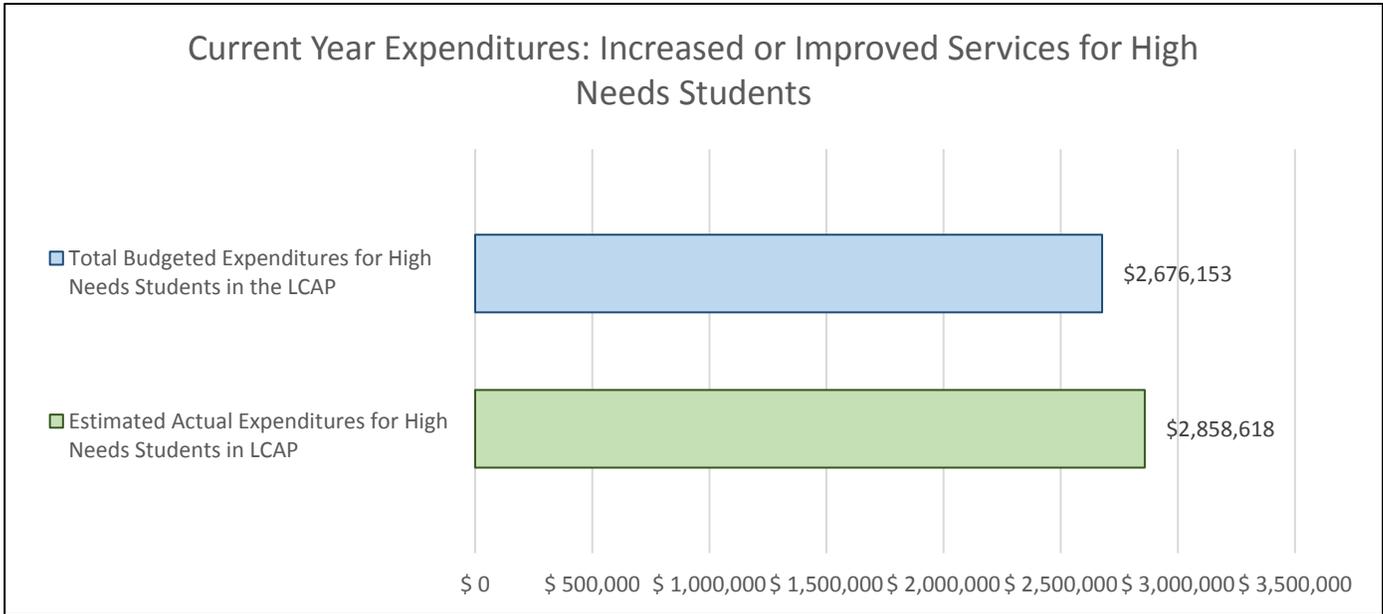
Board Stipends & Benefits, Board & Superintendent's Conferences and Membership Fees, Conferences (office), Utilities, Communication (Phone, Postages, etc.), LACOE Technology Services, Property and Liability Insurance, Advertisement fees, Legal Services, Office Copier Leases, Office Supplies, Audit Fees, Site Improvements, HRS Services (Fingerprinting, TB test, etc.), STRS On-Behalf Pension Contributions, Retirees' Health Benefits, Indirect Costs and Private School Allocations

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

In 2019-20, Valle Lindo School District is projecting it will receive \$2,670,903.00 based on the enrollment of foster youth, English learner, and low-income students. Valle Lindo School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Valle Lindo School District plans to spend \$3,202,501.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Valle Lindo School District's LCAP budgeted \$2,676,153.00 for planned actions to increase or improve services for high needs students. Valle Lindo School District estimates that it will actually spend \$2,858,618.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Valle Lindo Elementary

Contact Name and Title

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Email and Phone

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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 557 New Temple Tigers full of boundless energy, excited to learn. Dean L. Shively Middle School is home to 534 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 2 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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. Of the 101 students that completed the ELPAC, 23.8% placed at level 3, 19.8% level 2, and 12.9% at level 1 (CA

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 Mathematics ranks at performance level orange. The needs associated with the change will be discussed in the following section below.

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

Greatest Needs

Overall student performance based on the ELA and mathematics performance categories both declined. 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 green 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 3 may be in large part due to the extensive supports offered at each school site. Another area of need includes chronic absenteeism, according to CA Dashboard. Currently, the district is at a 6.3% chronically absent rate. VLSL will utilize a multi-tiered system of support to address attendance, academic and social emotional needs of the learning community including early attendance intervention, adding a full-time district social worker, and meeting with parents early to establish district attendance contracts when necessary. In order address these needs, the plan includes: Attendance coaching, early outreach and intervention, 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 California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

A significant performance gap exists in the area of suspension. 2.8% of English learners have been suspended at least once compared to 1.6% of all students. In order to eradicate this gap, the district will provide alternatives to suspension including creation of a wellness student services center where students will have the opportunity to role play various situations with a social worker, participate in conflict-resolution mediation sessions, and develop individual plans for improved actions based on current need. By providing restorative practices, the district hopes to change the trajectory of otherwise suspended students. The district is also 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.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools identified for CSI. Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

Annual Measurable Outcomes

Expected		Actual
Parent Survey Completion Rate	2018-19 15%	79% parent survey completion rate.

% of parents who report a positive educational environment for students	2018-19 Maintain 90% or higher of parents who report a positive educational environment for students	90%+
% Foster Parent Input Meeting Representation	2018-19 75% Foster Parent Input Meeting Representation	83% based on duplicated parent count.
% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	2018-19 Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	100%

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.

Goal 1, 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</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>Increased the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their childrens learning (i.e.</p>	<p>\$5,994 - LCFF - 4000-4999 Books and Supplies - Drug Free Supplies, Printing & Copies, Meeting Supplies \$6,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries (Parents Training Workshops) \$1,181 - LCFF - 3000-3999 Employee Benefits - Employee Benefits \$7,400 - LCFF - 5000-5999 Services and Other</p>	<p>\$8,083 - LCFF - 4000-4999 Books and Supplies - Printing & Copies, Meeting Supplies \$1,800 - LCFF - 1000-1999 Certificated Salaries \$715 - LCFF - 3000-3999 Employee Benefits \$19,900 - LCFF - 5000-5999 Services and Other Operating Expenses \$4,183 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p>

Actions/Services	Actions/Services	Expenditures	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 (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication. Launched new website using Edlio. Assigned staff member to regularly maintaining the website and updating content weekly.</p>	<p>\$18,910 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Information System \$5,415 - LCFF - 2000-2999 Classified Salaries - Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution) \$2,281 - LCFF - 3000-3999 Employee Benefits - Fringe Benefits \$1,057 - LCFF - 4000-4999 Books and Supplies - Monthly Newsletter/Copier Supplies</p>	<p>\$16,924 - LCFF - 5000-5999 Services and Other Operating Expenses \$5,795 - LCFF - 2000-2999 Classified Salaries \$2,171 - LCFF - 3000-3999 Employee Benefits \$1,560 - LCFF - 4000-4999 Books and Supplies</p>

Goal 1, 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> <p>Provided all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare</p>	<p>\$1,056 - LCFF - 4000-4999 Books and Supplies - Printing, Copying and Supplies \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Committe Meeting Resources \$3,000 - LCFF - 2000-2999 Classified Salaries - Classified Salaries (Child Care Services) \$832 - LCFF - 3000-3999 Employee Benefits - Classified Fringe Benefits (Child Care Services)</p>	<p>\$1,586 - LCFF - 4000-4999 Books and Supplies \$3,193 - LCFF - 5000-5999 Services and Other Operating Expenses \$4,413 - LCFF - 2000-2999 Classified Salaries \$318 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

Implementation included refinement of the quality of services offered to parents. Platforms were broadened significantly to include virtual communication with parent, website updates, and workshops provided both in person and online.

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

All articulated actions and services were implemented with fidelity resulting in an increased parent engagement rate, specifically the parent survey. Participation increased by 40% from 2018 to 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures exceeded budgeted due to an increase in the amount of workshops offered as well as a need to dedicate additional resources to updating platforms (i.e. website and content).

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

Action 1 was modified. In order to provide parents with greater understanding of how to support students academically, additional workshops were held in the areas of mathematics and science.

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	2018-19 Maintain average 22:1 or lower student: teacher ratio	The district employs 52 full-time teachers for the 1,093 students served. Teacher:Student Ratio <table border="1"> <tr> <td>Valle Lindo SD</td> <td>21:1</td> </tr> <tr> <td>New Temple Elementary</td> <td>20:1</td> </tr> <tr> <td>Shively Middle</td> <td>23:1</td> </tr> </table>	Valle Lindo SD	21:1	New Temple Elementary	20:1	Shively Middle	23:1
Valle Lindo SD	21:1							
New Temple Elementary	20:1							
Shively Middle	23:1							
100% of teachers will be fully credentialed and appropriately assigned	2018-19 100% of teachers will be fully credentialed and appropriately assigned	100% of 52 employed teachers are fully credentialed and appropriately assigned based on credentialing requirements.						
Retain 95% of fully credentialed and appropriately assigned teachers.	2018-19 Retain 95% of fully credentialed and appropriately assigned teachers.	Retained 98% of fully credentialed and appropriately assigned teachers.						
100% of students will have standards-aligned instructional materials.	2018-19 100% of students will have standards-aligned instructional materials.	100% of students have standards-aligned instructional materials in all content areas.						

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.

Goal 2, 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 (4% + \$500 increase for health and welfare for both classified and certificated employees)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All staff were provided with 4% negotiated cost of living increase and step/column adjustment as well as \$500 increase for health and welfare benefits for all classified and certificated employees.</p>	<p>\$4,377,068 - LCFF - 1000-1999 Certificated Salaries - Certificated salaries \$1,084,100 - LCFF - 2000-2999 Classified Salaries - Classified Salaries \$1,843,397 - LCFF - 3000-3999 Employee Benefits - Employee Fringe Benefits</p>	<p>\$4,028,752 - LCFF - 1000-1999 Certificated Salaries \$973,206 - LCFF - 2000-2999 Classified Salaries \$1,525,007 - LCFF - 3000-3999 Employee Benefits \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Administrators' Mileage Stipends \$3,984 - Other State Revenues - 2000-2999 Classified Salaries - Classified Salaries \$963 - Other State Revenues - 3000-3999 Employee Benefits - Employee Benefits</p>

Goal 2, 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>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>\$173,342 - LCFF - 1000-1999 Certificated Salaries - Teachers' Trainings and Support Services \$40,346 - LCFF - 3000-3999 Employee Benefits - Teachers Fringe Benefits \$54,240 - LCFF -</p>	<p>\$160,363 - LCFF - 1000-1999 Certificated Salaries \$36,096 - LCFF - 3000-3999 Employee Benefits \$8,514 - LCFF - 5000-5999 Services and Other Operating Expenses \$4,723 - Federal Revenues</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.

VLSD Professional Development Training

Date	Training and Support Services
8/29 & 8/30	Instructional Data Analysis Workshop & I-Ready Training/Strive for 45
8/30	Reflex Math (Grades 1-4)
8/30	Big Day Curriculum and Development (TK/K)
8/30	Health/Family Life Education Training
8/30	Math & Science Introducing Gizmos
8/30	ELA Study Sync Training (Grades 6-8)
8/30	AVID Strategies for Social Studies Classrooms
8/31	District and School Site Handbook Review
9/24	Technology Support
10/19	TYNKER Coding Training
10/19	Study Sync Workshop (Grades 6-8)
11/16	Keeping Our Schools Safe- Part 1

12/7 & 12/14	Technology Support and Coding Integration
1/25	Mental Health & Wellness: CARE Solace
1/25	WSGV SELPA Program Specialist Para-Educators Training
2/16	ALICE Basic Certification Training

5000-5999 Services and Other Operating Expenses - Conferences & Workshops \$15,989 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Teachers' Stipends \$3,149 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Employee Benefits

- Title II - 1000-1999 Certificated Salaries \$932 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$1,621 - LCFF - 4000-4999 Books and Supplies - Supplies \$17,000 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Contracted Services

3/9	Staff First Aid/CPR
3/15	District Data Analysis
4/19	SMART Board Training Updates and Implementation
5/23	i-Ready Data Analysis
Capturing Kids' Hearts Implementation Support	
12/5 & 12/6	Staff 1:1 Support Sessions
2/7 & 2/8	CKH Data Analysis and Focus Groups
3/4	Capturing Kids' Hearts Nominee Site Validation Visit

Goal 2, 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>Average Teacher:Student Ratio (2018-2019)</p> <table border="1"> <tr><td>Valle Lindo SD</td><td>21:1</td></tr> <tr><td>New Temple Elementary</td><td>20:1</td></tr> <tr><td>Shively Middle</td><td>23:1</td></tr> </table>	Valle Lindo SD	21:1	New Temple Elementary	20:1	Shively Middle	23:1	<p>\$967,585 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries \$313,895 - LCFF - 3000-3999 Employee Benefits - Teachers Fringe Benefits</p>	<p>\$1,178,965 - LCFF - 1000-1999 Certificated Salaries \$356,621 - LCFF - 3000-3999 Employee Benefits</p>
Valle Lindo SD	21:1								
New Temple Elementary	20:1								
Shively Middle	23:1								

Goal 2, 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 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>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> <table border="1" data-bbox="720 540 1215 1094"> <thead> <tr> <th colspan="2">Student-Free Days</th> </tr> <tr> <th>Date</th> <th>Tasks</th> </tr> </thead> <tbody> <tr> <td>8/29/18</td> <td>(1) Disaggregating student academic assessment data; (2) Planning a 36-week instructional calendar</td> </tr> <tr> <td>8/30/18</td> <td>(2) Vertical Content Area Articulation & Co-teaching Planning</td> </tr> <tr> <td>8/31/18</td> <td>(3) Delving into Curriculum (Study Sync, Journeys, Zingy, Go Math!)</td> </tr> <tr> <td>11/1/18</td> <td>Stakeholder collaboration, annual progress, English Learner Supports and IPSA goals etc.)</td> </tr> </tbody> </table>	Student-Free Days		Date	Tasks	8/29/18	(1) Disaggregating student academic assessment data; (2) Planning a 36-week instructional calendar	8/30/18	(2) Vertical Content Area Articulation & Co-teaching Planning	8/31/18	(3) Delving into Curriculum (Study Sync, Journeys, Zingy, Go Math!)	11/1/18	Stakeholder collaboration, annual progress, English Learner Supports and IPSA goals etc.)	<p>\$148,896 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries \$29,287 - LCFF - 3000-3999 Employee Benefits - Teachers Fringe Benefits</p>	<p>\$177,205 - LCFF - 1000-1999 Certificated Salaries \$34,980 - LCFF - 3000-3999 Employee Benefits</p>
Student-Free Days															
Date	Tasks														
8/29/18	(1) Disaggregating student academic assessment data; (2) Planning a 36-week instructional calendar														
8/30/18	(2) Vertical Content Area Articulation & Co-teaching Planning														
8/31/18	(3) Delving into Curriculum (Study Sync, Journeys, Zingy, Go Math!)														
11/1/18	Stakeholder collaboration, annual progress, English Learner Supports and IPSA goals etc.)														

Analysis

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

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

Valle Lindo SD has fully implemented all actions and services in order to ensure appropriate staffing and instructional resources. Not only has the district successfully retained teachers, but teachers have a breadth of knowledge and skills gained from extensive trainings and workshops. Small class sizes, competitive salaries, on-going professional learning opportunities and collaborative support structures promote growth and constant

improvement in meeting Goal 2.

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

Based on the CA Dashboard Local Indicators the district has fully implemented and sustained progress in providing professional learning for teaching to the adopted academic standards and curriculum frameworks. Instructional manuals and materials are aligned to all adopted academic standards and curriculum frameworks. Policies and program support structures continue to assist staff in identifying areas of improvement through collaborative professional development opportunities, a focus on learning, and cycle of continuous improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference between budgeted 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Goal 1 was modified based on the agreed negotiated salary adjustment. Goal 2 was modified to provide specific social emotional, standards and curriculum based on a needs assessment conducted with teachers and staff. Action 4 was modified to ensure transparency among stakeholders showing that the actual data analysis process is broken up into 3 student free days along with 20 hours annually broken up throughout the course of the year.

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:

Annual Measurable Outcomes

Expected

Actual

100% technology implementation 2018-19 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

Every classroom is equipped with an interactive SMARTBoard. 100% of teachers have been trained on utilizing the technology within the classroom setting. Classrooms in grades K-3 have a minimum of 3 classroom computer work stations and 5 student tablets. All classrooms grades 4-8 are 1:1 with class sets of chromebooks. Each campus is also equipped with multiple multi-media labs and computer work stations. Specifications include:

District Technology Implementation

Technology	Quantity
Interactive SMARTBoards	55
Student Tablets	200
Student Chromebooks	724
Desktops	545
Printers	80

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

2018-19
 ■ 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

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.

Goal 3, 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 provided support to teachers and staff primarily through software updates and hardware upgrades.</p>	<p>\$132,493 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services for Technology</p>	<p>\$86,850 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 3, Action 2

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 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>Instructional aides provided blended learning station-rotation support in content area classes to support implementation of state standards.</p>	<p>\$161,427 - LCFF - 2000-2999 Classified Salaries - Instructional Aides Salaires \$103,839 - LCFF - 3000-3999 Employee Benefits - Instructional Aides Fringe Benefits \$116,986 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Instructional Aides' Salaries \$57,965 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Instructional Aides' Salaries</p>	<p>\$157,609 - LCFF - 2000-2999 Classified Salaries \$72,560 - LCFF - 3000-3999 Employee Benefits \$100,395 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$56,161 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>
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Goal 3, 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>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</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>As planned, the district provided 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) while continuing to support NGSS implementation through ZINGY Science in</p>	<p>\$47,591 - LCFF - 4000-4999 Books and Supplies - Technology-based equipment (computer related supplies) \$51,500 - LCFF - 5000-5999 Services and Other Operating Expenses - On-line services</p>	<p>\$54,363 - LCFF - 4000-4999 Books and Supplies \$53,167 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

classrooms.	5th through 8th grade classrooms and in-lab experiments and projects.		
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Goal 3, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Initiate plans to develop Makerspace to provide STEM enrichment.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Developed and planned for Makerspace to be complete by August 2019 in order to provide STEM enrichment at both school sites beginning in 2019-2020.</p>		

Analysis

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

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

In addition to maintaining campus computers, 1:1 chromebooks, tablets, and SMARTBoards, software updates included upgrading coding programs, robotics, and replacing outdated devices.

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

The overall effectiveness as measured by technology usage in the classroom was 100% with every classroom utilizing available equipment and software, specifically focusing on NGSS. Accessibility for all students including unduplicated and SPED students in the least restrictive environment through co-teaching and blended learning increased by 20 percent from the prior year. Students within the district did not complete the ZINGY Science program, and there was 10-20% of the material remaining.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences between budgeted and actual expenditures, although the cost of technology support personnel exceeded budgeted amount due to necessary upgrades.

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

Action 2 was modified and action 4 was changed. Action 2, instructional aides are specifically being utilized to assist in academic vocabulary associated with content standards in order to accelerate language development. Action 4 was added to provide a comprehensive STEM enrichment opportunity for students based on parent and committee input. Based on dashboard, math scores have declined, the Makerspace will focus on integrating math content and standards into multiple content areas.

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 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

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

<p>100% of students enrolled in appropriate courses</p>	<p>2018-19 ■ 100% of students enrolled in appropriate courses</p>	<ul style="list-style-type: none"> • 100% of students enrolled in appropriate courses
<p>Increase summer school enrollment</p>	<p>2018-19 68%</p>	<p>73%</p>
<p>Reclassification</p>	<p>2018-19 29%</p>	<p>29%</p>
<p>CELDT/ELPAC (Annual Progress)</p>	<p>2018-19 Due to the absence of CELDT and transition to ELPAC, 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. Define baseline using outcomes for annual progress towards English using ELPAC data.</p>	<p>Established Baseline ELPAC Data Number of Students: 101</p> <p>Level 4 - Well Developed 23.8%</p> <p>Level 3 - Moderately Developed 43.6%</p> <p>Level 2 - Somewhat Developed 19.8%</p> <p>Level 1 - Beginning Stage 12.9%</p>
<p>CAASPP ELA scores</p>	<p>2018-19 63% of students districtwide achieved Standard Met or Exceeded in English Language Arts on CAASPP assessment.</p>	<p>57% met or exceeded standard in English Language Arts.</p>
<p>CAASPP math scores</p>	<p>2018-19 44% Standard Met or Exceeded in Math on CAASPP assessment</p>	<p>41% Standard met or exceeded.</p>

College preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	2018-19 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	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	2018-19 Maintain 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade	Maintained 100% i-Ready diagnostic assessment, 100% completion rate for students in Kindergarten, First, and Second grade

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.

Goal 4, 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 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>Provided students with school experiences beyond the classroom. Each grade level attended an off campus fieldtrip focused on grade level standards, STEAM assemblies on both sites, a district-wide Robotics family night, Living History and</p>	<p>\$41,061 - LCFF - 5000-5999 Services and Other Operating Expenses - Field trip admissions and transportation</p>	<p>\$43,953 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

VAPA events.

Goal 4, 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>Technology support provided on all campuses 100% of the time.</p>	<p>\$44,500 - LCFF - 4000-4999 Books and Supplies - Computer hardware and supplies \$62,409 - LCFF - 5000-5999 Services and Other Operating Expenses - on-line education programs</p>	<p>\$6,282 - LCFF - 4000-4999 Books and Supplies \$6,282 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 4, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 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 provided to students at all grade levels.</p>	<p>\$127,418 - LCFF - 4000-4999 Books and Supplies - Textbooks, workbooks, all instructional materials and supplies \$202,730 - Other State Revenues - 4000-4999 Books and Supplies - Textbooks, workbooks & instructional materials \$54,600 - LCFF - 5000-5999 Services and Other Operating Expenses - Xerox Copier Leases</p>	<p>\$113,440 - LCFF - 4000-4999 Books and Supplies \$202,730 - Other State Revenues - 4000-4999 Books and Supplies - Supplies \$76,021 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 4, 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/GATE/STEM/Summer Bridge. Provide additional period of summer school for 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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Extended learning opportunities are provided four days a week after school weekly as well as for 4 weeks during the summer. Students are provided with Science, Math, ELD, and cross-curricular activities on both sites.</p>	<p>\$127,693 - LCFF - 1000-1999 Certificated Salaries - Teachers salaries (Summer school) \$10,521 - LCFF - 2000-2999 Classified Salaries - Classified Salaries (Summer School) \$27,607 - LCFF - 3000-3999 Employee Benefits - Employee Fringe Benefits</p>	<p>\$104,439 - LCFF - 1000-1999 Certificated Salaries \$6,301 - LCFF - 2000-2999 Classified Salaries \$20,812 - LCFF - 3000-3999 Employee Benefits \$1,145 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services \$10,815 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Summer School Teachers Salaries (1st hour) \$2,101 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Employee Benefits (Summer School)</p>

Goal 4, 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>Data is regularly monitored for ELs and all data is shared with teachers. Teachers also utilize district IPSA information and benchmark tools.</p>	<p>\$5,415 - LCFF - 1000-1999 Certificated Salaries - Classified Salaries \$2,281 - LCFF - 3000-3999 Employee Benefits - Employee Benefits \$9,551 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Classied Salaries \$3,462 - Federal Revenues - Title III - 3000-3999 Employee Benefits -</p>	<p>\$5,415 - LCFF - 1000-1999 Certificated Salaries \$2,281 - LCFF - 3000-3999 Employee Benefits \$0 \$0</p>

Goal 4, 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>All school sites hold monthly workshops and assemblies, while offering student recognition ceremonies during each trimester as well as at the conclusion of the school year.</p>	<p>\$11,425 - LCFF - 5000-5999 Services and Other Operating Expenses - College workshops, assemblies, student recognition ceremonies \$927 - LCFF - 2000-2999 Classified Salaries - Classified Salaries \$258 - LCFF - 3000-3999 Employee Benefits - Employee Benefits</p>	<p>\$10,443 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,000 - LCFF - 2000-2999 Classified Salaries \$278 - LCFF - 3000-3999 Employee Benefits</p>

Goal 4, Action 7

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, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide College Readiness Strategies Districtwide (AVID) including AVID strategies districtwide, AVID</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>College Readiness Strategies were implemented Districtwide (AVID) including AVID strategies districtwide, AVID EXCEL targeting 7th and 8th grade English</p>	<p>\$2,327 - LCFF - 3000-3999 Employee Benefits - Employee Benefits \$2,000 - LCFF - 1000-1999 Certificated Salaries - AVID Coordinator \$20,699 - LCFF - 2000-2999 Classified Salaries - Classified Salaries \$1,872 - LCFF - 3000-3999 Employee Benefits - Employee Benefits \$804 - LCFF - 4000-4999</p>	<p>\$1,565 - LCFF - 3000-3999 Employee Benefits \$1,200 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries \$24,245 - LCFF - 2000-2999 Classified Salaries - Classified Salaries \$2,158 - LCFF - 3000-3999 Employee Benefits \$1,960 - LCFF - 4000-4999 Books and Supplies - Supplies</p>

EXCEL targeting 7th and 8th grade English Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income).

Learners, and the AVID Elective focusing on students who would benefit from additional support (specifically low-income). Shively was recognized as a Schoolwide AVID Site of Distinction and both schools received Capturing Kids' Hearts Showcase recognition.

Books and Supplies - AVID Subscription
 \$17,572 - LCFF -
 5000-5999 Services and Other Operating Expenses -
 AVID Teacher Conferences, AVID Memberships, Mileage Reimbursement
 \$32,598 - LCFF -
 2000-2999 Classified Salaries - Classified Salaries

\$11,699 - LCFF -
 5000-5999 Services and Other Operating Expenses -
 Contracted Services \$24,245 - LCFF -
 2000-2999 Classified Salaries - Classified Salaries

Analysis

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

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

Every student across both campuses went on at least 1 off-site enrichment field trip during the 18-19 school year. Technology support through ZEN technology was provided 5 days a week during school hours. Instructional materials and supplies were provided to all students and teachers were provided with supply order at the beginning of each month. Summer programs included all grade levels K-8 with every student invited to attend. Initial ELPAC data was shared with teachers to discuss in conjunction with district data. Both 7th and 8th grade provided PTO workshops on A-G Requirements and Careers. LACOE continued to provide us with college and career readiness support through AVID EXCEL on-site support.

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

The effectiveness of the actions/services increased overall student access to learning, all teachers participating in EL Data driven conversations and an increase in community knowledge regarding post-secondary opportunities. Based on completion of all actions and services, the LEA is making significant progress towards achieving the goal.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Action 4 was modified to include additional summer enrichment opportunities for students including graphic design, culinary arts, dance, robotics, music and STEM labs.

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	2018-19 98%	98%
Chronic Absenteeism	2018-19 ■ less than 3% Chronic Absenteeism	6.3% chronically absent
Safety/School Connectedness Survey	2018-19 100% completion rate of Safety/ School Connectedness Survey (grades 4-8)	100% completion rate of Safety/School Connectedness Survey (grades 4-8) 84% of students grades 4-8 reported feeling safe at school in the classroom and on campus. 90% reported feeling respected by others on campus and 88% reported feeling that teachers cared about them.

Middle School Dropout Rate	2018-19 Maintain 0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate
District Expulsion Rate	2018-19 Maintain less than 2% Expulsion Rate	0% Expulsion Rate
Suspension Rate	2018-19 Maintain less than 2% Suspension Rate	1.6% Suspension Rate
School Facilities in Good Repair 2018-19	<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.

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.

Goal 5, 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>Students were provided with safe, clean, and well-maintained school facilities</p>	<p>\$114,256 - LCFF - 5000-5999 Services and Other Operating Expenses - Facility Repairs and Other Maintenance Services</p> <p>\$269,921 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Facility Repairs and Other Maintenance Services</p> <p>\$62,500 - LCFF -</p>	<p>\$236,438 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$30,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses</p> <p>\$68,094 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$73,305 - LCFF - 6000-6999 Capital Outlay -</p>

4000-4999 Books and Supplies - Custodial and Maintenance Supplies

Capital Outlay

Goal 5, 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>Students were provided with physical and psychological health services within the school day and outside of the school day as necessary; district psychologist provided additional support for all homeless and foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary and served as a homeless liaison providing community support contacts when needed.</p>	<p>\$92,381 - LCFF - 5000-5999 Services and Other Operating Expenses - Physical and Psychological Health Services \$4,400 - LCFF - 4000-4999 Books and Supplies - Health Supplies</p>	<p>\$100,708 - LCFF - 5000-5999 Services and Other Operating Expenses \$6,953 - LCFF - 4000-4999 Books and Supplies</p>

Goal 5, 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, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p>	<p>\$43,312 - LCFF - 2000-2999 Classified Salaries - Classified Salaries (Attendance Clerk) \$24,494 - LCFF - 3000-3999 Employee</p>	<p>\$40,423 - LCFF - 2000-2999 Classified Salaries \$22,148 - LCFF - 3000-3999 Employee Benefits</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>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All student attendance was monitored daily, each school provided personalized early outreach for students with poor attendance, and recognized good and improved attendance during recognition ceremonies each trimester.</p>	<p>Benefits - Employee Benefits</p>	
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Goal 5, 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>Extra and co-curricular activities included after school sports/music and before/after school academic support services with teachers and support staff were provided to all students and students receiving designated support services have accommodations that extend outside of the school day as well. All homeless students were provided with extra and co-curricular activities before and after school hours.</p>	<p>\$36,905 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries (Afterschool Programs)</p> <p>\$46,170 - LCFF - 2000-2999 Classified Salaries - Classified Salaries (Afterschool Programs)</p> <p>\$16,140 - LCFF - 3000-3999 Employee Benefits - Employee Benefits</p> <p>\$500 - LCFF - 4000-4999 Books and Supplies - Extra Curricular Activities Materials</p> <p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Music Instrument Repairs</p>	<p>\$34,102 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$43,015 - LCFF - 2000-2999 Classified Salaries</p> <p>\$13,271 - LCFF - 3000-3999 Employee Benefits</p> <p>\$11,562 - LCFF - 4000-4999 Books and Supplies</p> <p>\$3,707 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 5, Action 5

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts</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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district's homeless liaison continued to ensure that homeless students are provided with physical and psychological health services and provide community support contacts</p>	<p>\$1,954 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Homeless Liaison \$546 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$1,954 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$546 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Analysis

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

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

The LEA continues to provide safe, clean and well-maintained facilities. The health and attendance services provided to students allows for early contact to be made with all students with poor attendance. Extra and co-curricular activities are held at both sites including dance, band, sports, GATE, STEM, and homework/study hall.

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

Actions and services provided to students resulted in individualizing student support structures and enriching opportunities provided to students. However, the overall effectiveness is not achieving the intended goal, and chronic absenteeism is currently above our target at over 6%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences between Budgeted Expenditures and Estimated Actual Expenditures. The differences in estimated expenditures and actual expenditures was a result of facility repair necessary at both school sites including electrical work done on both campus, plumbing, and play structure repair.

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

as applicable. Identify where those changes can be found in the LCAP.

Action 2 was modified to include a full time social worker. The social worker is designed to provide early outreach to foster student, ELs, and at-risk students. Dashboard data indicates that EL students are 2x more likely to be suspended. In order to reduce suspension rates, the social worker will meet with individual and small groups of students to provide counseling and development of social skills. Action 4 was also modified to include expanded after school activities provided to homeless students including music and dance at no cost, before and after school study hall and counseling.

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Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 2018-2019 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 SELPA administrators, parents of special education students, 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 (70% participation rate) 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.

2018-2019 Information/Input Sessions: Board of Education Meetings held the second Wednesday of every month Parent LCAP Input Session (October 17, 2018; February 27, 2019; May 1, 2019; June 5, 2019) Student LCAP Input Session (October 13, 2018) PAC Meetings (October 17, 2018; February 27, 2019; May 1, 2019; June 5, 2019) ELAC/DELAC Meetings (October 17, 2018; February 27, 2019; May 1, 2019; June 5, 2019) Superintendent Presentations via designee (LCAP/Annual Update) to PAC & ELAC/DELAC (February 27, 2019; May 1, 2019; June 5, 2019) District Leadership Meeting (November 6, 2018; January 15, 2019; February 20, 2019; March 4, 2019; April 29, 2019; May 21, 2019; May 31, 2019) Local Bargaining Units Consultation (CTA & CSEA) (May 9, 2019) SSC & SAC/DAC Meetings (October 17, 2018; February 27, 2019; May 1, 2019; June 5, 2019) Public Hearing Local Control Funding Meetings (June 12, 2019) Board Approval of the Budget with the LCAP and Adoption Meeting (June 19, 2019).

Superintendent response, in writing, to comments from the PAC and ELPAC committees: https://www.vallelindo.k12.ca.us/apps/pages/index.jsp?uREC_ID=1192622&type=d&pREC_ID=1448507

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 2019-2020 LCAP: The LEA will continue to expand social emotional supports provided to school sites, special education, and increase technology resources. Based on parental input at committee meetings, and survey outcomes, a full time social worker will be added to the 2019-2020 LCAP. The Coordinator of Pupil Personnel Services will serve as a resource for all families with Special Education students and provide regular communication and support.

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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 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

Identified Need:

- Based on parent input through stakeholder surveys, committee meetings, and workshop feedback the district plans to expand opportunities for parents to participate in additional parent programs and engagement surveys including: Meet the Masters, Computer Science, Common Core Math, Social Media and Teens, and Drug Use Prevention.

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 experiences and parent/home communication	100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication	Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication

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.

Goal 1, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

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.)

2018-19

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

Modified 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, Drug Free Celebrations etc.)

2019-20

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

Modified 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, Meet the Masters, Student Recognition Assemblies etc.)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,010	\$5,994	\$11,841
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Drug Free Supplies, Printing & Copies	4000-4999 Books and Supplies; Drug Free Supplies, Printing & Copies, Meeting Supplies	4000-4999 Books and Supplies; Printing & Copies, Supplies
Amount	\$3,100	\$6,000	\$1,013
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries (Parents Training Workshops)	1000-1999 Certificated Salaries; Certificated Salaries (Parents Training Workshops)	1000-1999 Certificated Salaries; Certificated Salaries (Parents Training Workshops)
Amount	\$565	\$1,181	\$3,306
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$2,367	\$7,400	\$16,449
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Volunteer Appreciation Dinner	5000-5999 Services and Other Operating Expenses; Parents Training Classes	5000-5999 Services and Other Operating Expenses; Contracted Services
Amount	\$0	\$0	\$9,454
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Classified Salaries

Goal 1, Action 2

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

Students to be Served:

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

Location(s):

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

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

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:

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:

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	\$8,379
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries (Interpreters for parent conferences)	2000-2999 Classified Salaries; Classified Salaries (Interpreters for parent conferences)	2000-2999 Classified Salaries; Classified Salaries (Interpreters for parent conferences)
Amount	\$178	\$278	\$3,522
Source	LCFF	LCFF	LCFF

Budget
Reference

3000-3999 Employee Benefits;
Classified Fringe Benefits

3000-3999 Employee Benefits;
Classified Fringe Benefits

3000-3999 Employee Benefits;
Classified Fringe Benefits

Goal 1, Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

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	\$22,596
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Information System	5000-5999 Services and Other Operating Expenses; Parent Information System	5000-5999 Services and Other Operating Expenses; Parent Information System
Amount	\$5,207	\$5,415	\$6,980
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)	2000-2999 Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)	2000-2999 Classified Salaries; Classified Salaries (Monthly newsletter and informational communication-cost of production and distribution)
Amount	\$2,057	\$2,281	\$2,934
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Fringe Benefits	3000-3999 Employee Benefits; Fringe Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$1,057	\$1,460
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Monthly Newsletter/Copier Supplies	4000-4999 Books and Supplies; Monthly Newsletter/Copier Supplies

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

Unchanged Goal

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:

Identified Need:

Based on state test scores, district benchmarks, and teacher input, there is a need to continue to provide low student:teacher ratio in the classrooms due to varying ability levels of students at each grade level. Students are not meeting academic targets and therefore small groups, and blended learning in the classroom allows teachers to individualize student learning support plans.

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.

materials.

materials.

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.

Goal 2, 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

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

certificated employees)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,005,756	\$4,377,068	\$3,694,905
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated salaries	1000-1999 Certificated Salaries; Certificated salaries	1000-1999 Certificated Salaries; Certificated salaries
Amount	\$865,659	\$1,084,100	\$1,113,583
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$1,647,700	\$1,843,397	\$1,626,994
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Fringe Benefits	3000-3999 Employee Benefits; Employee Fringe Benefits	3000-3999 Employee Benefits; Employee Fringe Benefits
Amount	\$0	\$0	\$29,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Contracted Services/Admin Mileage Reimbursements
Amount	\$0	\$0	\$98,936
Source			Other Federal Funds
Budget Reference			1000-1999 Certificated Salaries; Certificated Salaries

Amount	\$0	\$0	\$36,148
Source			Other Federal Funds
Budget Reference			3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$0	\$332,997
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$0	\$0	\$109,106
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits; Employee Benefits

Goal 2, Action 2

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

Students to be Served:

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

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:

2018-19

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

2019-20

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

Unchanged Action	Unchanged Action	Modified 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.	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.)	Provide monthly training and support services including on-going professional development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$88,093	\$173,342	\$78,766
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers' Trainings and Support Services	1000-1999 Certificated Salaries; Teachers' Trainings and Support Services	1000-1999 Certificated Salaries; Teachers' Training and Support Services
Amount	\$15,620	\$40,346	\$17,381
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$39,925	\$54,240	\$32,160
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Conferences & Workshops	5000-5999 Services and Other Operating Expenses; Conferences & Workshops	5000-5999 Services and Other Operating Expenses; Conferences & Workshops
Amount	\$0	\$0	\$1,518

Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Workshop Materials/Supplies
Amount	\$0	\$0	\$10,800
Source			Federal Revenues - Title II
Budget Reference			1000-1999 Certificated Salaries; Grade Level Chair Stipends (Leadership)
Amount	\$0	\$0	\$2,302
Source			Federal Revenues - Title II
Budget Reference			3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$0	\$8,600
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; Staff Development/Contracted Services
Amount	\$0	\$0	\$600
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; Workshops/Conference (Special Ed)

Goal 2, 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:

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, 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	\$1,074,857
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$320,197	\$313,895	\$385,076
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Employee Benefits

Goal 2, 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:

2018-19

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

2019-20

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

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.

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.

addition to 20 hours annually for data analysis and curriculum development specific to the district's instructional process which will be monitored through teacher observations and walkthroughs. These sessions will include analyzing EI data. Note: In past years, this has been defined by 5 days, in an effort to be transparent with stakeholders, the 2 days previously described is 20 hours split between multiple days based on content/subject area. The focus is on meeting the instructional needs of low EL, socioeconomic, and foster students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$141,148	\$148,896	\$137,545
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$25,026	\$29,287	\$29,696
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Teachers Fringe Benefits	3000-3999 Employee Benefits; Employee 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:

The technology task force comprised of a TOSA, Project Lead the Way, and Science Olympiad teachers identified a need to all students to have regular access to STEM-based curriculum on a weekly basis. The team identified a gap in student access to lab-based activities and a large classroom variance based on teacher and grade level.

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: robotics, coding software, Exploratory Lab, SMARTBoards, tablets, updated teacher laptops, computer stations
100% implementation of English/Language arts/Mathematics Common cores State Standards and Next Generation Science	■ 100% implementation of English/Language arts/Mathematics			

Standards through implementation of the district's Eight Step Instructional Process and Twelve Step Program for Student Achievement	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	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	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	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
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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.

Goal 3, Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

2018-19
Select from New Action, Modified Action, or Unchanged Action:

2019-20
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide technological support personnel to train staff and provide technological support to implement Common Core Standards	Provide technological support personnel to train staff and provide technological support to implement Common Core Standards	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	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Contracted Services for Technology	5000-5999 Services and Other Operating Expenses; Contracted Services for Technology	5000-5999 Services and Other Operating Expenses; Contracted Services for Technology

Goal 3, 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)

English Learners, Foster Youth, Low Income

LEA-wide

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:

Unchanged Action	Unchanged Action	Modified Action
Provide instructional aides to assist student learning for Common Core Standards	Provide instructional aides to assist student learning for Common Core Standards	Provide instructional aides to push into classrooms with English learners to assist student learning for Common Core Standards and NGSS

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$131,735	\$161,427	\$157,238
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Instructional Aides Salaires	2000-2999 Classified Salaries; Instructional Aides Salaires	2000-2999 Classified Salaries; Classified Salaries
Amount	\$67,926	\$103,839	\$93,705
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Instructional Aides Fringe Benefits	3000-3999 Employee Benefits; Instructional Aides Fringe Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$89,533	\$116,986	\$87,757
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Instructional Aides' Salaries	2000-2999 Classified Salaries; Instructional Aides' Salaries	2000-2999 Classified Salaries; Classified Salaries

Amount	\$59,021	\$57,965	\$86,801
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Instructional Aides' Salaries	3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$0	\$176,521
Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries; Classified Salaries
Amount	\$0	\$0	\$106,483
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits; Employee Benefits

Goal 3, Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Modified Action	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.	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.	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	\$102,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Technology-based equipment (computer related supplies)	4000-4999 Books and Supplies; Technology-based equipment (computer related supplies)	4000-4999 Books and Supplies; Technology-based equipment (computer related supplies)
Amount	\$70,722	\$51,500	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; On-line services	5000-5999 Services and Other Operating Expenses; On-line services	5000-5999 Services and Other Operating Expenses; On-line services
Amount	\$0	\$0	\$9,718
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies;

Goal 3, 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:

2018-19

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

2019-20

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

Provide a comprehensive maker-space promoting STEAM based learning experiences K-8 to provide STEM enrichment at both school sites beginning in 2019-2020.

Budgeted Expenditures

Amount	\$0	\$0	\$76,432
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$0	\$0	\$29,501
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee Benefits

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

Unchanged 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 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

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

Identified Need:

English Learner Progress

All StudentsState

English Language Proficiency Assessments for California Results

Number of Students: 101

Level 4 - Well Developed

23.8%

Level 3 - Moderately Developed

43.6%

Level 2 - Somewhat Developed

19.8%

Level 1 - Beginning Stage

12.9%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%	<p>Due to the absence of CELDT and transition to ELPAC, a local measure has been established for the outcome measuring annual progress learning English.</p> <p>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.</p> <p>Define baseline using outcomes for annual progress towards English using ELPAC data.</p>	<p>Increase each level:</p> <p>Level 4 - Well Developed Increase from 23.8%</p> <p>Level 3 - Moderately Developed Increase from 43.6%</p> <p>Level 2 - Somewhat Developed Increase from 19.8%</p> <p>Level 1 - Beginning Stage Increase from 12.9%</p>
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	100% college preparedness strategies implemented districtwide as measured by administrative observations of	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration,	Maintain 100% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration,

the classroom	AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom	Organization, Reading) strategies implemented in the classroom	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.

Goal 4, Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Modified Action	Unchanged Action	Unchanged Action
Provide students with school experiences beyond the classroom (i.e. field trips)	Provide students with school experiences beyond the classroom (i.e. field trips)	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	\$45,343
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Field trip admissions and transportation	5000-5999 Services and Other Operating Expenses; Field trip admissions and transportation	5000-5999 Services and Other Operating Expenses; Field trip admissions and transportation

Goal 4, 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:

Scope of Services:

Location(s):

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

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

Unchanged Action	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.	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.	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	\$42,640
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Textbooks, workbooks, all instructional materials and supplies	4000-4999 Books and Supplies; Textbooks, workbooks, all instructional materials and supplies	5000-5999 Services and Other Operating Expenses; Xerox Copier Services
Amount	\$0	\$202,730	\$215,000
Source		Other State Revenues	Other State Revenues
Budget Reference		4000-4999 Books and Supplies; Textbooks, workbooks & instructional materials	4000-4999 Books and Supplies; Textbooks, workbooks & instructional materials
Amount	\$0	\$54,600	\$14,960

Source	LCFF	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Xerox Copier Leases	5000-5999 Services and Other Operating Expenses; Xerox Copier Leases

Goal 4, 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:

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

2018-19

Select from New Action, Modified Action, or 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:

Provide extended learning programs including summer school enrichment.

course during the academic school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$105,541	\$127,693	\$134,735
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers salaries (Summer school)	1000-1999 Certificated Salaries; Teachers salaries (Summer school)	1000-1999 Certificated Salaries; Teachers salaries (Summer school)
Amount	\$19,213	\$10,521	\$9,435
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries (Summer School)	2000-2999 Classified Salaries; Classified Salaries (Summer School)	2000-2999 Classified Salaries; Classified Salaries (Summer School)
Amount	\$23,238	\$27,607	\$31,679
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Fringe Benefits	3000-3999 Employee Benefits; Employee Fringe Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$0	\$27,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Materials/Supplies
Amount	\$0	\$0	\$8,729
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries; Certificated Salaries (Special Ed) Summer School
Amount	\$0	\$0	\$4,098

Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries; Classified Salaries Summer School (Special Ed)
Amount	\$0	\$0	\$3,144
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits; Employee Benefits

Goal 4, 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:

2018-19

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

2019-20

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

Provide teachers with data regarding progress of English learners

Provide teachers with data regarding progress of English learners

Provide teachers with data regarding progress of English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,207	\$5,415	\$6,980
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	1000-1999 Certificated Salaries; Classified Salaries	1000-1999 Certificated Salaries; Classified Salaries
Amount	\$2,057	\$2,281	\$2,934
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$6,153	\$9,551	\$10,900
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	5000-5999 Services and Other Operating Expenses; Contracted Services
Amount	\$8,219	\$3,462	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	

Goal 4, Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income**Scope of Services:**

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

LEA-wide**Location(s):**

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

All Schools**Actions/Services****2017-18**

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

Unchanged ActionProvide college workshops, assemblies, student recognition ceremonies**2018-19**

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

Unchanged ActionProvide college workshops, assemblies, student recognition ceremonies**2019-20**

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

Unchanged ActionProvide college workshops, assemblies, student recognition ceremonies**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$600	\$11,425	\$15,256
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies	5000-5999 Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies	5000-5999 Services and Other Operating Expenses; College workshops, assemblies, student recognition ceremonies

Amount	\$803	\$927	\$965
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$202	\$258	\$294
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits

Goal 4, 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:

2018-19

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

2019-20

Select from New Action, Modified Action, or 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 schoolwide, 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	\$2,000
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Employee Benefits	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$0	\$20,699	\$76,128
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries (Tutors)
Amount	\$0	\$1,872	\$5,981
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$804	\$2,010
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies;	4000-4999 Books and Supplies;

		AVID Subscription	Supplies
Amount	\$0	\$17,572	\$15,407
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; AVID Teacher Conferences, AVID Memberships, Mileage Reimbursement	5000-5999 Services and Other Operating Expenses; Contracted Services

Goal 4, 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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action
Provide Special Education Student Services for

students both on site and within our SELPA. Transportation is provided to SELPA regional programs and non-public schools. Regional programs provide services for students with intensive needs, intellectual disabilities (mild to moderate), and regional ED program.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$23,756
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Special Ed. Transportation
Amount	\$0	\$0	\$34,755
Source			Other Federal Funds
Budget Reference			5000-5999 Services and Other Operating Expenses; Special Ed Student Services
Amount	\$0	\$0	\$267,410
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; Special Ed Student Services
Amount	\$0	\$0	\$204,402
Source			Other State Revenues
Budget Reference			7000-7499 Other; Regional Programs for Special Ed.

Unchanged 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:

Increase in number of suspensions, student reported anxiety, depression, and self-harm. Teachers and parents have requested additional support through mental health support and community resources.

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) 83% of students in grades 4-8 indicated feeling safe at school in the classroom and on school grounds.
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
School Facilities in Good Repair	■ 100% of school facilities will be maintained in good repair as measured by facility inspection reports.	■ Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.	■ Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.	■ Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.

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.

Goal 5, 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)

All

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	\$279,679
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Facility Repairs	5000-5999 Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services	5000-5999 Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services
Amount	\$307,715	\$269,921	\$30,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues

Budget Reference	5000-5999 Services and Other Operating Expenses; Facility Repairs	5000-5999 Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services	5000-5999 Services and Other Operating Expenses; Facility Repairs and Other Maintenance Services
Amount	\$0	\$62,500	\$66,600
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Custodial and Maintenance Supplies	4000-4999 Books and Supplies; Custodial and Maintenance Supplies

Goal 5, Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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.

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.

Provide students with physical and psychological health services including the addition of a full time district social worker within the school day and outside of the school day as necessary; the coordinator of pupil personnel services and district social worker 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 connecting families to community resources through care solace 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	\$102,333
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Health Services	5000-5999 Services and Other Operating Expenses; Physical and Psychological Health Services	5000-5999 Services and Other Operating Expenses; Physical and Psychological Health Services
Amount	\$13,324	\$4,400	\$8,142
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Health Services	4000-4999 Books and Supplies; Health Supplies	4000-4999 Books and Supplies; Health Supplies
Amount	\$0	\$0	\$99,284
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Certificated Salaries (Social Worker)

Amount	\$0	\$0	\$34,436
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee Benefits

Goal 5, Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

2017-18	2018-19	2019-20
Unchanged Action	Unchanged Action	Unchanged Action
Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance	Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance	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	\$44,492
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries (Attendance Clerk)	2000-2999 Classified Salaries; Classified Salaries (Attendance Clerk)	2000-2999 Classified Salaries; Classified Salaries (Attendance Clerk)
Amount	\$20,916	\$24,494	\$26,522
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits

Goal 5, 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)

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 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:

Modified Action

Provide students with extra and co-curricular activities to include after school sports/music and before/after school study hall. 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	\$52,420
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers Salaries (Afterschool Programs)	1000-1999 Certificated Salaries; Teachers Salaries (Afterschool Programs)	1000-1999 Certificated Salaries; Teachers Salaries (Afterschool Programs)
Amount	\$35,582	\$46,170	\$53,265
Source	LCFF	LCFF	LCFF

Budget Reference	2000-2999 Classified Salaries; Classified Salaries (Afterschool Programs)	2000-2999 Classified Salaries; Classified Salaries (Afterschool Programs)	2000-2999 Classified Salaries; Classified Salaries (Afterschool Programs)
Amount	\$11,101	\$16,140	\$29,840
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits	3000-3999 Employee Benefits; Employee Benefits
Amount	\$0	\$500	\$15,154
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Extra Curricular Activities Materials	4000-4999 Books and Supplies; Extra Curricular Activities Materials
Amount	\$0	\$1,000	\$1,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Music Instrument Repairs	5000-5999 Services and Other Operating Expenses; Music Instrument Repairs

Goal 5, 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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

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
The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts	The district's homeless liaison will ensure that homeless students are provided with physical and psychological health services and provide community support contacts	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	2000-2999 Classified Salaries; Homeless Liaison	2000-2999 Classified Salaries; Homeless Liaison
Amount	\$0	\$546	\$546
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits; Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$2,670,903

Percentage to Increase or Improve Services:

31.27%

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 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. This action has been determined effective based on an increase in parent engagement at workshops, and doubling parent input survey data. 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. This action has been determined effective based on

100% of parents having access to translators when needed. Due to the availability of translating services, our schools have increased and improved communication between students of English learners. Goal 1, Action 3: Utilize parent information systems, 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 students 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 students home language. Many low-income students do not have access to internet at home, but do have access to cellular data. Therefore, the districts mobile site provides regular updates. This action has been determined effective based on providing the district with the ability to provide 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. This action has been determined effective based on developing parent and home partnerships that focus on accelerating language development while meeting the physical and social-emotional needs of our families. 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. This action has been determined effective based on allowing 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 3 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, ELPAC scores, classroom performance), designing lessons to support recently long-term EIs as well as recently reclassified students. The three 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, ELPAC 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. This action has been determined effective based on allowing teachers to determine data-driven instructional needs, develop individual student goals, and continue professional dialogue centered around data-based best practices. 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, foster youth, 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 ELs and low-income students. Additionally, foster students within our district have frequently been a transient population. In order to provide intense interventions, fill learning gaps, and close the academic achievement gap, instructional aides will assist in small group tutorials within the classroom designed to bridge curriculum and content based on prior schooling experiences. This action has been determined effective based on providing additional on-site support for students in need of diminishing content gaps. Goal 3, Action 1 and Action 3: Provide instructional aides to push into classrooms with ELs to provide language support and 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. Additionally, many EL students do not have access to the English language support necessary to comprehend the academic language alone. Providing Instructional Aides to push-in provides academic language support in understanding content. 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. This action has been determined effective by increasing accessibility of technology for low-income students enabling the ability to master the academic content while igniting an interest in STEM. Goal 3, Action 4: Provide a comprehensive maker-space promoting STEAM based learning experiences K-8 to provide STEM enrichment at both school sites beginning in 2019-2020. Research suggests that providing a maker-space STEAM based lab transforms "'Making' into a good learning experience, Martin writes: 'Affordable digital tools that can provide young people with new ways to interact with physical materials; a community infrastructure (in the form of meetings, events, and online social networking) that cultivates the sharing of ideas and examples; and a "Maker mindset" that encourages students to "believe they can learn to do anything." (Lee Martin, University of California-Davis, in the Journal of Pre-College Engineering Education Research, 2015.) The Maker Spaces at both Dean L. Shively and New Temple are designed with the purpose of providing equitable education for the diverse student population at Valle Lindo School District. Student from all backgrounds and socioeconomic status will be exposed to and interact with robotics, engineering, computer science, and other hands-on activities in our STEAM Curriculum. Additionally, the different student groups in our district will have the ability to showcase their creativity by printing their 2D designs on a 3D printer or designing an interactive game on Scratch, ScratchJr, or App Inventor. Through providing our students with the opportunity to construct and build upon classroom learning experiences, their experiences broaden allowing them to become better prepared for entering a continuously changing work environment. This action has been determined effective by increasing access to STEM lessons, equipment, and collaboration opportunities, enabling 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. All Low-income and English learner students are invited to attend summer school designed to focus on STEAM and language acquisition in meaningful and engaging formats. This action has been determined effective continuing the learning process 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 ELPAC 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. This action has been determined effective by reviewing data regarding progress of the English learners and monitoring teachers effectively designing lessons,

identifying gaps, and providing 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 VLSD 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 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). This action has been determined effective in providing low-income students students the opportunity to 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 and district social worker 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). Children in in the foster care system frequently experience behavioral, mental, and emotional issues as a result of life experiences. The social worker will help children deal with feelings of abandonment and distress. The added district social worker will focus on working with foster youth providing counseling in the areas of anxiety, depression, and self harm. This action has been determined effective because 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, allows for 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. This action has been determined effective due to early attendance outreach producing increased attendance and prevents on-going truancy. Goal 5, Action 4: Provide students with extra and cocurricular 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 has been determined 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. The district provides uniforms, and optometry services to homeless students and has developed relationships with community partners that successfully connect parents to needed resources. This action has been determined effective in ensuring that homeless students have access to community resources to support physical and emotional needs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$2,550,821

Percentage to Increase or Improve Services:

32.10%

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, ELPAC 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. VLSD 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 VLSD 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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$2,494,986

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 ELs 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 EL 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.

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Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$11,302,208	\$10,537,552	\$9,929,504	\$11,136,175	\$12,067,668
1000-1999 Certificated Salaries	5,860,893	5,707,779	5,555,328	5,842,904	5,810,399
2000-2999 Classified Salaries	1,537,660	1,391,424	1,195,832	1,502,062	1,750,249
3000-3999 Employee Benefits	2,475,437	2,151,866	2,204,023	2,471,456	2,668,331
4000-4999 Books and Supplies	498,550	410,140	314,765	452,994	461,443
5000-5999 Services and Other Operating Expenses	929,668	803,038	659,556	866,759	1,172,844
6000-6999 Capital Outlay	0	73,305	0	0	0
7000-7499 Other	0	0	0	0	204,402

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$11,302,208	\$10,537,552	\$9,929,504	\$11,136,175	\$12,067,668
Federal Revenues - Title I	177,451	159,056	148,554	177,451	177,058
Federal Revenues - Title II	19,138	22,655	0	0	21,702
Federal Revenues - Title III	13,013	12,916	14,372	13,013	10,900
Federal Revenues - Title IV	0	0	0	0	9,718
Other Federal Funds	0	0	0	0	169,839
Other State Revenues	202,730	207,677	0	202,730	1,443,450

Other Local Revenues	269,921	30,000	307,715	269,921	30,000
LCFF Base/Not Contributing to Increased or Improved Services	7,943,802	7,246,630	6,968,306	7,836,893	7,002,500
LCFF S & C/Contributing to Increased or Improved Services	2,676,153	2,858,618	2,490,557	2,636,167	3,202,501

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	\$11,302,208	\$10,537,552	\$9,929,504	\$11,136,175	\$12,067,668
1000-1999 Certificated Salaries	Federal Revenues - Title II	15,989	4,723	0	0	10,800
1000-1999 Certificated Salaries	Federal Revenues - Title III	0	10,815	0	0	0
1000-1999 Certificated Salaries	Other Federal Funds	0	0	0	0	98,936
1000-1999 Certificated Salaries	Other State Revenues	0	0	0	0	341,726
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,377,068	4,028,752	4,005,756	4,377,068	3,694,905
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,467,836	1,663,489	1,549,572	1,465,836	1,664,032
2000-2999 Classified Salaries	Federal Revenues - Title I	118,940	102,349	89,533	118,940	89,711
2000-2999 Classified Salaries	Federal Revenues - Title III	9,551	0	6,153	9,551	0
2000-2999 Classified Salaries	Other State Revenues	0	3,984	0	0	180,619
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,084,100	973,206	865,659	1,084,100	1,113,583

2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	325,069	311,885	234,487	289,471	366,336
3000-3999 Employee Benefits	Federal Revenues - Title I	58,511	56,707	59,021	58,511	87,347
3000-3999 Employee Benefits	Federal Revenues - Title II	3,149	932	0	0	2,302
3000-3999 Employee Benefits	Federal Revenues - Title III	3,462	2,101	8,219	3,462	0
3000-3999 Employee Benefits	Other Federal Funds	0	0	0	0	36,148
3000-3999 Employee Benefits	Other State Revenues	0	963	0	0	218,733
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,843,397	1,525,007	1,647,700	1,843,397	1,626,994
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	566,918	566,156	489,083	566,086	696,807
4000-4999 Books and Supplies	Federal Revenues - Title IV	0	0	0	0	9,718
4000-4999 Books and Supplies	Other State Revenues	202,730	202,730	0	202,730	215,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	234,418	119,722	264,404	189,918	66,600
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	61,402	87,688	50,361	60,346	170,125
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	17,000	0	0	8,600
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	0	0	0	0	10,900
5000-5999 Services and Other Operating Expenses	Other Federal Funds	0	0	0	0	34,755
5000-5999 Services and Other Operating Expenses	Other State Revenues	0	0	0	0	282,970

Federal Revenues - Title II	0	0	21,702
Other Federal Funds	0	0	135,084
Other State Revenues	0	0	442,703
LCFF Base/Not Contributing to Increased or Improved Services	6,519,115	7,304,565	6,464,482
LCFF S & C/Contributing to Increased or Improved Services	1,812,528	1,727,591	1,756,999

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	\$671,801	\$1,106,656
Federal Revenues - Title I	148,554	174,951	174,558
Federal Revenues - Title IV	0	0	9,718
Other State Revenues	0	0	283,004
LCFF Base/Not Contributing to Increased or Improved Services	107,787	132,493	80,000
LCFF S & C/Contributing to Increased or Improved Services	314,734	364,357	559,376

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	\$480,637	\$668,223	\$1,206,441
Federal Revenues - Title III	14,372	13,013	10,900
Other Federal Funds	0	0	34,755
Other State Revenues	0	202,730	717,743
LCFF Base/Not Contributing to Increased or Improved Services	309,404	223,079	111,739
LCFF S & C/Contributing to Increased or Improved Services	156,861	229,401	331,304

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	\$714,479	\$845,667
Federal Revenues - Title I	0	2,500	2,500
Other Local Revenues	307,715	269,921	30,000
LCFF Base/Not Contributing to Increased or Improved Services	32,000	176,756	346,279
LCFF S & C/Contributing to Increased or Improved Services	170,690	265,302	466,888

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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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	\$71,479
LCFF S & C/Contributing to Increased or Improved Services	54,904	71,479

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	\$8,517,932
Federal Revenues - Title II	19,138	22,655
Other State Revenues	0	4,947
LCFF Base/Not Contributing to Increased or Improved Services	7,304,565	6,535,965
LCFF S & C/Contributing to Increased or Improved Services	1,727,591	1,954,365

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	\$581,105
Federal Revenues - Title I	174,951	156,556
LCFF Base/Not Contributing to Increased or Improved Services	132,493	86,850
LCFF S & C/Contributing to Increased or Improved Services	364,357	337,699

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	\$809,730	\$680,810
Federal Revenues - Title III	13,013	12,916
Other State Revenues	202,730	202,730
LCFF Base/Not Contributing to Increased or Improved Services	329,988	245,978
LCFF S & C/Contributing to Increased or Improved Services	263,999	219,186

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	\$686,226
Federal Revenues - Title I	2,500	2,500
Other Local Revenues	269,921	30,000
LCFF Base/Not Contributing to Increased or Improved Services	176,756	377,837
LCFF S & C/Contributing to Increased or Improved Services	265,302	275,889

