

# Local Control and Accountability Plan

Valle Lindo Elementary



July 1, 2016 - June 30, 2019

Introduction:

LEA: Valle Lindo Elementary Contact (Name, Title, Email, Phone Number): Lynn Bulgin LCAP Year: 2016  
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*Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for*

*completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### A. Conditions of Learning:

*Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

*Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

*Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

*Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

*Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### B. Pupil Outcomes:

*Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

*Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### C. Engagement:

*Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

*Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

*School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*



## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|---------------------|----------------|
|---------------------|----------------|

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 2015-2016 stakeholder involvement process is being implemented with fidelity. The district continues to provide multiple forums for all stakeholders to provide input. District leadership met with all constituent groups; facilitating meetings with parents, community members, teachers, staff, and students. Each meeting was dedicated to reviewing the district's LCAP goals and services, while facilitating a structured discussion to solicit input, gather feedback, and inform the LCAP updates. In order to improve existing practices, district leadership also identified and held meetings specifically targeted towards foster parents and English learners to reflect on how the LCAP's actions and services impact these targeted groups. Parents were made aware of the meetings via flyers, phone calls, letters, and the monthly district newsletter.

In addition to meetings, the district released a survey to gather input on the eight state priorities and services provided through the district's LCAP. The survey was offered in multiple languages. Additionally public hearings, committee meetings, and board sessions were held where all LEA stakeholders were given the opportunity to provide further input. At the PAC and ELAC/DELAC meetings held on February 23, 2016 and April 26, 2016, the Superintendent presented the annual update, reviewed, and responded to comments regarding the LCAP. The Superintendent responded in writing to questions ([http://vallelindo.k12.ca.us/UserFiles/Servers/Server\\_461332/File/Answers%20to%20LCAP%20Questions.pdf](http://vallelindo.k12.ca.us/UserFiles/Servers/Server_461332/File/Answers%20to%20LCAP%20Questions.pdf)). These responses were made public through posting on the district

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 (2016-2019 LCAP) include new and expanded actions and services that emerged as a result of meeting with and surveying stakeholders. For example:

- Based on feedback from administrators, teachers and staff came a desire to strengthen students' connectedness to others through enhancing healthy bonds with teachers and support staff while establishing collaborative and productive norms. The LCAP update now includes funding for *Capturing Kids' Hearts* (Flippen Group) professional development and teacher trainings, designed to provide teachers with the tools and skills needed to build meaningful, productive relationships with students, use the EXCEL Model of teaching to create a safe, effective learning environment, and develop collaborative high-functioning classrooms. Administrators and teachers also requested continued support in implementing the *Eight Step Instructional Process* and *Twelve Step Program to Student Achievement* trainings.
- Students expressed a strong interest in using technology in classroom (i.e. computers, labs, Google Classroom, SMART Boards, tablets), opportunities for collaborative/group work, hands-on learning activities/projects, and positive interactions with their teachers. Students also stressed the importance of rewards and recognition (i.e. Pat-on-the-Back, Paw Pride, Student of the Month, lunch with the teacher etc.). The LCAP update dedicates expenditures to improve and maintain the existing technology infrastructure, professional development for teachers on instructional practices (i.e. collaborative activities, technology integrated lessons, positive student-teacher interactions). Additionally, the LCAP includes student recognition awards and assemblies to be held at all schools during each trimester.

website. Stakeholders continue to be deeply engaged and involved in the development, review, and implementation of the LCAP. The five established goals addressing all eight of the state priority areas continue to serve as focus areas as the district increases, refines, and expands additional services.

#### 2015-2016 Information/Input Sessions:

- Board of Education Meetings held the second Wednesday of every month
- Parent LCAP Input Session: April 26, 2016
- Student LCAP Input Session: March 23, 2016
- Public Hearing Local Control Funding Meetings: June 1, 2016
- PAC Meetings: October 27, 2015, February 23, 2016, April 26, 2016
- ELAC/DELAC Meetings: October 27, 2015, February 23, 2016, April 26, 2016
- Superintendent Presentations (LCAP/Annual Update) to PAC & ELAC/DELAC: February 23, 2016, April 26, 2016
- Foster Parent Input Meeting: April 5, 2016
- District Leadership Meeting: April 15, 2016
- Local Bargaining Units Consultation (CTA & CSEA): October 27, 2015, February 23, 2016, April 20, 2016
- SSC & SAC/DAC Meetings: October 27, 2015, February 23, 2016, April 26, 2016
- Board Approval Meeting: June 8, 2016

- Of special interest to parents of foster students and English learners were the Blackboard message system and parent education workshops. Of the parents that attended the input meetings, most had attended at least one workshop this year and felt the topics were relevant to them. Elementary parents requested workshops that focus on foundational skills and opportunities to learn more about helping students succeed with Common Core. Parents were pleased with the school supplies provided to students, specifically the student agendas and binders being utilized at the middle school. Parents stated that the technology we have at our schools is excellent. Foster parents specified that Smart Boards in each classroom, student tablets, classroom and lab computers and student access to the internet continue to be a high priority and they are thankful that the students have access to such current and up-to-date technology. Parents expressed their appreciation that our staff genuinely care about the students. Parents mentioned specifically how nice it is that the teachers and staff greet the students every day with a handshake. The overall feeling on our campuses is one of community. The LCAP Update allocates funds to maintain and update technology as needed, provide parent education workshops, continue the blackboard message system, provide workshops in multiple languages, and offer free childcare to parents attending parent workshops.

- Teachers and parents both felt that providing Summer School for all students helped ensure that learning continues year round. Both stakeholder groups felt that extended learning opportunities (i.e. AVID, GATE, STEM, Summer Bridge, Reading Eggs Program, ELKS) greatly enhance student learning. Teachers stated that field trips to colleges and other educational places kept students motivated and created a college-going culture on our campuses. The LCAP update includes line item increases in extended learning opportunities for students.



Annual Update:

Valle Lindo School District's extensive stakeholder engagement effort surpassed all previous year's engagement. During the 2015-2016 school year district administrators made a direct effort to not only meet with all stakeholder groups, but to also personally invite representatives from constituent groups that have been underrepresented in the past. For example, district leadership held a meeting for foster parents where foster parents provided meaningful input on the services offered by the school district. Committee meetings with multiple stakeholders, meetings with teachers and staff, and parents and students all provided meaningful input. These meetings combined with district surveys provided authentic input and feedback to inform decision-making in updating the LCAP. District Leadership then reviewed recurring themes, district data, and progress updates. The Board of Education, Parent Advisory Committee, District Advisory Council, and District English Learner Advisory Council undertook a comprehensive review of the current year LCAP. Following these review sessions actions, services and/or expenditures were added or refined within each goal area.

Annual Update:

As described previously in this section and in Section 2 of the Annual Update, stakeholder input resulted in several new or expanded services or expenditures. Through the LEA's engagement process, Valle Lindo School District refined common recurring themes, which are identified below. These themes continue to reflect the district's goals, actions/services, and investments:

- Strengthen students' connectedness to others through enhancing healthy bonds with teachers and support staff through providing on-going professional development training and support ( *Capturing Kids' Hearts/Flippen Group*)
- Support learning through the implementation of the *Eight Step Instructional Process* and the *Twelve Step Program to Student Achievement*
- Maintain up-to-date technology infrastructure to support student learning (i.e. computers, labs, SMART Boards, tablets)
- Provide high quality parent workshops and regular school-to-home communication to equip guardians with the best strategies to help their children succeed in school at each grade level
- Improve and expand extended learning opportunities provided to students (i.e. Summer School, GATE, AVID, STEM, Reading Eggs, ELKS, Homework Club)

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA's goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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| GOAL: | <p>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:</p> <ul style="list-style-type: none"> <li>• Continue to actively involve parents in decision making at both the school and district level</li> <li>• Provide parents with the tools they need to help their children excel in school through offering parent workshops and trainings</li> <li>• Develop and deliver meaningful communication with parents on factors that influence student achievement and success</li> <li>• 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.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2__ 3<u>X</u> 4__ 5__ 6<u>X</u> 7__ 8__<br/> COE Only: 9__ 10__<br/> Local: <u>Parent education through parent trainings</u></p> |
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| Identified Need: | <ul style="list-style-type: none"> <li>• 16% of parents/guardians completed the annual survey.</li> <li>• 97% of parents who completed the survey reported a positive educational environment for students.</li> <li>• 64% of foster youth representation at foster parent input meeting.</li> <li>• 100% of foster parents present at the input meeting had positive comments regarding student educational experiences and parent/home communication.</li> </ul> |
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| Goal Applies to: | Schools: <u>All</u><br>Applicable Pupil Subgroups: <u>All</u> |
|------------------|---|

LCAP Year 1: 2016-17

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Increase parent survey participation from 16% to 30%</li> <li>• Maintain 97% of parents who report a positive educational environment for students.</li> <li>• Increase foster parent input meeting representation from 64% to 70%.</li> <li>• Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication.</li> </ul> |
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| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures              |
|--|------------------|--|------------------------------------|
| Parent Workshop and Engagement Services:<br>Increase the frequency, quality, and | LEA-Wide         | <u>X</u> All<br>-----                                  | Parent Volunteer Dinner, Drug Free |

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| <p>effectiveness of parent workshops designed specifically to assist parents in supporting their children’s learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Parent Volunteer Dinner, Drug Free Celebrations etc.)</p> |                 | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p>  | <p>Supplies, Printing &amp; Copies -<br/> 4000-4999 Books and Supplies - LCFF Base: \$5,400</p> <p>Parent Meeting Speaker Fees -<br/> 1000-1999<br/> Certificated Salaries - LCFF Base: \$100</p> <p>Fringe Benefits for Parent Workshop Speaker -<br/> 3000-3999<br/> Employee Benefits - LCFF Base: \$17</p> |
| <p>Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.</p>   | <p>LEA-Wide</p> | <p><input type="checkbox"/> All<br/> -----<br/> OR:<br/> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p> | <p>Classified Salaries (Interpreters for parent conferences) -<br/> 2000-2999<br/> Classified Salaries - LCFF S &amp; C: \$700</p> <p>Classified Fringe Benefits -<br/> 3000-3999<br/> Employee Benefits - LCFF S &amp; C: \$166</p>   |
| <p>Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.</p>   | <p>LEA-Wide</p> | <p><input type="checkbox"/> All<br/> -----<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>                                | <p>Parent Information System (Black Board Connection) -<br/> 5000-5999<br/> Services and Other Operating Expenses</p>  |

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|   |          | __Other Subgroups: _____  | - LCFF S & C: \$6,374<br><br>Monthly newsletter and informational communication-cost of production and distribution - 2000-2999<br>Classified Salaries - LCFF S & C: \$4,959<br><br>Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$1,894 |
| Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare | LEA-Wide | __All<br>-----<br>OR:<br><u>X</u> Low Income pupils <u>X</u> English Learners<br><u>X</u> Foster Youth<br><u>X</u> Redesignated fluent English proficient<br>__Other Subgroups: _____ | Printing, Copying and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$3,500<br><br>Speakers Fees - 5000-5999<br>Services and Other Operating Expenses - LCFF S & C: \$546  |

LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Increase parent survey participation from 16% to 30%.</li> <li>• Maintain 97% of parents who report a positive educational environment for students.</li> <li>• Increase foster parent input meeting representation from 64% to 70%.</li> <li>• Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication.</li> </ul> |
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| Actions/Services | Scope of Service | Pupils to be served within | Budgeted |
|------------------|------------------|----------------------------|----------|
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|   |          | identified scope of service   | Expenditures   |
|---|----------|---|--|
| <p>Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Parent Volunteer Dinner, Drug Free Celebrations etc.)</p> | LEA-Wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____            | <p>Parent Volunteer Dinner, Drug Free Supplies, Printing &amp; Copies - 4000-4999 Books and Supplies - LCFF Base: \$5,522</p> <p>Parent Meeting Speaker Fees - 1000-1999 Certificated Salaries - LCFF Base: \$100</p> <p>Fringe Benefits for Parent Workshop Speaker - 3000-3999 Employee Benefits - LCFF Base: \$17</p> |
| <p>Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.</p>   | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | <p>Classified Salaries (Interpreters for parent conferences) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$721</p> <p>Classified Fringe Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$171</p>   |
| <p>Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to</p>   | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:  | <p>Parent Information System (Black Board Connection) -</p>  |



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| enhance home-to-school communication. |  | <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | 4000-4999 Books and Supplies - LCFF S & C: \$6,665<br><br>Monthly newsletter and informational communication-cost of production and distribution - 2000-2999 Classified Salaries - LCFF S & C: \$5,261<br><br>Fringe Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$2,010 |
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| Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Printing, Copying and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$3,579<br><br>Speakers Fees - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$558 |
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LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Increase parent survey participation from 16% to 30%.</li> <li>• Maintain 97% of parents who report a positive educational environment for students.</li> <li>• Increase foster parent input meeting representation from 64% to 70%.</li> <li>• Maintain 100% of foster parents reporting positive comments regarding student educational experiences and parent/home communication.</li> </ul> |
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| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
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| <p>Parent Workshop and Engagement Services: Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children’s learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students’ education, (i.e. Back to School Night, Open House, Committee Meetings, PTO, Parent Conferences, Parent Workshops, Student Recognition Assemblies, Parent Volunteer Dinner, Drug Free Celebrations etc.)</p> | LEA-Wide         | <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p>            | <p>Parent Volunteer Dinner, Drug Free Supplies, Printing &amp; Copies - 4000-4999 Books and Supplies - LCFF Base: \$5,659</p> <p>Parent Meeting Speaker Fees - 1000-1999 Certificated Salaries - LCFF Base: \$100</p> <p>Fringe Benefits for Parent Workshop Speaker - 3000-3999 Employee Benefits - LCFF Base: \$17</p> |
| <p>Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.</p>   | LEA-Wide         | <p><input type="checkbox"/> All<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> | <p>Classified Salaries (Interpreters for parent conferences) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$743</p> <p>Classified Fringe Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$176</p>   |
| <p>Utilize parent information systems (ie. BlackBoard Connect), monthly newsletters,</p>  | LEA-Wide         | <p><input type="checkbox"/> All<br/>-----</p>  | <p>Parent Information System (Black</p>  |

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| <p>website updates, letters, and brochures to enhance home-to-school communication.</p>                                      |                 | <p>OR:<br/> <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p>  | <p>Board Connection) -<br/> 4000-4999 Books and Supplies - LCFF S &amp; C: \$6,831</p> <p>Monthly newsletter and informational communication-cost of production and distribution - 2000-2999 Classified Salaries - LCFF S &amp; C: \$5,419</p> <p>Fringe Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$2,070</p> |
| <p>Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare</p> | <p>LEA-Wide</p> | <p><input type="checkbox"/> All<br/> -----<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p> | <p>Printing, Copying and Supplies - 4000-4999 Books and Supplies - LCFF S &amp; C: \$3,668</p> <p>Speakers Fees - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$572</p>   |

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| GOAL: | <p>2) Students will be taught by highly qualified teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maintain low student-teacher ratio.</li> <li>• Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.</li> <li>• 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 Eight Step Instructional Process.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
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| Identified Need: | <p>Based on feedback gathered at input meetings, the following needs were identified by all stakeholders:</p> <ul style="list-style-type: none"> <li>• Recruit and retain highly qualified teachers (currently 100% of teachers are highly qualified)</li> <li>• Maintain reduced class size (currently 22:1)</li> <li>• Continue to 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 Eight Step Instructional Process.</li> </ul> |
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| Goal Applies to: | <p>Schools:   All<br/> Applicable Pupil Subgroups:   All</p> |
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LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | <p>Maintain 22:1 student:teacher ratio</p> <p>100% of teachers will be fully credentialed and appropriately assigned. Retain 95% of fully credentialed and appropriately assigned teachers.</p> <p>100% of students will have standards-aligned instructional materials.</p> |
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| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures   |
|--|------------------|--|-------------------------|
| Provide teachers and support staff with negotiated cost of living increase and | LEA-Wide         | <u>X</u> All<br>-----                                  | Certificated salaries - |

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| <p>step/column adjustment</p>   |                 | <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p>  | <p>1000-1999<br/> Certificated<br/> Salaries - LCFF<br/> Base: \$4,391,797</p> <p>Classified Salaries<br/> - 2000-2999<br/> Classified Salaries<br/> - LCFF Base:<br/> \$1,050,258</p> <p>Employee Fringe<br/> Benefits -<br/> 3000-3999<br/> Employee Benefits<br/> - LCFF Base:<br/> \$1,659,556</p>   |
| <p>Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.</p> | <p>LEA-Wide</p> | <p><input type="checkbox"/> All<br/> -----<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: _____</p> | <p>Teachers Salaries<br/> (5.5 days monthly<br/> training + Hourly<br/> teachers'<br/> in-services costs)<br/> - 1000-1999<br/> Certificated<br/> Salaries - LCFF S<br/> &amp; C: \$169,125</p> <p>Teachers Fringe<br/> Benefits -<br/> 3000-3999<br/> Employee Benefits<br/> - LCFF S &amp; C:<br/> \$27,610</p> <p>Conferences &amp;<br/> Workshops -<br/> 5000-5999</p> |

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|  |          |   | Services and Other Operating Expenses - LCFF S & C: \$66,000   |
| Maintain reduced class size to improve student learning.   | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers Salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$771,024<br><br>Teachers Fringe Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$228,407                      |
| Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process                               | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers Salaries (5 student-free days) - 1000-1999 Certificated Salaries - LCFF S & C: \$137,386<br><br>Teachers Fringe Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$22,447 |
| Provide supplemental instructional materials to unduplicated students that are aligned to the academic content standards and focus on building academic language and proficiency | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient  | School Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$20,000  |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Maintain 22:1 student:teacher ratio  
 100% of teachers will be fully credentialed and appropriately assigned. Retain 95% of fully credentialed and appropriately assigned teachers.  
 100% of students will have standards-aligned instructional materials.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Provide teachers and support staff with negotiated cost of living increase and step/column adjustment  | LEA-Wide         | <u>X</u> All<br>-----<br>OR:<br>__ Low Income pupils    __ English Learners<br>__ Foster Youth<br>__ Redesignated fluent English proficient<br>__ Other Subgroups: _____ | Certificated salaries - 1000-1999<br>Certificated Salaries - LCFF Base: \$4,523,551<br><br>Classified Salaries - 2000-2999<br>Classified Salaries - LCFF Base: \$1,081,766<br><br>Employee Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF Base: \$1,709,343 |
| 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. | LEA-Wide         | __ All<br>-----<br>OR:<br><u>X</u> Low Income pupils <u>X</u> English Learners<br><u>X</u> Foster Youth<br><u>X</u> Redesignated fluent English proficient               | Teachers Salaries (5.5 days monthly training + Hourly teachers' in-services costs) - 1000-1999   |

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|  |          | <u>Other Subgroups:</u> _____<br><br>   | Certificated Salaries - LCFF S & C: \$174,199<br><br>Teachers Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$28,438<br><br>Conferences & Workshops - 5000-5999<br>Services and Other Operating Expenses - LCFF S & C: \$67,492 |
| Maintain reduced class size to improve student learning.   | LEA-Wide | <u>All</u><br>-----<br>OR:<br><u>X</u> Low Income pupils <u>X</u> English Learners<br><u>X</u> Foster Youth<br><u>X</u> Redesignated fluent English proficient<br><u>Other Subgroups:</u> _____ | Teachers Salaries - 1000-1999<br>Certificated Salaries - LCFF S & C: \$794,155<br><br>Teachers Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$235,259  |
| Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process | LEA-Wide | <u>All</u><br>-----<br>OR:<br><u>X</u> Low Income pupils <u>X</u> English Learners<br><u>X</u> Foster Youth<br><u>X</u> Redesignated fluent English proficient                                  | Teachers Salaries (5 student-free days) - 1000-1999<br>Certificated Salaries - LCFF S  |



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|  |          | <u>  </u> Other Subgroups: _____  | & C: \$141,508<br><br>Teachers Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$23,120 |
| Provide supplemental instructional materials to unduplicated students that are aligned to the academic content standards and focus on building academic language and proficiency | LEA-Wide | <u>  </u> All<br>-----<br>OR:<br><u>  </u> Low Income pupils <u>  </u> English Learners<br><u>  </u> Foster Youth<br><u>  </u> Redesignated fluent English proficient<br><u>  </u> Other Subgroups: _____ | School Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$20,452                                  |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <p>Maintain 22:1 student:teacher ratio</p> <p>100% of teachers will be fully credentialed and appropriately assigned. Retain 95% of fully credentialed and appropriately assigned teachers.</p> <p>100% of students will have standards-aligned instructional materials.</p> |
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| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Provide teachers and support staff with negotiated cost of living increase and step/column adjustment | LEA-Wide         | <u>  </u> All<br>-----<br>OR:<br><u>  </u> Low Income pupils <u>  </u> English Learners<br><u>  </u> Foster Youth<br><u>  </u> Redesignated fluent English proficient<br><u>  </u> Other Subgroups: _____ | Certificated salaries - 1000-1999<br>Certificated Salaries - LCFF Base: \$4,659,258<br><br>Classified Salaries - 2000-2999<br>Classified Salaries - LCFF Base: |

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|   |                 |  | <p>\$1,114,219</p> <p>Employee Fringe Benefits - 3000-3999</p> <p>Employee Benefits - LCFF Base: \$1,760,623</p>  |
| <p>Provide monthly training and support services. Professional development to include Capturing Kids' Hearts (Flippen Group, Eight Step Instructional Process, Implementing Common Core, and Integrating Technology in the Classroom.</p> | <p>LEA-Wide</p> | <p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p> | <p>Teachers Salaries (5.5 days monthly training + Hourly teachers' in-services costs) - 1000-1999</p> <p>Certificated Salaries - LCFF S &amp; C: \$179,425</p> <p>Teachers Fringe Benefits - 3000-3999</p> <p>Employee Benefits - LCFF S &amp; C: \$29,291</p> <p>Conferences &amp; Workshops - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S &amp; C: \$69,173</p> |
| <p>Maintain reduced class size to improve student learning.</p>   | <p>LEA-Wide</p> | <p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p>  | <p>Teachers Salaries - 1000-1999</p> <p>Certificated Salaries - LCFF S</p>  |

|  |          |   |  |
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|  |          | <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____   | & C: \$842,519<br><br>Teachers Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$249,587  |
| Provide teachers with 5 student-free days for data analysis and curriculum development specific to the district's Eight Step Instructional Process                               | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers Salaries (5 student-free days) - 1000-1999<br>Certificated Salaries - LCFF S & C: \$145,753<br><br>Teachers Fringe Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$23,814 |
| Provide supplemental instructional materials to unduplicated students that are aligned to the academic content standards and focus on building academic language and proficiency | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | School Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$21,066  |

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|-------|--|--|
| GOAL: | <p>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:</p> <ul style="list-style-type: none"> <li>• Provide instructional assistance and support programs.</li> <li>• 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.</li> <li>• Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
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| Identified Need: | <ul style="list-style-type: none"> <li>• Maintain 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations</li> <li>• Maintain 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</li> </ul> |
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| Goal Applies to: | <p>Schools: All<br/> Applicable Pupil Subgroups: All</p> |
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LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations</li> <li>• 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</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures                   |
|---|------------------|--|---|
| Provide technological support personnel to train staff and provide technological support to implement Common Core Standards | LEA-Wide         | <u>X</u> All<br>-----<br>OR:                           | Contracted Services for Technology (Zen |

|   |          |   |   |
|---|----------|---|---|
|   |          | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____   | Network Solutions)<br>- 5000-5999<br>Services and Other<br>Operating<br>Expenses - LCFF<br>Base: \$55,000   |
| Provide instructional aides to assist student learning for Common Core Standards  | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Instructional Aides Salaires -<br>2000-2999<br>Classified Salaries<br>- LCFF S & C:<br>\$178,068<br><br>Instructional Aides Fringe Benefits -<br>3000-3999<br>Employee Benefits<br>- LCFF S & C:<br>\$104,965   |
| Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Technology-based equipment (computer related supplies) -<br>4000-4999 Books and Supplies -<br>LCFF S & C:<br>\$260,229<br><br>On-line services -<br>5000-5999<br>Services and Other Operating<br>Expenses - LCFF S & C:<br>\$6,134<br><br>Wi-Fi Equipment - |

6000-6999  
Capital Outlay -  
LCFF S & C:  
\$79,417

LCAP Year 2: 2017-18

Expected Annual  
Measurable  
Outcomes:

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

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Provide technological support personnel to train staff and provide technological support to implement Common Core Standards | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                  | Contracted Services for Technology (Zen Network Solutions) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$56,243  |
| Provide instructional aides to assist student learning for Common Core Standards  | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Instructional Aides Salaires - 2000-2999 Classified Salaries - LCFF S & C: \$183,410<br><br>Instructional Aides Fringe Benefits - 3000-3999 Employee Benefits - LCFF S & C: |

|   |          |   |   |
|---|----------|---|---|
|   |          |   | \$108,114   |
| Provide additional technology-based equipment, hardware & software to implement Common Core and Next Generation Science Standards | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Technology-based equipment (computer related supplies) - 4000-4999 Books and Supplies - LCFF S & C: \$266,110<br><br>On-line services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,134<br><br>Technology Supplies - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$81,212 |

LCAP Year 3: 2018-19

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% technology implementation in all classrooms, including use of the following: SMARTBoards, tablets, computer stations</li> <li>• 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</li> </ul> |
|--------------------------------------|--|

| Actions/Services                           | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| Provide technological support personnel to | LEA-Wide         | <input checked="" type="checkbox"/> All                | Contracted            |

|  |                 |  |   |
|--|-----------------|--|---|
| <p>train staff and provide technological support to implement Common Core Standards</p>  |                 | <p>-----<br/> OR:<br/> __ Low Income pupils __ English Learners<br/> __ Foster Youth<br/> __ Redesignated fluent English proficient<br/> __ Other Subgroups: _____</p>                                     | <p>Services for Technology (Zen Network Solutions) - 5000-5999<br/> Services and Other Operating Expenses - LCFF Base: \$57,643</p>   |
| <p>Provide instructional aides to assist student learning for Common Core Standards</p>  | <p>LEA-Wide</p> | <p>__ All<br/> -----<br/> OR:<br/> <u>X</u> Low Income pupils <u>X</u> English Learners<br/> <u>X</u> Foster Youth<br/> <u>X</u> Redesignated fluent English proficient<br/> __ Other Subgroups: _____</p> | <p>Instructional Aides Salaires - 2000-2999<br/> Classified Salaries - LCFF S &amp; C: \$188,912<br/><br/> Instructional Aides Fringe Benefits - 3000-3999<br/> Employee Benefits - LCFF S &amp; C: \$111,357</p>                         |
| <p>Provide additional technology-based equipment, hardware &amp; software to implement Common Core and Next Generation Science Standards</p> | <p>LEA-Wide</p> | <p>__ All<br/> -----<br/> OR:<br/> <u>X</u> Low Income pupils <u>X</u> English Learners<br/> <u>X</u> Foster Youth<br/> <u>X</u> Redesignated fluent English proficient<br/> __ Other Subgroups: _____</p> | <p>Technology-based equipment (computer related supplies) - 4000-4999<br/> Books and Supplies - LCFF S &amp; C: \$272,736<br/><br/> On-line services - 5000-5999<br/> Services and Other Operating Expenses - LCFF S &amp; C: \$6,287</p> |



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|--|--|--|--|
|  |  |  | Technology<br>Supplies -<br>5000-5999<br>Services and Other<br>Operating<br>Expenses - LCFF S<br>& C: \$83,234 |
|--|--|--|--|

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.).
- 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 TerraNova Assessment
- Utilize all student achievement assessment 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:

Related State and/or Local Priorities:  
 1\_\_ 2\_X 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_X 8\_\_  
 COE Only: 9\_\_ 10\_\_  
 Local: \_\_\_\_\_

Identified Need:

- The district's current reclassification rate is 27.4%
- 60.8% current rate of Els demonstrating progress towards English proficiency as measured by CELDT
- 20% of Els met or nearly met standard based on English Language Arts/Literacy 2014-2015 CAASPP results
- 30% of Els met or nearly met standard based on mathematics 2014-2015 CAASPP results
- 49% of students met or exceeded the standard based on English Language Arts/Literacy 2014-2015 CAASPP results
- 36% of students met or exceeded the standard based on mathematics 2014-2015 CAASPP results
- 53 % of students attend Summer School
- 56 % of English learners attend the Summer Bridge Program
- 61 % of 7th and 8th grade students participate in AVID
- 5 % of students participate in GATE
- District API (last reported 2013) 836
- Partner with high school district to develop collaborative STEM program
- 100% of Kindergarten, First and Second grade students complete the TerraNova Assessment

- 100% of teachers implementing Eight Step instructional process to analyze student assessment data and drive instructional decision-making

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% of students enrolled in appropriate courses
- Increase summer school enrollment from 53% to 60%
- Increase reclassification from 27.4% to 35%
- Increase from 60.8% to 63% of EIs demonstrating progress toward English proficiency as measured by the CELDT
- Increase CAASPP baseline score of 49% Standard Met or Exceeded to 55% Standard Met or Exceeded in English Language Arts.
- Increase CAASPP baseline score of 36% Standard Met or Exceeded to 40% Standard Met or Exceeded in Math.
- Increase from 75% to 90% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom
- Maintain 100% TerraNova Assessment completion rate for students in Kindergarten, First, and Second grade

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Provide students with school experiences beyond the classroom (i.e. field trips) | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Field trip admissions and transportation - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$35,000 |
| Provide student technology support   | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient  | Computer hardware and supplies - 4000-4999 Books and Supplies - LCFF Base: \$40,000                              |

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|   |          | <input type="checkbox"/> Other Subgroups: _____   | on-line education programs -<br>5000-5999<br>Services and Other Operating Expenses - LCFF Base: \$46,180<br><br>Wi-Fi Equipment - 6000-6999<br>Capital Outlay - LCFF Base: \$47,800        |
| 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. | LEA-Wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                  | Textbooks, workbooks, all instructional materials and supplies - 4000-4999 Books and Supplies - LCFF Base: \$310,514   |
| Provide extended learning programs, i.e., ELD/AVID/GATE/STEM/Summer Bridge  | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers salaries (Summer school) Summer classes + music - 1000-1999 Certificated Salaries - LCFF S & C: \$102,763<br><br>Classified Salaries (Summer School) Office + instructional aides |

|   |          |  |  |
|---|----------|--|--|
|   |          |  | <p>+ Tutors + music -<br/>2000-2999<br/>Classified Salaries<br/>- LCFF S &amp; C:<br/>\$18,619</p> <p>Employee Fringe<br/>Benefits -<br/>3000-3999<br/>Employee Benefits<br/>- LCFF S &amp; C:<br/>\$20,774</p> <p>Summer School<br/>Supplies + AVID<br/>Subscription -<br/>4000-4999 Books<br/>and Supplies -<br/>LCFF S &amp; C:<br/>\$8,196</p> <p>AVID<br/>Memberships,<br/>Conferences,<br/>Mileage<br/>reimbursements -<br/>5000-5999<br/>Services and Other<br/>Operating<br/>Expenses - LCFF S<br/>&amp; C: \$16,287</p> |
| Provide teachers with data regarding progress of English learners | LEA-Wide | <p><u>  </u>All<br/>-----<br/>OR:<br/><u>  </u>Low Income pupils <u>  </u>English Learners<br/><u>  </u>Foster Youth<br/><u>  </u>Redesignated fluent English proficient</p> | <p>Classified Salaries<br/>- 2000-2999<br/>Classified Salaries<br/>- LCFF S &amp; C:<br/>\$4,959</p>   |

|   |          |   |  |
|---|----------|---|--|
|   |          | <u>  </u> Other Subgroups: _____  | Employee Benefits<br>- 3000-3999<br>Employee Benefits<br>- LCFF S & C:<br>\$1,894  |
| Provide college workshops, assemblies, student recognition ceremonies | LEA-Wide | <u>  </u> All<br>-----<br>OR:<br><u>  </u> X Low Income pupils <u>  </u> X English Learners<br><u>  </u> X Foster Youth<br><u>  </u> X Redesignated fluent English proficient<br><u>  </u> Other Subgroups: _____ | College workshops, assemblies, student recognition ceremonies - 5000-5999<br>Services and Other Operating Expenses - LCFF S & C: \$1,802 |

LCAP Year 2: 2017-18

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% of students enrolled in appropriate courses</li> <li>• Increase summer school enrollment from 60% to 65%</li> <li>• Increase reclassification from 35% to 40%</li> <li>• Increase from 63% to 65% of EIs demonstrating progress toward English proficiency as measured by the CELDT</li> <li>• Increase CAASPP baseline score of 55% Standard Met or Exceeded to 60% Standard Met or Exceeded in English Language Arts.</li> <li>• Increase CAASPP baseline score of 40% Standard Met or Exceeded to 45% Standard Met or Exceeded in Math.</li> <li>• Increase from 90% to 95% college preparedness strategies implemented districtwide as measured by administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom</li> <li>• Maintain 100% TerraNova Assessment completion rate for students in Kindergarten, First, and Second grade</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service                                    | Budgeted Expenditures                                |
|--|------------------|---|--|
| Provide students with school experiences beyond the classroom (i.e. field trips) | LEA-Wide         | <u>  </u> X All<br>-----<br>OR:<br><u>  </u> Low Income pupils <u>  </u> English Learners | Field trip admissions and transportation - 5000-5999 |

|   |          |  |   |
|---|----------|--|---|
|   |          | <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____  | Services and Other Operating Expenses - LCFF Base: \$36,600   |
| Provide student technology support  | LEA-Wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Computer hardware and supplies - 4000-4999 Books and Supplies - LCFF Base: \$40,904<br><br>on-line education programs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$47,224<br><br>Technology Supplies - 4000-4999 Books and Supplies - LCFF Base: \$48,880 |
| 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. | LEA-Wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Textbooks, workbooks, all instructional materials and supplies - 4000-4999 Books and Supplies - LCFF Base: \$317,532  |
| Provide extended learning programs, i.e., ELD/AVID/GATE/STEM/Summer Bridge  | LEA-Wide | <input type="checkbox"/> All<br>-----  | Teachers salaries (Summer school)   |

OR:

Low Income pupils  English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

Summer classes +  
music -  
1000-1999  
Certificated  
Salaries - LCFF S &  
C: \$109,021

Classified Salaries  
(Summer School)  
Office +  
instructional aides  
+ Tutors + music -  
2000-2999  
Classified Salaries  
- LCFF S & C:  
\$19,753

Employee Fringe  
Benefits -  
3000-3999  
Employee Benefits  
- LCFF S & C:  
\$22,039

Summer School  
Supplies + AVID  
Subscription -  
4000-4999 Books  
and Supplies -  
LCFF S & C:  
\$8,570

AVID Teachers  
Conferences, AVID  
Memberships,  
Mileage  
reimbursements -  
5000-5999



|   |          |   |  |
|---|----------|---|--|
|   |          |   | Services and Other Operating Expenses - LCFF S & C: \$17,031   |
| Provide teachers with data regarding progress of English learners     | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Classified Salaries - 2000-2999<br>Classified Salaries - LCFF S & C: \$5,108<br><br>Employee Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$1,951 |
| Provide college workshops, assemblies, student recognition ceremonies | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | College workshops, assemblies, student recognition ceremonies - 5000-5999<br>Services and Other Operating Expenses - LCFF S & C: \$1,843                     |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 100% of students enrolled in appropriate courses
- Increase summer school enrollment from 65% TO 70%
- Increase reclassification from 40% to 45%
- Increase from 65% to 67% of EIs demonstrating progress toward English proficiency as measured by the CELDT
- Increase CAASPP baseline score of 60% Standard Met or Exceeded to 65% Standard Met or Exceeded in English Language Arts.
- Increase CAASPP baseline score of 45% Standard Met or Exceeded to 50% Standard Met or Exceeded in Math.
- Increase from 95% to 100% college preparedness strategies implemented districtwide as measured by

administrative observations of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies implemented in the classroom

- Maintain 100% TerraNova Assessment completion rate for students in Kindergarten, First, and Second grade

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| Provide students with school experiences beyond the classroom (i.e. field trips) | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Field trip admissions and transportation - 5000-5999<br>Services and Other Operating Expenses - LCFF Base: \$37,511   |
| Provide student technology support   | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Computer hardware and supplies - 4000-4999 Books and Supplies - LCFF Base: \$41,923<br><br>on-line education programs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$48,400<br><br>Technology Supplies - 4000-4999 Books and Supplies - LCFF Base: \$50,097 |

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|--|-----------------|--|---|
| <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 &amp; performing arts.</p> | <p>LEA-Wide</p> | <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p>                                  | <p>Textbooks, workbooks, all instructional materials and supplies - 4000-4999 Books and Supplies - LCFF Base: \$325,439</p>   |
| <p>Provide extended learning programs, i.e., ELD/AVID/GATE/STEM/Summer Bridge</p>  | <p>LEA-Wide</p> | <p><input type="checkbox"/> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> | <p>Teachers salaries (Summer school) Summer classes + music - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$112,292</p> <p>Classified Salaries (Summer School) Office + instructional aides + Tutors + music - 2000-2999 Classified Salaries - LCFF S &amp; C: \$20,346</p> <p>Employee Fringe Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$22,700</p> <p>Summer School Supplies + AVID</p> |

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|   |          |  | <p>Subscription -<br/>4000-4999 Books<br/>and Supplies -<br/>LCFF S &amp; C:<br/>\$8,784</p> <p>AVID Teachers<br/>Conferences, AVID<br/>Memberships,<br/>Mileage<br/>reimbursements -<br/>5000-5999<br/>Services and Other<br/>Operating<br/>Expenses - LCFF S<br/>&amp; C: \$17,455</p> |
| Provide teachers with data regarding progress of English learners     | LEA-Wide | <p><input type="checkbox"/> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> | <p>Classified Salaries<br/>- 2000-2999<br/>Classified Salaries<br/>- LCFF S &amp; C:<br/>\$5,261</p> <p>Employee Benefits<br/>- 3000-3999<br/>Employee Benefits<br/>- LCFF S &amp; C:<br/>\$2,009</p>  |
| Provide college workshops, assemblies, student recognition ceremonies | LEA-Wide | <p><input type="checkbox"/> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> | <p>College workshops,<br/>assemblies,<br/>student recognition<br/>ceremonies -<br/>5000-5999<br/>Services and Other<br/>Operating<br/>Expenses - LCFF S<br/>&amp; C: \$1,889</p>   |



|       |  |  |
|-------|--|--|
| GOAL: | <p>5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:</p> <ul style="list-style-type: none"> <li>• Provide students with physical and psychological health services and well balanced nutritional breakfast and lunch programs.</li> <li>• Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.</li> <li>• Implement Capturing Kids' Hearts to strengthen students' connectedness to others through enhancing healthy bonds with teachers and support staff</li> <li>• Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.</li> <li>• Provide safe, clean, well-maintained school facilities.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u><br/> COE Only: 9 __ 10 __<br/> Local: _____</p> |
|-------|--|--|

|                  |   |
|------------------|---|
| Identified Need: | <p>Current Data:</p> <ul style="list-style-type: none"> <li>• Percent of students involved in extra and co-curricular activities (65%)</li> <li>• Current ADA (Average Daily Attendance) 98%</li> <li>• Chronic absenteeism (3.1%)</li> <li>• Teacher participation in Capturing Kids' Hearts professional training (100%)</li> </ul> |
|------------------|---|

|                  |  |
|------------------|--|
| Goal Applies to: | <p>Schools:   All<br/> Applicable Pupil Subgroups:   All</p> |
|------------------|--|

LCAP Year 1: 2016-17

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Maintain benchmark Attendance (98%)</li> <li>• Maintain less than Chronic Absentees (3.1%)</li> <li>• Increase Safety/School Connectedness Survey (90%) by 5%</li> </ul> <p><b><u>Middle School Dropout Rate</u></b><br/> 2016-2017: Maintain 0% Middle School Dropout Rate</p> <p><b><u>District Expulsion Rate</u></b><br/> 2016-2017: Maintain 0% Expulsion Rate</p> <p><b><u>District Suspension Rate</u></b><br/> 2016-2017: Maintain 1% or lower Suspension Rate</p> <ul style="list-style-type: none"> <li>• Maintain 100% of school facilities will be maintained in good repair as measured by facility inspection reports.</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Students will be provided with safe, clean, and well-maintained school facilities  | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                  | Facilities Repairs (including Ongoing and Major Maintenance Account) - 5000-5999<br>Services and Other Operating Expenses - LCFF Base: \$425,714  |
| Provide all students with physical and psychological health services; district psychologist will also provide additional support for all foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____            | Health Services - 5000-5999<br>Services and Other Operating Expenses - LCFF Base: \$23,816<br><br>Health Services - 5000-5999<br>Services and Other Operating Expenses - LCFF S & C: \$15,324 |
| Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance  | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Classified Salaries (Attendance Clerk) - 2000-2999<br>Classified Salaries - LCFF S & C: \$35,364<br><br>Employee Benefits - 3000-3999<br>Employee Benefits - LCFF S & C:                      |

|   |          |   |   |
|---|----------|---|---|
|   |          |   | \$19,884  |
| Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers Salaries (Sports + Music) afterschool - 1000-1999<br>Certificated Salaries - LCFF S & C: \$25,312<br><br>Classified Salaries (Sports + Music) Afterschool - 2000-2999<br>Classified Salaries - LCFF S & C: \$25,880<br><br>Employee Benefits - 3000-3999<br>Employee Benefits - LCFF S & C: \$11,676 |

LCAP Year 2: 2017-18

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Maintain benchmark Attendance (98%)</li> <li>• Maintain less than Chronic Absentees (3.1%)</li> <li>• Increase Safety/School Connectedness Survey (90%) by 5%</li> </ul> <p><u>Middle School Dropout Rate</u><br/>2016-2017: Maintain 0% Middle School Dropout Rate</p> <p><u>District Expulsion Rate</u><br/>2016-2017: Maintain 0% Expulsion Rate</p> <p><u>District Suspension Rate</u><br/>2016-2017: Maintain 1% or lower Suspension Rate</p> |
|--------------------------------------|---|



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

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Students will be provided with safe, clean, and well-maintained school facilities  | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                  | Facilities Repairs (including Ongoing and Major Maintenance Account) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$425,714   |
| Provide all students with physical and psychological health services; district psychologist will also provide additional support for all foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____            | Health Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$24,354<br><br>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,670 |
| Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance  | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Classified Salaries (Attendance Clerk) - 2000-2999<br>Classified Salaries - LCFF S & C: \$36,425<br><br>Employee Benefits - 3000-3999   |

|   |          |   |  |
|---|----------|---|--|
|   |          |   | Employee Benefits<br>- LCFF S & C:<br>\$20,481   |
| Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club | LEA-Wide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Teachers Salaries<br>(Sports + Music)<br>afterschool -<br>1000-1999<br>Certificated<br>Salaries - LCFF S<br>& C: \$26,071<br><br>Classified Salaries<br>(Sports + Music)<br>Afterschool -<br>2000-2999<br>Classified Salaries<br>- LCFF S & C:<br>\$26,656<br><br>Employee Benefits<br>- 3000-3999<br>Employee Benefits<br>- LCFF S & C:<br>\$12,026 |

LCAP Year 3: 2018-19

|   |  |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• Maintain benchmark Attendance (98%)</li> <li>• Maintain less than Chronic Absentees (3.1%)</li> <li>• Increase Safety/School Connectedness Survey (90%) by 5%</li> </ul> <p><b><u>Middle School Dropout Rate</u></b><br/>2016-2017: Maintain 0% Middle School Dropout Rate</p> <p><b><u>District Expulsion Rate</u></b><br/>2016-2017: Maintain 0% Expulsion Rate</p> |
|---|--|

District Suspension Rate

2016-2017: Maintain 1% or lower Suspension Rate

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

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Students will be provided with safe, clean, and well-maintained school facilities  | LEA-Wide         | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                  | Facilities Repairs (including Ongoing and Major Maintenance Account) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$425,714   |
| Provide all students with physical and psychological health services; district psychologist will also provide additional support for all foster youth through meeting on a quarterly basis and providing additional early intervention services when necessary | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____            | Health Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$24,960<br><br>Health Services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,060 |
| Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance  | LEA-Wide         | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ | Classified Salaries (Attendance Clerk) - 2000-2999 Classified Salaries - LCFF S & C: \$37,519   |

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|   |          |   | Employee Benefits<br>- 3000-3999<br>Employee Benefits<br>- LCFF S & C:<br>\$21,095   |
| Provide students with extra and co-curricular activities to include after school sports/music and before/after school homework club | LEA-Wide | __All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br>__Other Subgroups: _____ | Teachers Salaries<br>(Sports + Music)<br>afterschool -<br>1000-1999<br>Certificated<br>Salaries - LCFF S<br>& C: \$26,853<br><br>Classified Salaries<br>(Sports + Music)<br>Afterschool -<br>2000-2999<br>Classified Salaries<br>- LCFF S & C:<br>\$27,456<br><br>Employee Benefits<br>- 3000-3999<br>Employee Benefits<br>- LCFF S & C:<br>\$12,387 |

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

|                                     |  |   |
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| Original GOAL from prior year LCAP: | <p>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:</p> <ul style="list-style-type: none"> <li>• Provide language interpreters for non-English speaking parents.</li> <li>• Offer trainings that will equip parents with the best strategies and resources available to help their children succeed in school.</li> <li>• Develop and deliver communication to parents and families on the factors that influence student achievement and success.</li> <li>• 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.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__<br/> COE Only: 9__ 10__<br/> Local: <u>Parent education through parent trainings</u></p> |
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|------------------|----------------|-----------------------------------|
| Goal Applies to: | Schools:   All | Applicable Pupil Subgroups:   All |
|------------------|----------------|-----------------------------------|

|                                      |                     |                                    |   |
|--------------------------------------|---------------------|------------------------------------|---|
| Expected Annual Measurable Outcomes: | Benchmark (82%) +3% | Actual Annual Measurable Outcomes: | The percentage of parents that reported a positive learning environment for students exceeded the 85% anticipated outcome by 12%. 97% of parents that completed the survey reported a positive learning environment for students. |
|--------------------------------------|---------------------|------------------------------------|---|

LCAP Year: 2015-16

| Planned Actions/Services          |  | Actual Actions/Services   |   |
|-----------------------------------|--|---|---|
|                                   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures                        |
| Parent Training Workshop Services | Parent Training Workshop Services: \$15,000; Funding Source: | Parent training workshops and services were held monthly in both English and Spanish. The discrepancy between estimated and actual expenditures is due to the district creating and facilitating in-house workshops rather than | Parent Training Workshop Services: \$4,191; Funding Source: |

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|   | LCFF Base Grant<br><br>Contracted Services:<br>\$15,000   | contracting out a separate organization. Based on feedback from parents, parents felt that they would benefit more from topics that were pertinent to district adopted instructional programs. Topics included: College and Career Readiness, Common Core, SBAC and the 8 Step Process. In addition to these workshop series, site principals attended all PTO association meetings to present current district instructional practices, LCAP progress updates, and invite parents to attend Parent Education Workshops. | LCFF Base Grant<br><br>4000-4999<br>Supplies: \$4,138<br>1000-1999<br>Certificated Salaries: \$ 46<br>3000-3999<br>Employee Benefits: \$ 7   |
| Scope of Service:   | LEA-Wide  | Scope of Service:  | LEA-Wide   |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____  |  |
| Language Interpreters   | Language Interpreters:<br>\$15,609;<br>Funding Source:<br>Supplemental & Concentration Grants<br><br>Contracted Services:<br>\$15,000<br>Classified Salaries: \$503<br>Classified Benefits: \$106 | Language Interpreters were provided at all scheduled parent conferences. Parent Workshops were held in both English and Spanish. Parent communication through Blackboard Connect was offered in multiple languages. All printed home/school materials, including the district newsletter, were sent home in both English and Spanish. Office staff on both campuses provides daily language interpretation services to parents and community members.  | Language Interpreters:<br>\$609;<br>Funding Source:<br>Supplemental & Concentration Grants<br><br>2000-2999<br>Classified Salaries: \$503<br>3000-3999<br>Employee Benefits: \$106 |
| Scope of Service:   | LEA-Wide  | Scope of Service:  | LEA-Wide   |

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| <p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners   <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p> |   | <p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils   <input checked="" type="checkbox"/> English Learners   <u>  </u> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p>   |   |
| Parent information systems  | <p>Parent information systems: \$11,551;</p> <p>Funding Source: Supplemental &amp; Concentration Grants</p> <p>Contracted Services: \$5,000</p> <p>Classified Salaries: \$4,818</p> <p>Classified Benefits: \$1,733</p> | <p>Parent information systems: Blackboard Connect and district newsletters are utilized regularly to inform parents of upcoming events, involvement opportunities, and student information. In addition, each school's digital marquee provides up-to-date information to parents on an ongoing basis. Designated office staff provides individualized communication for unduplicated students including: phone calls home, emails, letters, and agenda messages.</p> | <p>Parent information systems: \$11,046;</p> <p>Funding Source: Supplemental &amp; Concentration Grants</p> <p>5000-5999 Contracted Services: \$4,676</p> <p>2000-2999 Classified Salaries: \$4,670</p> <p>3000-3999 Employee Benefits: \$1,700</p> |
| Scope of Service:   |   | LEA-Wide  |   |
| <p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners   <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p> |   | <p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners   <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p>   |   |
| Parent leadership services & childcare  | <p>Parent leadership services &amp; childcare: \$1,609; Funding</p>   | <p>Parent Leadership Services provided including speakers targeting the interests of unduplicated student's parents, parent resources and supplies, and free childcare available.</p>   | <p>Parent leadership services: \$3600;</p> <p>Funding Source: Supplemental &amp;</p>  |



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|  | Source:<br>Supplemental &<br>Concentration<br>Grants<br><br>Supplies: \$1,000<br>Classified<br>Salaries: \$503<br>Classified<br>Benefits: \$106   |  | Concentration<br>Grants<br><br>4000-4999<br>Supplies: \$3,200<br>5000-5999<br>Contracted<br>Services: \$ 400 |
| Scope of Service:  | LEA-Wide  | Scope of Service:  | LEA-Wide   |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | In order to gain input from specific target groups, the district will encourage parents of foster youth and English learners complete the survey and attend meetings to ensure these parent groups are represented and provided with the opportunity to offer valuable input. |  |  |

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| Original GOAL from prior year LCAP: | <p>2) Students will be taught by highly qualified teachers and provided with appropriate instructional resources. To achieve this goal, Valle Lindo School District will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reduce class size to lower student-teacher ratio.</li> <li>• Offer competitive teacher salaries and support staff salaries and benefits, with cost of living adjustment.</li> <li>• 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.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
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|------------------|--------------|---------------------------------|
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
|------------------|--------------|---------------------------------|

|                                      |  |                                    |  |
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| Expected Annual Measurable Outcomes: | <p>Reduce student-teacher ratio by 2%</p> <p>Retain 85% of highly qualified teachers</p> | Actual Annual Measurable Outcomes: | <p>Student-teacher ratio in 2014-2015 was 25:1. The current 2015-2016 student-teacher ratio in 2015-2016 is 22:1.</p> <p>The district retained 97% of highly qualified teachers.</p> |
|--------------------------------------|--|------------------------------------|--|

LCAP Year: 2015-16

| Planned Actions/Services  |   | Actual Actions/Services  |  |
|---|---|--|--|
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures   |
| Provide teachers and support staff with cost of living step/column adjustment | <p>Base salary + cost of living adjustment: \$6,500,633;<br/> Funding Source: LCFF Base Grant</p> <p>Certificated Salaries:</p> | All teachers and support staff received step column adjustment according to services provided. Additionally, teachers and support staff received a 6.5% pay increase to provide a cost of living adjustment. | <p>Base salary + cost of living adjustment: \$6,477,047;<br/> Funding Source: LCFF Base Grant</p> <p>1000-1999<br/> Certificated</p> |

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|   | \$4,119,079<br>Certificated<br>Benefits:<br>\$1,122,629<br>Classified<br>Salaries:<br>\$900,867<br>Classified<br>Benefits:<br>\$358,058   |  | Salaries:<br>\$4,045,423<br>2000-2999<br>Classified<br>Salaries: \$<br>953,830<br>3000-3999<br>Employee<br>Benefits:<br>\$1,477,794  |
| Scope of Service:   | LEA-Wide  | Scope of Service:  |  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____  |  |
| Provide monthly training and support services   | Provide monthly training and support services:<br>\$294,482;<br>Funding Source:<br>Concentration & Supplemental Grants<br><br>Certificated Salaries:<br>\$257,504<br>Certificated Benefits:<br>\$36,978 | The following monthly trainings and support services were provided:<br>Capturing Kids' Hearts (including multiple follow up sessions and walkthroughs), Go Math!, Math Expressions, Eight Step Instructional Process Implementation, Interactive Discipline, TerraNova Administration Training, SBAC Administration and Preparation, Academic Language: Integrated ELD in Content Areas, Teaching Creativity with Common Core, AVID Strategies, Sexual Harassment Training, School Safety Training, Mandated Reporter Training and continued support for blended learning, collaborative, and technology integrated lessons. | Provide monthly training and support services:<br>\$178,168;<br>Funding Source:<br>Concentration & Supplemental Grants<br>Teachers' training and workshops:<br>\$82,126;<br>Funding Source:<br>Educator Effectiveness Program<br><br>1000-1999<br>Certificated |

|  |  |  |  |
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|  |  |  | Salaries:<br>\$164,907<br>3000-3999<br>Employee<br>Benefits: \$<br>23,401<br>5000-5999<br>Contracted<br>Services:<br>\$71,986  |
| Scope of Service:  | LEA-Wide   | Scope of Service:  | LEA-Wide   |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  |
| Reduce class size to improve student learning.   | Reduce class size to improve student learning:<br>\$916,306;<br>Funding Source:<br>Supplemental & Concentration Grants<br><br>Certificated Salaries:<br>\$801,306<br>Certificated Benefits:<br>\$115,059 | Current student:teacher ration at each grade level:<br>Kindergarten: 19:1<br>1st: 20:1<br>2nd: 25:1<br>3rd: 23:1<br>4th: 23:1<br>5th: 20:1<br>6th: 24:1<br>7th: 21:1<br>8th: 23:1  | Reduce class size to improve student learning:<br>\$895,417;<br>Funding Source:<br>Supplemental & Concentration Grants<br><br>1000-1999 Certificated Salaries:<br>\$696,473<br>3000-3999 Employee Benefits:<br>\$198,944 |
| Scope of Service:  | LEA-Wide   | Scope of Service:  | LEA-Wide   |

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| <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |  | <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____                    |  |
| Provide teachers with 3 student-free days for data analysis and curriculum development   | Provide teachers with 3 student-free days for data analysis and curriculum development for Common Core: \$87,887;<br>Funding Source: Supplemental & Concentration Grants<br><br>Certificated Salaries: \$76,851<br>Certificated Benefits: \$11,036 | Teachers were provided with six student-free days for data analysis, curriculum development, and training in Capturing Kids' Hearts in order to allow teachers with time to refine Common Core Instructional Focus Calendars (8-Step Process), analyze student data, communicate data to parents, and plan and drive instruction. | Provide teachers with 6 student-free days for data analysis and curriculum development for Common Core: \$177,243;<br>Funding Source: Supplemental & Concentration Grants<br><br>1000-1999 Certificated Salaries: \$155,000<br>3000-3999 Employee Benefits: \$22,243 |
| Scope of Service:  |  | Scope of Service:   |  |
| LEA-Wide   |  | LEA-Wide  |  |
| <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |  | <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____                    |  |
| Provide students with necessary school supplies  | Provide students   | Students were provided with all necessary school  | Provide students   |

|  |  |  |   |
|--|--|--|---|
|  | with necessary school supplies: \$20,000;<br>Funding Source: Supplemental & Concentration Grants<br><br>Instructional Materials and Supplies: \$20,000 | supplies including: binders and student agendas (middle school level), writing utensils, paper, rulers, folders  | with necessary school supplies: \$20,000;<br>Funding Source: Supplemental & Concentration Grants<br><br>4000-4999 Instructional Material and Supplies: \$20,000 |
| Scope of Service:  | LEA-Wide   | Scope of Service:  | LEA-Wide  |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | Maintaining a low student-teacher ratio specifically at the elementary level remains a high district priority.   |  |   |

|                                     |  |  |
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| Original GOAL from prior year LCAP: | <p>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:</p> <ul style="list-style-type: none"> <li>• Provide instructional assistance and support programs.</li> <li>• 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.</li> <li>• Provide technological support personnel for training and implementation of hardware and software to support Common Core Standards and Next Generation Science Standards.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
|-------------------------------------|--|--|

|                  |                |                                   |
|------------------|----------------|-----------------------------------|
| Goal Applies to: | Schools:   All | Applicable Pupil Subgroups:   All |
|------------------|----------------|-----------------------------------|

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | Benchmark (96% of teachers currently use technology-based equipment effectively) +2% | Actual Annual Measurable Outcomes: | <p>98% of teachers currently use technology-based equipment effectively and on a regular basis as observed by site principals.<br/> 100% of grade levels have created and refined Common Core Instructional Focus Calendars. Instruction outlined in CCIF Calendars are being implemented by all teachers.<br/> Maintain Common Core Instructional Focus Calendars at all grade levels to support Common Core Implementation</p> |
|--------------------------------------|--|------------------------------------|--|

LCAP Year: 2015-16

| Planned Actions/Services |                       | Actual Actions/Services |                                      |
|--------------------------|-----------------------|-------------------------|--------------------------------------|
|                          | Budgeted Expenditures |                         | Estimated Actual Annual Expenditures |

|   |  |   |   |
|---|--|---|---|
| Provide technological support personnel to train staff and provide technological support to implement Common Core Standards   | Technological Support Personnel: \$55,000; Funding Source: LCFF Base Grant<br><br>Contracted Services: \$55,000  | Provide technological support personnel to train staff and provide technological support to implement Common Core Standards including contracting with Zen Network to improve technological infrastructure, update software and equipment, and program student tablets.                                     | Technological Support Personnel: \$55,000; Funding Source: LCFF Base Grant<br><br>5000-5999 Contracted Services: \$55,000   |
| Scope of Service:   | LEA-Wide   | Scope of Service:   | LEA-Wide  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   |
| Provide instructional aides to assist student learning for Common Core Standards  | Provide instructional aides to assist student learning of Common Core Standards: \$216,214; Funding Source: Supplemental & Concentration Grants<br><br>Classified Salaries: \$138,084<br>Classified Benefits: \$78,130 | Provide instructional aides to assist student learning for Common Core Standards. Six instructional aides provided to support Kindergarten classrooms, computer labs and extended learning support.   | Provide instructional aides to assist student learning of Common Core Standards: \$217,646; Funding Source: Supplemental & Concentration Grants<br><br>2000-2999 Classified Salaries: \$132,141<br>3000-3999 Employee Benefits: \$ 85,505 |
| Scope of Service:   | LEA-Wide   | Scope of Service:   | LEA-Wide  |



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|--|--|--|---|
| <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |  | <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |   |
| Provide additional technology-based equipment, hardware & software to implement Common Core  | Provide additional technology-based equipment, hardware & software to implement Common Core: \$227,311;<br>Funding Source: Supplemental & Concentration Grants<br><br>Contracted Services: \$81,111<br>Supplies: \$146,200 | Provide additional technology-based equipment, hardware & software to implement Common Core. 150 student tablets were purchased. 32 Dell Touch Screen student computer work stations were installed. Existing equipment was maintained and Wi-Fi was expanded.   | Provide additional technology-based equipment, hardware & software to implement Common Core: \$237,691;<br>Funding Source: Supplemental & Concentration Grants<br><br>4000-4999 Technology Supplies: \$196,254<br>5000-5999 Contracted Services: \$ 4,500<br>6000-6999 Capital Outlay: \$ 36,937 (Wifi Equipment) |
| Scope of Service:  | LEA-Wide   | Scope of Service:  | LEA-Wide  |
| <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |  | <u>__</u> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><u>__</u> Other Subgroups: _____ |   |
| What changes in actions, services, and expenditures will be made as a  | Prepare for NGSS implementation phase in 2017 with expanded professional training for teachers, fully aligned curriculum, instruction, and assessments integrated across content areas                                     |  |   |

result of reviewing past progress  
and/or changes to goals?

in preparation for pilot testing for NGSS Assessments in 2016-2017.

|                                     |   |  |
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| Original GOAL from prior year LCAP: | <p>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:</p> <ul style="list-style-type: none"> <li>• Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, Summer Bridge, etc.).</li> <li>• Monitor progress of ELs towards English proficiency/reclassification rate.</li> <li>• Increase reclassification rate from 25% (preliminary data) to 30+%.</li> <li>• Implement college-preparedness strategies districtwide.</li> <li>• Participate in statewide assessments.</li> <li>• Utilize all student achievement assessment data to drive instructional decision-making.</li> <li>• Provide a balanced curriculum including reading/language arts, mathematics, science, social science, physical education/health, and visusal &amp; performing arts.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
|-------------------------------------|---|--|

|                  |              |                                 |
|------------------|--------------|---------------------------------|
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
|------------------|--------------|---------------------------------|

|                                      |  |                                    |  |
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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% of students enrolled in appropriate courses</li> <li>• Benchmark percentage +5% of students enrolled and attending summer school and other extended learning opportunities</li> <li>• Benchmark progress +3% of ELs toward English proficiency as measured by the CELDT</li> <li>• Increase reclassification rate from 25% (preliminary data) to 30+%</li> <li>• Benchmark evidence +10% of college-preparedness strategies implemented districtwide</li> <li>• Benchmark statewide assessment data</li> </ul> | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• The district's current reclassification rate is 27.4%</li> <li>• 53 % of students attend Summer School</li> <li>• 56 % of English learners attend the Summer Bridge Program</li> <li>• 61 % of 7th and 8th grade students participate in AVID</li> <li>• 5 % of students participate in GATE</li> <li>• Partner with high school district to develop collaborative STEM program</li> <li>• 100% of teachers implementing Eight Step instructional process to analyze student assessment data and drive instructional decision-making</li> <li>• 100% of students enrolled in appropriate courses</li> <li>• 100 % of college-preparedness strategies</li> </ul> |
|--------------------------------------|--|------------------------------------|--|

- (AVID/WICOR) implemented districtwide
- Benchmark student SBAC participation rates

LCAP Year: 2015-16

| Planned Actions/Services  |   | Actual Actions/Services  |  |
|---|---|--|--|
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures   |
| Provide students with school experiences beyond the classroom.  | Field trips transportation and admissions: \$36,524; Funding Source: LCFF Base Grant<br><br>Contracted Services: \$36,524 | Students were provided with school experiences beyond the classroom. Field trips included: Solar Decathalon; Children's Parade; Museum of Tolerance; Rio Hondo College; Nutcracker Ballet; Dorothy Chandler Pavilion; Science Olympiad; Cal State Fullerton; California Science Center; Math Field Day; Science Center; Los Angeles Zoo; Natural History Museum; Long Beach Aquarium; Disneyland | Field trips transportation and admissions: \$43,167; Funding Source: LCFF Base Grant<br>Field trips transportation(College Visits): \$1,378; Funding Source: Supplemental and Concentration Grant<br><br>5000-5999 Contracted Services: \$44,545 |
| Scope of Service:   | LEA-Wide  | Scope of Service:  | LEA-Wide   |
| <u>X</u> All<br>-----<br>OR:<br>__Low Income pupils __English Learners __Foster Youth<br>__Redesignated fluent English proficient<br>__Other Subgroups: _____ |   | __All<br>-----<br>OR:<br><u>X</u> Low Income pupils __English Learners __Foster Youth<br>__Redesignated fluent English proficient<br>__Other Subgroups: _____  |  |
| Provide student technology support  | Technology on-line educational services: \$57,371; Funding  | Students were provided with technology support programs including: Renaissance Learning (Accelerated Reader & STAR), Reading Eggs, Edmentum and Google Apps for Education.   | Technology on-line educational services: \$181,598; Funding Source: LCFF Base Grant  |

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|   | Source: LCFF Base Grant<br><br>Contracted Services: \$57,371  |   | 4000-4999 Technology Supplies: \$41,690<br>5000-5999 Contracted Services: \$57,371<br>6000-6999 Capital Outlay: \$82,537 (Wifi Equipment) |
| Scope of Service:   | LEA-Wide  | Scope of Service:   | LEA-Wide  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   |
| 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.   | Instructional materials and supplies: \$228,132; Funding Source: LCFF Base Grant<br><br>Books and Supplies: \$228,132 | Students were provided 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.   | Instructional materials and supplies: \$236,832; Funding Source: LCFF Base Grant<br><br>4000-4999 Books and Supplies: \$236,832           |
| Scope of Service:   | LEA-Wide  | Scope of Service:   | LEA-Wide  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   |
| Provide extended learning programs, i.e., ELD/AVID/GATE/Summer Bridge   | Provide extended learning   | The district provided high quality extended learning programs including:  | Provide extended learning programs:   |

|   |  |   |  |
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|   | <p>programs:<br/>\$124,266;<br/>Funding Source:<br/>Supplemental &amp;<br/>Concentration<br/>Grants</p> <p>Classified<br/>Salaries: \$13,131<br/>Classified<br/>Benefits: \$2,778<br/>Certificated<br/>Salaries: \$90,554<br/>Certificated<br/>Benefits: \$13,004<br/>Contracted<br/>Services: \$4,285<br/>Supplies: \$514</p> | <p>ELD (K-8th grade)<br/>AVID (7th and 8th grade)<br/>GATE (K-8th grade)<br/>ELD Summer Bridge (K-8th grade)<br/>Summer School (K-8th grade)<br/>Robotics/STEM (5th-8th grade)</p>  | <p>\$137,063; Funding<br/>Source: Supplemental &amp;<br/>Concentration Grants</p> <p>1000-1999<br/>Certificated Salaries:<br/>\$83,661<br/>2000-2999 Classified<br/>Salaries: \$20,025<br/>3000-3999 Employee<br/>Benefits: \$16,344<br/>4000-4999 Material &amp;<br/>Supplies: \$ 5,083<br/>5000-5999 Contracted<br/>Services: \$11,950</p> |
| Scope of Service:   | LEA-Wide   | Scope of Service:   | LEA-Wide   |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> |  | <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: _____</p> |  |
| Provide teachers with data regarding progress of English learners   | Provide teachers with data regarding progress of English learners: \$6,551; Funding Source: Supplemental & Concentration Grants  | All teachers were provided with data regarding progress of English learners including CELDT levels, progress towards English proficiency, district benchmark results, SBAC scores, and Individual Plans for Student Achievement actions and outcomes.   | Provide teachers with data regarding progress of English learners: \$6,096; Funding Source: Supplemental & Concentration Grants<br><br>2000-2999 Classified Salaries: \$4,445<br>3000-3999 Employee Benefits: \$1,651  |

|  |  |  |          |
|--|--|--|----------|
|  | Classified<br>Salaries: \$4,818<br>Classified<br>Benefits: \$1,733   |  |          |
| Scope of Service:  | LEA-Wide   | Scope of Service:  | LEA-Wide |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |          |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | Continue to provide high quality extended learning opportunities to students, focus on recruiting and increasing summer bridge attendance of English learners. |  |          |

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| Original GOAL from prior year LCAP: | <p>5) Students will be healthy, safe, engaged, supported and academically challenged. To achieve this goal, Valle Lindo School District will:</p> <ul style="list-style-type: none"> <li>• Provide students with physical and psychological health services and well balanced nutritional breakfast and lunch programs.</li> <li>• Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance.</li> <li>• Provide extra and co-curricular activities to include intramural sports, music, and before/after school homework clubs.</li> <li>• Provide safe, clean, well-maintained school facilities.</li> </ul> | <p>Related State and/or Local Priorities:<br/> 1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X<br/> COE Only: 9__ 10__<br/> Local: _____</p> |
|-------------------------------------|--|--|

|                  |   |
|------------------|---|
| Goal Applies to: | Schools:   All<br>Applicable Pupil Subgroups:   All |
|------------------|---|

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Maintain benchmark Attendance (98%)</li> <li>• Maintain less than Chronic Absentees (3.1%)</li> <li>• Increase Safety/School Connectedness Survey (90%) by 3%</li> </ul> <p><u>Middle School Dropout Rate</u><br/> 2015-2016: Maintain 0% Middle School Dropout Rate</p> <p><u>District Expulsion Rate</u><br/> 2015-2016: Maintain 0% Expulsion Rate</p> <p><u>District Suspension Rate</u><br/> 2015-2016: Maintain 2% or lower Suspension Rate</p> | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Current Attendance Rate (98.3%)</li> <li>• Chronic Absentees (2.9%)</li> <li>• School Safety/School Connectedness Survey (97%) as measured by School Climate Survey</li> </ul> <p><u>Middle School Dropout Rate</u><br/> 0% Middle School Dropout Rate</p> <p><u>District Expulsion Rate</u><br/> 0% Expulsion Rate</p> <p><u>District Suspension Rate</u><br/> 2 % Suspension Rate</p> |
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LCAP Year: 2015-16

| Planned Actions/Services  |                                | Actual Actions/Services   |  |
|---|--------------------------------|---|--|
|   | Budgeted Expenditures          |   | Estimated Actual Annual Expenditures     |
| Students will be provided with safe, clean, and well-maintained school facilities | School facilities maintenance: | School facilities are safe, clean, and well-maintained. Fencing was updated at both | School facilities maintenance, Security, |



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|   | \$419,858;<br>Funding Source:<br>LCFF Base Grant  | schools, security cameras were installed, and<br>HCI Fire Safety upgrades were made.  | Safety: \$707,840;<br>Funding Source: LCFF<br>Base Grant   |
|   | Maintenance and<br>Repairs Services:<br>\$419,858   |   | 5000-5999<br>Maintenance and<br>Repairs Services:<br>\$707,840   |
| Scope of Service:   | LEA-Wide  | Scope of Service:   | LEA-Wide   |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  |
| Provide students with physical and<br>psychological health services   | Provide students<br>with physical and<br>psychological<br>health services:<br>\$17,200; Funding<br>Source:<br>Supplemental &<br>Concentration<br>Grants<br><br>Contracted<br>Services:<br>\$17,200<br><br>Health Services-<br>counseling,<br>nursing, and<br>psychological:<br>\$18,041; Funding<br>Source: Base<br>Grant | Psychological, social, emotional, and<br>behavioral health support has been provided<br>to all students through highly qualified<br>personnel including<br>site administrators, the district psychologist<br>and nurse.   | Provide students with<br>physical and<br>psychological health<br>services:<br>\$31,613(SCG);<br>\$16,228 (Base Grant)<br>Funding Source:<br>Supplemental &<br>Concentration<br>Grants/Base Grant<br><br>5000-5999 Contracted<br>Services: \$47,841 |

|  |   |  |   |
|--|---|--|---|
|  | Contracted Services:<br>\$18,041  |  |   |
| Scope of Service:  | LEA-Wide  | Scope of Service:  | LEA-Wide  |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____            |   | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____  |   |
| Monitor student attendance, provide personalized early outreach for students with poor attendance, and recognize good and improved attendance  | Monitor student attendance:<br>\$69,297; Funding Source:<br>Supplement and Concentration Grants<br><br>Classified Salaries:<br>\$45,634<br>Classified Benefits:<br>\$23,663 | Site administrators and attendance clerks monitor student attendance daily. Site principals provide personalized early outreach for students with poor attendance through contacting home, creating a contract, and providing early intervention. Teachers and administrators also recognize good and improved attendance during student award assemblies held each trimester. | Monitor student attendance: \$61,966;<br>Funding Source:<br>Supplement and Concentration Grants<br><br>Classified Salaries:<br>\$41,890<br>Classified Benefits:<br>\$20,076 |
| Scope of Service:  | LEA-Wide  | Scope of Service:  | LEA-Wide  |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____                                   |   |
| Provide students with extra and co-curricular activities to include after school sports/music  | Provide students with extra and   | Students were provided with extra and co-curricular activities including:  | Provide students with extra and co-curricular   |

|  |   |  |  |
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| and before/after school homework club  | co-curricular activities: \$45,574; Funding Source: Supplemental & Concentration Grants<br><br>Certificated Salaries: \$21,591<br>Certificated Benefits: \$3,500<br>Classified Salaries: \$17,626<br>Classified Benefits: \$2,857 | GATE enrichment, Study Hall, Sports, LEGO/Engineering club, STEM, Robotics, Science Olympiad, Math Field Day, and Yearbook.  | activities: \$48,673; Funding Source: Supplemental & Concentration Grants<br><br>1000-1999 Certificated Salaries: \$21,448<br>2000-2999 Classified Salaries: \$19,847<br>3000-3999 Employee Benefits: \$ 7,378 |
| Scope of Service:  | LEA-Wide  | Scope of Service:  | LEA-Wide   |
| <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |   | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: _____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | Continue to provide on-going trainings through Capturing Kids' Hearts in order to increase School Safety/School Connectedness.  |  |  |

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

|  |             |
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| Total amount of Supplemental and Concentration grant funds calculated: | \$2,397,685 |
|--|-------------|

Services are being provided districtwide to best meet the needs of unduplicated students. By providing services districtwide 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 creates a cohesive and positive learning culture within the district.

**2016-2017: The allocated amount of \$2,397,685 (Concentration/Supplemental Grants) for 2016-2017 year is explained in Section B of this Local Control and Accountability Plan. The expenditures are explained and budgeted in section B. These expenditures are distributed for actions and services on a district-wide basis as 84.56% of the students are identified as unduplicated.**

Supplemental and Concentration funds will be used for the following planned actions and services:

Goal 1: Improving collaborative partnerships with parent organizations/committees (i.e., ELAC, DELAC, PAC, Foster Parents) through providing language interpreters at parent conferences, meetings, and workshops. In addition, all school-to-home communication will be provided in multiple languages. Parent information systems (BlackBoard Connect, newsletters, brochures) will also be utilized to enhance communication between home and school. In order to encourage attendance at parent workshops, the district provides free childcare LEA-Wide in order to foster an environment that encourages parents to participate in the learning community while their children are provided with supervision in a safe environment. Designated office staff provides daily support to parents of unduplicated students through answering all questions regarding parent information sent home. School site principals also meet with each of the targeted groups' representatives on a regular basis to discuss information covered at workshops, in newsletters, and on the district website.

Goal 2: Professional Development provided to teachers is principally directed to meeting the needs of unduplicated students. Each of the in-services provided is a result of a needs assessment conducted within the district. Capturing Kids' Hearts focuses on connecting and engaging with students, principally directed towards Foster Youth and Low Income Students. The Eight Step Instructional Process is data driven and allows teachers to determine the needs of ELs and RFEP students through assessing Individualized Plans for Student Achievement in conjunction with CELDT results and achievement data. Integrating Technology in the classroom is principally directed towards Low Income students and Foster Youth, providing access to learning technology skills needed in the 21st Century. Integration of Technology provides academic language scaffolds, access to content standards, and increases student engagement. All student materials are aligned to academic content and the selection of materials used was determined based on the academic needs unduplicated students.

Goal 3: Instructional Aides are utilized to work specifically with teachers and assist in providing enhanced learning experiences for unduplicated students. For example, teachers and instructional aides collaborate to provide small group learning stations where ELs and RFEPs are provided with opportunities to work on building academic language vocabulary, low income and foster youth students are provided with extended learning opportunities to participate in before and after school computer and content standards programs. Additional technology equipment, hardware and software has been principally directed towards unduplicated students with a focus on providing them with access to instructional resources that promote student achievement.

Goal 4: Unduplicated students are principally targeted when selecting extended learning opportunities offered to students. Summer School targets low-income students. Research shows that effective summer programs can continue academic growth where a lack of educational experiences during the summer, results in the widening of the achievement gap. In order to promote language proficiency, ELs and RFEP students are offered an additional period of Summer School through the district's Summer Bridge Program. S & C funds used for Summer School are principally directed to unduplicated students and all unduplicated students that do not complete the Summer School intent-to-enroll form, receive a call from the principal or designee inviting and encouraging the student to attend Summer School. AVID is also funding through S&C funds. The district's AVID program is principally directed towards low-income students and foster youth. The programs focus is on providing these unduplicated students with access to experiences and knowledge that will enhance learning and provide support in content area courses. Data regarding student progress, specifically English Learners, as well as district sponsored college workshops, assemblies, and student recognition ceremonies also target unduplicated students and result in positive student outcomes.

Goal 5: S&C Funds are effectively being used to provide students with physical and psychological health services that are principally directed towards low-income and foster youth students. The district's psychological health services specialist meets with foster youth on a quarterly basis to provide support and early intervention if needed. Personalized early outreach for attendance is offered to all unduplicated students as well as recognition for improved attendance.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

|   |   |  |
|---|---|--|
| 29.49   | % |  |
| <p>2016-2017: Based on the 29.49% proportionality percentage, the unduplicated students are getting improved services through extended learning time, targeted instruction, and principally directed instructional programs. In addition, targeted assistance of learning goals are provided daily during first period for students grades 5-8 and smaller class sizes are provided for students grades K-8. Targeted assistance of learning goals is an improved service for UDPs because this time is allocated for working towards individualized goals. For examples, unduplicated students work in small groups with a teacher to build academic language and master IPISA goals, gain knowledge regarding access to college through AVID, close learning gaps through interventions, and receive enrichment lessons that build a foundation for success across content areas. Smaller class sizes are principally directed towards UDPs. Research shows that students in large classes, specifically students in the UDP categories, are less likely to engage and more likely to fall academically behind. By reducing the student to teacher ratio and maintaining small class sizes, teachers are able to build stronger relationships with students, specifically foster youth and low-income students. Small class sizes also encourage ELs and RFEP students to build language proficiency, providing speaking opportunities and interactions with peers in a positive setting.</p> |   |  |

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

| Expenditures by Budget Category                 |              |              |              |
|---|--------------|--------------|--------------|
| Budget Category                                 | Year 1       | Year 2       | Year 3       |
| All Budget Categories                           | \$10,488,837 | \$10,788,963 | \$11,126,302 |
| 1000-1999 Certificated Salaries                 | 5,597,507    | 5,768,605    | 5,966,200    |
| 2000-2999 Classified Salaries                   | 1,318,807    | 1,359,100    | 1,399,875    |
| 3000-3999 Employee Benefits                     | 2,099,290    | 2,162,969    | 2,235,126    |
| 4000-4999 Books and Supplies                    | 647,839      | 718,214      | 736,203      |
| 5000-5999 Services and Other Operating Expenses | 698,177      | 780,075      | 788,898      |
| 6000-6999 Capital Outlay                        | 127,217      | 0            | 0            |

| Expenditures by Funding Source |              |              |              |
|--------------------------------|--------------|--------------|--------------|
| Funding Source                 | Year 1       | Year 2       | Year 3       |
| All Funding Sources            | \$10,488,837 | \$10,788,963 | \$11,126,302 |
| LCFF Base                      | 8,091,152    | 8,317,750    | 8,551,563    |
| LCFF S & C                     | 2,397,685    | 2,471,213    | 2,574,739    |

| Expenditures by Budget Category and Funding Source |                     |              |              |              |
|--|---------------------|--------------|--------------|--------------|
| Budget Category                                    | Funding Source      | Year 1       | Year 2       | Year 3       |
| All Budget Categories                              | All Funding Sources | \$10,488,837 | \$10,788,963 | \$11,126,302 |
| 1000-1999 Certificated Salaries                    | LCFF Base           | 4,391,897    | 4,523,651    | 4,659,358    |
| 1000-1999 Certificated Salaries                    | LCFF S & C          | 1,205,610    | 1,244,954    | 1,306,842    |
| 2000-2999 Classified Salaries                      | LCFF Base           | 1,050,258    | 1,081,766    | 1,114,219    |
| 2000-2999 Classified Salaries                      | LCFF S & C          | 268,549      | 277,334      | 285,656      |
| 3000-3999 Employee Benefits                        | LCFF Base           | 1,659,573    | 1,709,360    | 1,760,640    |

|   |            |         |         |         |
|---|------------|---------|---------|---------|
| 3000-3999 Employee Benefits                     | LCFF S & C | 439,717 | 453,609 | 474,486 |
| 4000-4999 Books and Supplies                    | LCFF Base  | 355,914 | 412,838 | 423,118 |
| 4000-4999 Books and Supplies                    | LCFF S & C | 291,925 | 305,376 | 313,085 |
| 5000-5999 Services and Other Operating Expenses | LCFF Base  | 585,710 | 590,135 | 594,228 |
| 5000-5999 Services and Other Operating Expenses | LCFF S & C | 112,467 | 189,940 | 194,670 |
| 6000-6999 Capital Outlay                        | LCFF Base  | 47,800  | 0       | 0       |
| 6000-6999 Capital Outlay                        | LCFF S & C | 79,417  | 0       | 0       |

**Expenditures by Goal and Funding Source**

| Funding Source | Year 1 | Year 2 | Year 3 |
|----------------|--------|--------|--------|
|----------------|--------|--------|--------|

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

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

|                     |        |        |        |
|---------------------|--------|--------|--------|
| All Funding Sources | 23,656 | 24,604 | 25,255 |
| LCFF Base           | 5,517  | 5,639  | 5,776  |
| LCFF S & C          | 18,139 | 18,965 | 19,479 |

2) Students will be taught by highly qualified 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 Eight Step Instructional Process.

|                     |           |           |           |
|---------------------|-----------|-----------|-----------|
| All Funding Sources | 8,543,610 | 8,799,283 | 9,094,728 |
| LCFF Base           | 7,101,611 | 7,314,660 | 7,534,100 |
| LCFF S & C          | 1,441,999 | 1,484,623 | 1,560,628 |

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 | 683,813 | 701,223 | 720,169 |
| LCFF Base           | 55,000  | 56,243  | 57,643  |
| LCFF S & C          | 628,813 | 644,980 | 662,526 |

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

- Offer extended learning opportunities to all students based on need (i.e., Common Core enrichment programs, ELD, AVID, GATE, STEM, ELKS, Summer Bridge, etc.).
- 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 TerraNova Assessment
- Utilize all student achievement assessment 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.

|                     |         |         |         |
|---------------------|---------|---------|---------|
| All Funding Sources | 654,788 | 676,456 | 694,106 |
| LCFF Base           | 479,494 | 491,140 | 503,370 |
| LCFF S & C          | 175,294 | 185,316 | 190,736 |

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 and 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 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 | 582,970 | 587,397 | 592,044 |
| LCFF Base           | 449,530 | 450,068 | 450,674 |
| LCFF S & C          | 133,440 | 137,329 | 141,370 |