

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salida Union School District

CDS Code: 50-71266-0000000

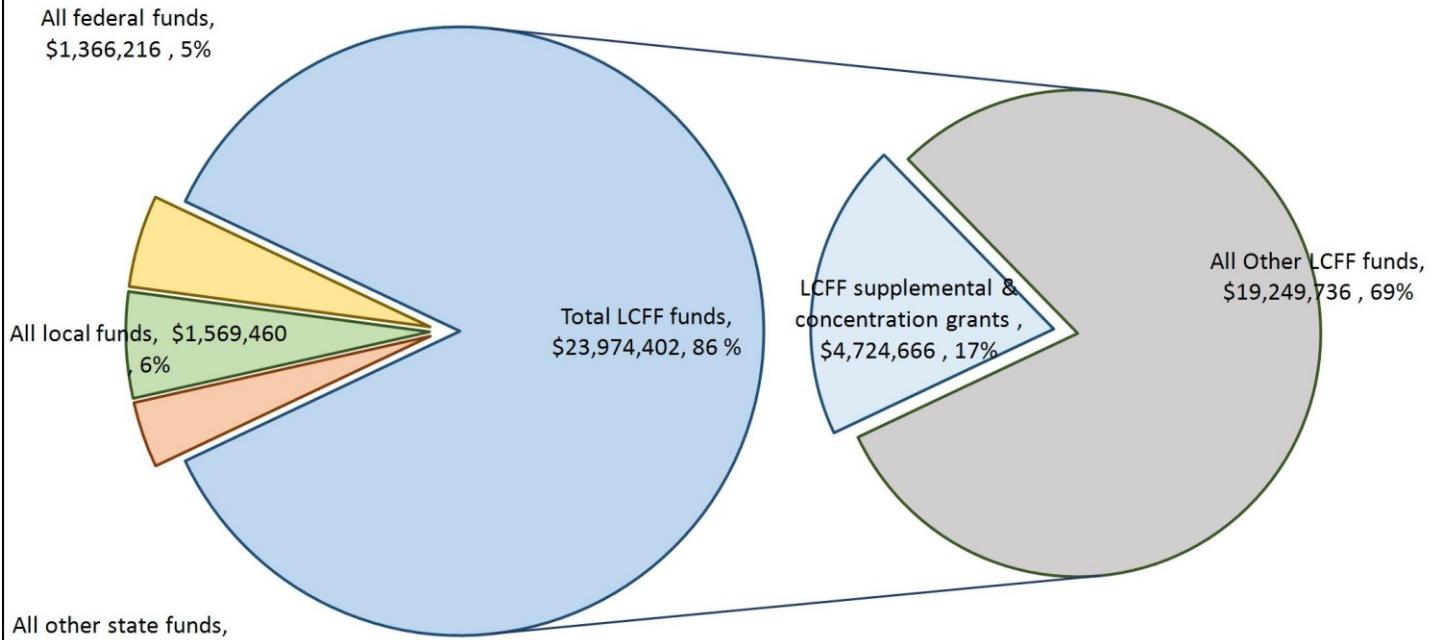
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Twila Tosh, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

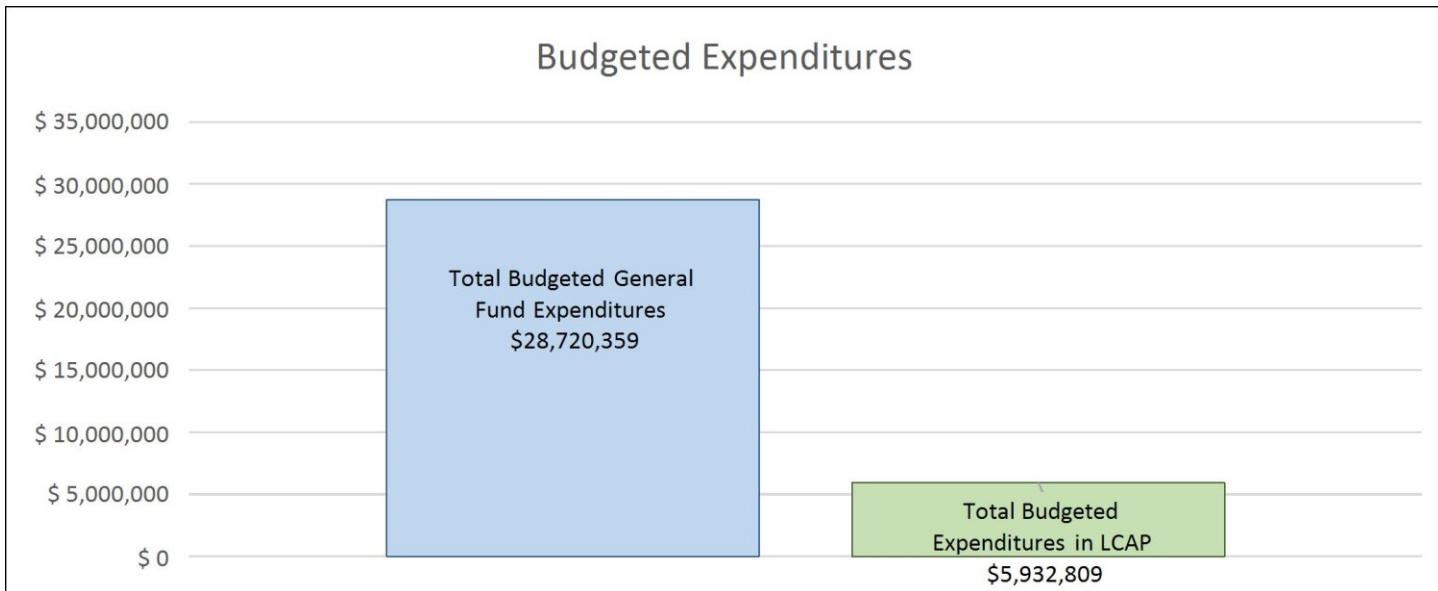


This chart shows the total general purpose revenue Salida Union School District expects to receive in the coming year from all sources.

The total revenue projected for Salida Union School District is \$27,887,375, of which \$23,974,402 is Local Control Funding Formula (LCFF), \$977,297 is other state funds, \$1,569,460 is local funds, and \$1,366,216 is federal funds. Of the \$23,974,402 in LCFF Funds, \$4,724,666 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Salida Union School District plans to spend \$28,720,359 for the 2019-20 school year. Of that amount, \$5,932,809 is tied to actions/services in the LCAP and \$22,787,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

This number represents salaries, benefits, supplies, other services, that are not part of the LCAP.

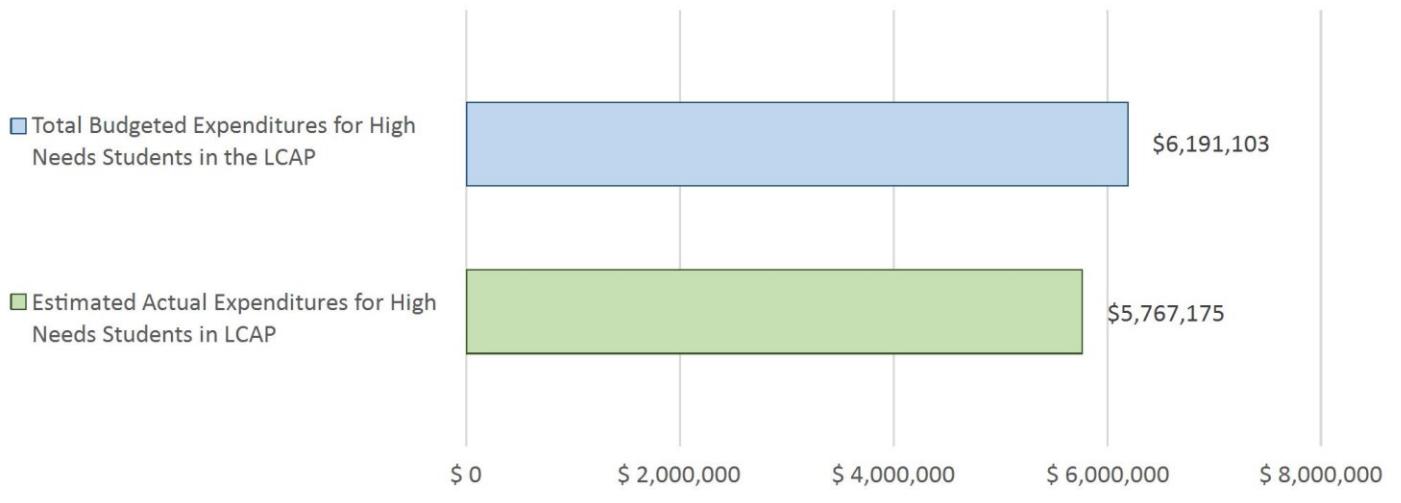
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Salida Union School District is projecting it will receive \$4,724,666 based on the enrollment of foster youth, English learner, and low-income students. Salida Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Salida Union School District plans to spend \$5,229,919 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2018-19, Salida Union School District's LCAP budgeted \$6,191,103 for planned actions to increase or improve services for high needs students. Salida Union School District estimates that it will actually spend \$5,767,175 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of -\$423,928 had the following impact on Salida Union School District's ability to increase or improve services for high needs students:
While the projected actuals for the 2018-19 Fiscal Year are anticipated to be lower than budgeted, services for high need students have not been impacted by these projections.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Salida Union School District	Twila Tosh Superintendent	ttosh@salida.k12.ca.us 209-545-0339

2017-20 Plan Summary

The Story

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

Salida Union School District serves the northern portion of Stanislaus County, north and adjacent to the city of Modesto, California. Salida is an unincorporated community. Salida Union School District, a K - 8 district, serves 2,340 students (2018/2019 CBEDS Information Day data), including 66.54% Hispanic, 19.66% White, and 3.08% African American. Approximately 28.42% are English Learners (ELs). Approximately 220 students are classified as students with disabilities (SWDs), 9.40% of district enrollment. Approximately 1,754 students (73.02%) are classified as socioeconomically disadvantaged bringing our unduplicated population to 1,754 students which 75.21% of the student enrollment.

In recent years, Salida Union School District has seen an on-going trend of declining enrollment. Since the 2004/2005 school year, the district has seen a loss of 1042 students, a drop in enrollment of 30.81%. Even with the reopening of a neighborhood school, the district declined 51 students in enrollment this year. The neighborhood development is still slated to open new homes in the district. In addition, the number of students who are socio-economically disadvantaged has increased by 28.51%. Special Education students are serviced within the district (Speech, Resource, and LH and SH inclusion Special Day classes) and also as a part of our Stanislaus County SELPA (ED, DHH, PH, SH, and Autism Special Day classes).

Year	Enrollment	African American	Hispanic	White	English Learners	Students w/ Disabilities	Socioeconomically Disadvantaged
2018/2019	2340	3.08%	66.54%	19.66%	28.42%	9.40%	72.31%
2017/2018	2391	2.89%	65.58%	20.79%	30.61%	8.95%	73.02%
2016/2017	2,419	2.90%	65.30%	21.70%	33.10%	9.30%	71.60%
2015/2016	2,337	5.10%	64.80%	23.50%	28.90%	11.90%	67.40%
2014/2015	2,481	3.10%	62.80%	24.30%	29.10%	9.00%	68.40%
2013/2014	2,585	0.03%	62.20%	24.70%	29.90%	9.10%	69.00%
2009/2010	2,878	4.90%	54.90%	32.00%	28.10%	8.40%	57.00%
2004/2005	3,382	5.30%	43.90%	42.80%	17.00%	10.00%	43.80%

LCAP Highlights

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

The Salida Union School District's mission is clear, "The possibilities in every student inspire us. We are committed to inspiring the children entrusted to us to believe in and develop their potential, so that they become positive contributors to their community and their world".

Through the Local Control Accountability Plan Salida Union School district seeks to:
Create exceptional learning environments that equitably support and appropriately challenge our students.

Empower and equip all students on a college-and career-ready path
Provide a holistic approach to education that fosters student engagement

Provide safe, secure, and well-maintained modern facilities for learning

Engage parents, family and community stakeholders as partners in the education of students

The district expects:

Continuous academic growth

Student proficiency in all academic standards

Student proficiency for participation in the 21st century

To close the "achievement gap" among student subgroups

To accelerate language proficiency for English learners

To increase attendance and decrease chronic absenteeism

To foster school climates that support social-emotional development and resiliency

Salida Union School District stakeholders believe all students will learn at high levels when instruction meets their needs. Therefore, the teachers, staff, and administrators of Salida Union School District - in partnership with parents and community - are committed to continuous improvement of our teaching practices, leadership practices and organizational practices. Our Four Pillars define the capabilities we need and must develop in order to be true to our commitment. Pillar 1) High Expectations for All; Pillar 2) Standards-Aligned Differentiated Instruction; Pillar 3) Collegial Collaboration and Accountability and Pillar 4) Safe Climate and Strong Relationships. Our Local Control Accountability Plan (LCAP) integrates this mission and vision. (Attachment: Salida Union School District Instructional Focus Plan)

Review of Performance

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

Greatest Progress

Suspension rate:

The district suspension rate is 3.3% and below the state average. Over the past three years, the district continues to show a decrease from 173 students (2015-16) to 97 students (2016-17) to 86 students (2018-19). All elementary schools suspension rates are less than 2%. One school was Blue and two schools Green on the CA Dashboard.

Academics:

In the area of academics the district increased 7.1 points in English Language Arts (13.1 points below standard) and in Mathematics maintained increasing overall 2.6 points (48.1 points below standard). The middle school stands out at only 8.2 points below standard in English Language Arts in Year 2 implementing Study Sync ELA/ELD curriculum. All elementary schools Increased or Increased Significantly from 6.2 points to 44.1 points. This is attributed to a successful first year implementation of Benchmark Advanced ELA/ELD curriculum and teacher professional learning. All elementary schools also Increased or Increased Significantly in math from 5.4 points to 21.7 points.

The district is most proud of the fact that Salida schools are known for their positive learning environments. Parent surveys continue to show that Salida families believe our schools promote caring, trusting and respectful relationships. At the beginnings of the LCFF/LCAP process the district was able to add elementary PE teachers and continue to fund elementary music offerings for our children. Music has always been a district and community priority. The district is fortunate to have two Orff trained music specialists who offers music education that combines music, movement, drama, and speech. With the addition of elementary PE specialists schools now participate in a Stride Track Running program. In 2018-19 elementary children ran 39,502.25 Total Miles (Distance around the Earth = 24,860 miles) This year the district increased STEAM education learning opportunities at the elementary schools. Each Thursday during a 3 week rotation students engage in learning with local artists, science activities, coding, Rubik's cube math, K'nex engineering kits, Tinker cad circuits, and Makerspace activities. The middle school continues to offer engaging electives for students including: Project Lead the Way: Design and Modeling and Medical Detectives and Lego Mindstorm robotics. Bringing back and maintaining these programs have allowed the district to foster an intentional student-centered commitment to meet cognitive, social, emotional and physical needs of children.

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

Greatest Needs

The following areas show as red/orange on the Evaluation Rubrics for the district:

Mathematics - Orange

Although all elementary schools Increased or Increased Significantly in mathematics from 9.5 to 21.7 points, the middle school declined 4.8 points. The district increase of 2.6 shows as Maintained on the Dashboard for increasing less than 3 points leaving the district in Orange. (48.1 points below standard)

The district is taking the following steps to address this identified areas that need the greatest improvement:

Mathematics -

Adopt and implement new CCSS middle school mathematics curriculum Illustrative Mathematics and provide professional learning for implementation.

Maintain collaborative data conversations focused on student outcomes to improve teaching, learning, and leadership.

Provide professional learning to teachers focused on facilitating meaningful mathematical discourse and posing purposeful questions. (www.nctm.org/principlestoactions)

Provide professional learning to administrators in mathematics focused on Mathematics Teaching Practices. (www.nctm.org/principlestoactions)

Conduct instructional rounds focused on Eureka mathematics/Illustrative Mathematics.

Provide specific feedback to teachers in mathematics.

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

Performance Gaps

There is a gap in the district suspension data. The district suspension data shows "all students" Yellow and 2 subgroups in Red. When looking more closely at the data there is volatility in the data based on the small number reported. The Foster Youth subgroup increased by 16.8% or 4 suspensions. (from 2 to 6 suspensions) The subgroup Students with Disabilities increased by 1.6% - 5 suspensions. (from 12 to 17 suspensions)

The district will continue to monitor student suspensions locally through the Aeries Analytics dashboard. In addition, the district will continue professional development in Positive Behavior Intervention Supports (PBIS). Through training this year, the district refined Tier 1 intervention practices and behavior supports. Next year the district will focus on Tier 2 and 3.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Goal 1: Ensure all students are college- and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities: SUSD Instructional Focus Plan; Pillars 1, 2 & 3

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Metrics: Adoption process and inventory of instructional materials; Instructional Materials sufficiency 18-19 Adoption of NGSS Science Adoption Process instructional materials and educational technology. Baseline Average age of textbooks: Elementary ELA/ELD & Literacy Benchmark Advance Adoption Spring 2017 Implementation Fall 2017		During the 2018-19 school year, the district formed a K - 8 grade NGSS Adoption committee comprised of a majority of classroom teachers who are assigned to the subject area and grade level of the materials reviewed. The committee reviewed state adopted materials using a rigorous tool to evaluate materials. The committee process took 8 1/2 days of which 3 days were focused on the tool calibration process. The committee decided to pilot two curricula in the 2019-20 school year and make a recommendation by the spring of 2020 for implementation in 2020-21.

Expected	Actual
1 year - Middle School ELA/ELD & Literacy StudySync FLEX Literacy Adoption Spring 2015	
3 years - Mathematics Adoption Spring 2014	
11 years - History Social Science Adoption Spring 2006	
10 years - Science textbooks Adoption Spring 2007	
Metric/Indicator Metric: Instructional Minutes	The district had a slight change to instructional minutes due to one more Professional Learning Thursday minimum day release in 2018-19. (2018-19) Grades TK-K: 53,170 Grades 1-3: 53,170 Grades 4-5: 57,280 Grades 6-8: 59,340
18-19 Maintain instructional minutes.	 (2017-18) Grades TK-K: 53,245 Grades 1-3: 53,245 Grades 4-5: 57,385 Grades 6-8: 59,428
Baseline (2016-17) Instructional minutes: Grades TK-K: 53,160 Grades 1-3: 53,160 Grades 4-5: 57,240 Grades 6-8: 59,010	

Expected	Actual
<p>Metric/Indicator Metrics: Teacher Misassignments; SUSD Teaching experience; SUSD staffing; Grade Span Average</p> <p>18-19 The district will maintain no teacher misassignments. Retain strong talent and leadership and staffing. Maintain agreed upon Grade Span Average 27:1.</p> <p>Baseline (2016-17) There are no teacher misassignments. 83/100 teachers have worked in the district 15 or more years. Admin - 11 FTE Certificated - 118.5 FTE (including Teachers, Speech/Psychologists, Counselors) Classified - 80.34 FTE Grade Span Average TK - 3 (27:1) Dena Boer 24.99 Salida Elementary 23.48 Sisk Elementary 25.37 Perkins Elementary 17.85</p>	<p>There are no teacher misassignments. (2018-19)</p> <p>66/117 teachers have worked in the district 15 or more years. Admin - 10 FTE Certificated - 128.7 FTE (including Teachers, Speech/Psychologists, Counselors) Classified - 89.25 FTE</p> <p>The district maintained the Grade Span Average (GSA) in TK - 3 below 27:1. (2018-19)</p> <p>Dena Boer - 24.23 GSA Perkins Elementary - 21.07 GSA Salida Elementary - 21.64 GSA Sisk Elementary - 23.67 GSA</p>
<p>Metric/Indicator Metric: Local Performance Indicator Implementation of State Academic Standards Reflection Tool</p> <p>18-19 Increase scores in each area by 1 level to reach a "4 – Full Implementation."</p> <p>Baseline</p>	<p>The District Curriculum Committee met to review implementation of academic state standards in April 2019.</p> <p>The district increased scores in 4 areas by 1 rubric score.</p> <ol style="list-style-type: none"> 1. Professional Learning - History Social Science (HSS) 2. Instructional Materials - History Social Science (HSS) 3. Staff Support - History Social Science (HSS) 4. Implementing Academic Standards - Health Education Content Standards <p>In 12 areas the district has scored a 4 - Full Implementation. These results were presented to the board in May 2019.</p>

Expected	Actual
<p>(2017-18) State Approved Reflection Tool – Implementing CA CCSS for all; Providing access to the core for English language learners; Providing all students course access to Health Education Content Standards, Physical Education Content Standards, Visual and Performing Arts Career & Technical Education.</p>	
<p>Metric/Indicator Metric: Elementary & Middle School Master Schedules</p> <p>18-19 Maintain course access for elementary and middle school students in all content areas.</p> <p>Baseline (2016-17) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.</p> <p>Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts, Home Economics, and Music.</p>	<p>All master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.</p> <p>Middle School master schedule provides course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Medical Detectives, Design and Modeling, Industrial Arts, Home Economics, and Music courses.</p>
<p>Metric/Indicator Metric: Upgrade and maintain robust infrastructure; Increase and maintain student device ratio at 1: 1 Technology enabled classrooms with presentation equipment</p> <p>18-19 Maintain device ratio at 1:1.</p> <p>Maintain all classes with presentation technology.</p> <p>Baseline (2016-17) Student Device Ratio 1:5 devices in TK - K</p>	<p>The district maintained device ratio in TK. The district increased device ratio in 1st grade. The district maintained the device ratio in 2nd grade. (1:1) The district maintained the device ratio in grades 3 - 8.</p> <p>1:5 devices in TK - K 1:1 devices in First Grade 1:1 devices in Second Grade 1:1 devices in 3rd - 8th grades</p> <p>The district launched a Take-Home Device Initiative in 6th - 8th grades. 818 Chromebooks were deployed to students.</p> <p>The district maintained all presentation technology.</p>

Expected	Actual
<p>1:3 devices in First Grade 1:2 devices in Second Grade 1:1 devices in 3rd - 8th grades</p> <p>2,065 Chromebook devices; 59 Chromebook carts 84 devices (Kindles;iPads)</p> <p>90 out of 92 classrooms (TK - 8 grade) have presentation technology.</p>	
<p>Metric/Indicator Metrics: Evaluation Rubrics - Status and Change</p> <p>English Language Arts/Literacy and Mathematics</p> <p>18-19 Academic Indicator</p> <p>English Language Arts /Literacy</p> <p>Increase the Distance from Level 3 by more than 3 points.</p> <ul style="list-style-type: none"> • 19.5; Low (2017-18) <p>(Orange to Yellow)</p> <p>Mathematics</p> <p>Increase the Distance from Level 3 by more than 3 points.</p> <ul style="list-style-type: none"> • 49.8; Low <p>(Orange to Yellow)</p> <p>Baseline Academic Indicator (2014/15 to 2015/16)</p> <p>English Language Arts/Literacy Yellow</p>	<p>The district met the target set for English Language Arts/Literacy and increased by more than 3 points.</p> <p>13.1 points below standard Increased 7.1 points Yellow Status: Low Change: Increased</p> <p>All elementary schools Increased or Increased Significantly in ELA. Middle School Declined.</p> <p>The district did not meet the target set for mathematics.</p> <p>48.1 points below standard Maintained 2.6 points Orange Status: Low Change: Maintained</p> <p>All elementary school Increased or Increased Significantly. Middle School Declined.</p>

Expected	Actual
<p>Status: Low; 18.4 pts Below Lvl 3 Change: Maintained; +3.7</p> <p>Mathematics Orange Status: Low; 51.9 pts Below Lvl 3 Change: Declined; - 1.8</p>	
<p>Metric/Indicator Metrics: Kindergarten Student Entrance Profile (KSEP)</p> <p>18-19 Increase district-wide by 5 students the number of Transitional Kindergarten students scoring Ready-to-Go upon entering Kindergarten.</p> <p>Baseline District-wide (Fall 2016)</p> <p>Upon entering Kindergarten from TK**</p> <ul style="list-style-type: none"> • 21 Ready-to-Go • 14 Quarterly Monitoring • 5 Monthly Monitoring • 0 Immediate Follow-up <p>**40 students who attended TK in 2015-16 were assessed with KSEP in the fall of 2016.</p>	<p>The district met the target and increased by 9 students the number of TK students scoring Ready-to-Go upon entering Kindergarten Fall 2018.</p> <p>District-wide (Fall 2018) Upon entering Kindergarten from TK** 35 Ready-to-Go 22 Quarterly Monitoring 4 Monthly Monitoring 1 Immediate Follow-up **62 students who attended TK in 2017-18 were assessed with KSEP in the fall of 2018.</p> <p>District-wide (Fall 2017) Upon entering Kindergarten from TK** 26 Ready-to-Go 13 Quarterly Monitoring 5 Monthly Monitoring 0 Immediate Follow-up **45 students who attended TK in 2016-17 were assessed with KSEP in the fall of 2017.</p>
<p>Metric/Indicator Metric: Footsteps2Brilliance® - Early Learning Solution & Bilingual Literacy application</p> <p>18-19 Maintain and increase the number of books read and created by students.</p> <p>Baseline District-wide</p>	<p>Footsteps2Brilliance® - Early Learning Solution & Bilingual Literacy application</p> <p>District-wide (March 2019) Books Read - 27,099 Word Total/Vocabulary Exposure - 8,763,073 Create a Book/My Journal - 6,250 Usage - 2,471h 9m 55s</p> <p>District-wide (March 2018) Books Read - 23,581</p>

Expected	Actual
<p>(March 2017)</p> <p>Books Read 18,128</p> <p>Word Total/Vocabulary Exposure 4,797,335</p> <p>Create a Book/My Journal 492</p> <p>Usage 1,633h 4m 16s</p>	<p>Word Total/Vocabulary Exposure - 6,454,974</p> <p>Create a Book/My Journal - 4,193</p> <p>Usage - 2,035h 32m 27s</p> <p>District-wide (March 2017)</p> <p>Books Read - 18,128</p> <p>Word Total/Vocabulary Exposure - 4,797,335</p> <p>Create a Book/My Journal - 492</p> <p>Usage - 1,633h 4m 16s</p>
<p>Metric/Indicator</p> <p>Metrics: (Trimester II data)</p> <p>Leveled Reading Passages (Grades K - 1);</p> <p>Lexile levels (Grades 2 - 5)</p> <p>18-19</p> <p>Increase district-wide reading levels in Kindergarten and first grade reading at grade level by 3%.</p> <p>(2017-18)</p> <p>New Baseline:</p> <p>Kindergarten: 65% of students are reading at Level B - End of Trimester 2</p> <p>First Grade: 58% of students are reading at Level E and above - End of Trimester 2</p> <p>Maintain and increase the number of students who are reading on or above grade level in second through fifth grade by 3%.</p> <p>Baseline</p> <p>District-wide:</p> <p>(2016-17)</p> <p>Kindergarten: 62.3% of students are reading at Level AB</p> <p>First Grade: 70% of students are reading at Level I</p> <p>New District Baseline - Lexile Scores (2016-17)</p>	<p>The district did not meet the expected target of 3% growth in all grades. First grade made gains.</p> <p>Oral Reading Record Assessment:</p> <p>Kindergarten:</p> <p>48% of students are reading at Level B - End of Trimester 2 (2018-19)</p> <p>66% of students are reading at Level B - End of Trimester 2 (2017-18)</p> <p>First Grade:</p> <p>72% of students are reading at Level E and above - End of Trimester 2 (2018-19)</p> <p>58% of students are reading at Level E and above - End of Trimester 2 (2017-18)</p> <p>Lexile Scores (Lexile Range: 450L to 790L)</p> <p>Second Grade:</p> <p>38% of students are reading on or above level (2018-19)</p> <p>47% of students are reading on or above level (2017-18)</p> <p>46% of students are reading on or above level (2016-17)</p> <p>Third Grade:</p> <p>54% of students are reading on or above grade level (2018-19)</p> <p>56% of students are reading on or above grade level (2017-18)</p> <p>53% of students are reading on or above grade level (2016-17)</p> <p>(Lexile Range: 770L to 980L)</p> <p>Fourth Grade:</p> <p>34% of students are reading on or above level (2018-19)</p> <p>37% of students are reading on or above level (2017-18)</p>

Expected	Actual
<p>(Lexile Range: 450L to 790L) Second Grade: 46% of students are reading on or above level Third Grade: 53% of students are reading on or above grade level</p> <p>(Lexile Range: 770L to 980L) Fourth Grade: 27% of students are reading on or above level Fifth Grade: 23% of students are reading on or above level</p>	<p>27% of students are reading on or above level (2016-17)</p> <p>Fifth Grade: 29% of students are reading on or above level (2018-19) 26% of students are reading on or above level (2017-18) 23% of students are reading on or above level (2016-17)</p>
<p>Metric/Indicator Metrics: # of Walk-thru's</p> <p># Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p> <p>18-19 Increase the number of Certificated Walk Thru's</p> <p>Increase the number of Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p>	<p>The district increased the number of Certificated Walk Thru's and conversations with teachers in the lesson design process and using the Achievement Team protocol.</p> <p>August 2018 to April 2019</p> <p>451 Certificated Walk Thru's 111 Lesson Design/Achievement Team protocol conversations held with admin/teachers focused on Learning Intentions/Success Criteria and Success Criteria.</p>
<p>Baseline 164 Certificated Walk Thru's</p> <p>August 2016 to April 2017</p> <p>83 Lesson Design conferences held with admin/teachers focused on Learning Intentions/Success Criteria and Success Criteria.</p>	
<p>Metric/Indicator Metrics: Evaluation Rubrics - English Learner Progress Status and Change</p> <p>English learner proficiency - (LCFF State Priorities Snapshot)</p> <p>EL reclassification rate (LCFF State Priorities Snapshot)</p>	<p>The district did not establish a baseline for ELPAC this year, due to the fact the ELPAC Summative Scale Score ranges were changed. Beginning with the spring 2019 ELPAC, the district will establish a baseline.</p> <p>ELPAC (Spring 2018) Level 4 - 32% Well Developed Level 3 - 39.3% Moderately Developed Level 2 - 19.1% Somewhat Developed Level 1 - 9.6% Beginning Stage</p> <p>English Learner Reclassification (2015-16) 40 Students</p>

Expected	Actual
<p>18-19 EL progress will not be reported this year. The state is setting new targets for ELs and RFEP.</p> <p>Establish baseline to meet English learner proficiency target using ELPAC assessment results and establish growth target for 2019-20.</p> <p>Establish new baseline for EL reclassification using ELPAC assessment results and establish growth target for 2019-20.</p> <p>Baseline Evaluation Rubrics (2013-2014 to 2014-15) English Learner Progress Yellow Status - 71.7% Change - +1.4%</p> <p>(2014-15) Percent of EL students who made progress toward English proficiency as measured by the CELDT (LCFF State Priorities Snapshot) 58% Salida USD 58% State</p> <p>(2014-15) Percent of ELs who were reclassified (LCFF State Priorities Snapshot): 17% Salida USD 11% State</p>	<p>(2016 -17) 76 Students (2017-18) 89 Students (2018-19) 78 Students</p>
<p>Metric/Indicator API calculation no longer applicable.</p> <p>18-19 API calculation no longer applicable.</p> <p>Baseline API calculation no longer applicable.</p>	API calculation no longer applicable.
<p>Metric/Indicator Not a High School District. High School metrics are not applicable.</p> <p>18-19 Not a High School District. High School metrics are not applicable.</p>	Not a High School District. High School metrics are not applicable.

Expected

Actual

Baseline

Not a High School District. High School metrics are not applicable.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 High Expectations for All and Standards Aligned Differentiated Instruction <ul style="list-style-type: none"> Continue HSS adoption process. Next Generation Science Standards adoption process. Provide standards aligned, core adopted instructional materials. Provide a push-in model of support into classrooms to increase reading levels of students. (Grades K – 5) Fully implement and support iReady web-based reading intervention program and Zearn Mathematics online tool. Provide Footsteps2Brilliance – Spanish/English Literacy application. (Grades TK and K). 	1.1 High Expectations for All and Standards Aligned Differentiated Instruction <ul style="list-style-type: none"> Continued HSS adoption process and the middle school selected National Geographic/CENGAGE. Began the Next Generation Science Standards adoption process and will pilot curriculum next year. Provided standards aligned, core adopted instructional materials. Provided a push-in model of support into classrooms to increase reading levels of students. (Grades K – 5) Fully implemented and supported iReady web-based reading intervention program and Zearn Mathematics online tool. Provided Footsteps2Brilliance – 	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$20,000 4000-4999: Books And Supplies Base \$65,000 4000-4999: Books And Supplies Supplemental/Concentration \$362,065 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$237,874 	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,646.37 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$909.03 3000-3999: Employee Benefits Supplemental/Concentration \$963.49 4000-4999: Books And Supplies Supplemental/Concentration \$208,287.92 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$256,411.26 4000-4999: Books And Supplies Title I \$31,964.93 4000-4999: Books And Supplies Supplemental/Concentration \$198,200.42

- Continue to monitor and evaluate the early literacy program and reading intervention support to intermediate grades.
- Provide TK/K Summer Orientation to ready students for school and prevent summer slide.
- Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students.
- Continue to implement district-wide integrated ELD strategies to support English Language Learners.
- Monitor EL/LTEL/RFEP students' academic achievement regularly.

- Spanish/English Literacy application. (Grades TK and K).
- Continued to monitor and evaluate the early literacy program and reading intervention support to intermediate grades.
- Provided TK/K Summer Orientation to ready students for school and prevent summer slide.
- Continued district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students.
- Continued to implement district-wide integrated ELD strategies to support English Language Learners.
- Monitored EL/LTEL/RFEP students' academic achievement regularly.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Recruit, develop, and retain, strong talent and leadership across teaching, classified and administrative roles through effective recruitment practices and career development. <ul style="list-style-type: none"> • Ensure high quality, equitable conditions of 	1.2 Recruited, developed, and retained, strong talent and leadership across teaching, classified and administrative roles through effective recruitment practices and career development. <ul style="list-style-type: none"> • Ensured high quality, equitable conditions of 	1000-1999: Certificated Personnel Salaries Base \$201,073	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,103,246.18
		1000-1999: Certificated Personnel Salaries Restricted Core \$160,592	2000-2999: Classified Personnel Salaries

<p>learning for each student through fully credentialed, high quality teachers and instructional staff.</p> <ul style="list-style-type: none"> • Support teachers in becoming highly qualified and in completing the Professional Clear credential. • Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Review and analyze employee compensation. 	<p>learning for each student through fully credentialed, high quality teachers and instructional staff.</p> <ul style="list-style-type: none"> • Supported teachers in becoming highly qualified and in completing the Professional Clear credential. • Continued support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Reviewed and analyzed employee compensation. 		<p>Supplemental/Concentration \$642,221.04</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,659,813</p> <p>1000-1999: Certificated Personnel Salaries Title I \$152,220</p> <p>1000-1999: Certificated Personnel Salaries Restricted \$301,488</p> <p>2000-2999: Classified Personnel Salaries Base \$19,785</p> <p>2000-2999: Classified Personnel Salaries Restricted Core \$33,878</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,097,227</p> <p>2000-2999: Classified Personnel Salaries Title I \$83,134</p> <p>2000-2999: Classified Personnel Salaries Title III \$83,134</p> <p></p> <p></p> <p></p> <p>1000-1999: Certificated Personnel Salaries Restricted Core \$284,979.51</p> <p>3000-3999: Employee Benefits Restricted Core \$84,236.82</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$777,301.36</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$14.97</p> <p>1000-1999: Certificated Personnel Salaries Title I \$102,876.09</p> <p>2000-2999: Classified Personnel Salaries Title I \$144,281.29</p> <p>3000-3999: Employee Benefits Title I \$72,162.10</p> <p>1000-1999: Certificated Personnel Salaries Title II \$56,521.68</p> <p>3000-3999: Employee Benefits Title II \$16,459.65</p> <p>2000-2999: Classified Personnel Salaries Title III \$104,732.64</p> <p>3000-3999: Employee Benefits Title III \$31,005.66</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Support a culture of professional learning as a means to support CCSS implementation by providing collegial collaboration and accountability. District-wide professional learning will be focused on: 1. CCSS History-Social Science (General & Special Education) 2. Next Generation Science Standards (NGSS) 3. S.T.E.A.M. education & hands-on learning 4. Mathematical Discourse in the Classroom 5. CCSS Math Implementation - Middle School 6. Developing 21st Century skills in students and empowering them to be agents in their own learning. 7. Providing a “blended learning” classroom learning environment and ensuring that students demonstrate competency in digital citizenship. 8. ELD standards and strategies that support Integrated/Designated ELD instruction.	1.3 Supported a culture of professional learning as a means to support CCSS implementation by providing collegial collaboration and accountability. District-wide professional learning focused on: 1. CCSS History-Social Science (General & Special Education) 2. Next Generation Science Standards (NGSS) 3. S.T.E.A.M. education & hands-on learning 4. Mathematical Discourse in the Classroom 5. CCSS Math Implementation - Middle School 6. Developing 21st Century skills in students and empowering them to be agents in their own learning. 7. Providing a “blended learning” classroom learning environment and ensuring that students demonstrate competency in digital citizenship. 8. ELD standards and strategies that support Integrated/Designated ELD instruction.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$66,600 4000-4999: Books And Supplies Supplemental/Concentration \$7,500 4000-4999: Books And Supplies Base \$2,000 5000-5999: Services And Other Operating Expenditures Base \$18,300 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$145,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$47,482.40 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$434.71 3000-3999: Employee Benefits Supplemental/Concentration \$14,557.41 4000-4999: Books And Supplies Supplemental/Concentration \$5,675.32 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$60,039.05 5000-5999: Services And Other Operating Expenditures Lottery \$5,778.23

Integrated/Designated ELD instruction.

9. Induction (General & Special Education)

- Provide release time, minimum days for Professional Learning Communities and focused release time to support the implementation of standards aligned, core adopted instructional materials.
- Increase quality of the lesson study process using the Achievement Team Protocol process.
- Increase the quality of good first instruction in every grade level by conducting mathematics instructional rounds once a week and provide specific feedback to teachers about pacing and effective mathematics teaching practices.
- Support the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
- Support the implementation of mathematics curriculum by providing coaching support to teachers.

9. Induction (General & Special Education)

- Provided release time, minimum days for Professional Learning Communities and focused release time to support the implementation of standards aligned, core adopted instructional materials.
- Increased quality of the lesson study process using the Achievement Team Protocol process.
- Increased the quality of good first instruction in every grade level by conducting mathematics instructional rounds once a week and provided specific feedback to teachers about pacing and effective mathematics teaching practices.
- Supported the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
- Supported the implementation of mathematics curriculum by providing coaching support to teachers.
- All schools continued to evaluate and monitor the

- All schools continue to evaluate and monitor the quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool.

quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district has developed an early literacy program. This action will be discontinued and the district will monitor the implementation in Action 1.1.	The district monitored the implementation of early literacy in Action 1.1.	Moved to 1.1	Moved to 1.1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district has accomplished this action to invest strategically in instruction technology. This action will be discontinued and the district will continue professional learning for technology in Action 1.3.	The district continued professional learning for technology in Action 1.3.	Moved to 1.3	Moved to 1.3

Analysis

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

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

The district provides all students with equal access to instructional materials and quality teachers. There is a timeline in place for the implementation of California CCSS and professional learning. The district is on the clear, sustainable path to implement the California Common Core State Standards and to create exceptional learning environments that move instruction into 21st century learning. Educators are creating a new way of seeing things, including collaborative ownership of coordinated and focused curriculum & instruction.

One of the district highlights continues to be S.T.E.A.M. learning for students at the elementary schools on Thursdays. In a three week rotation, two grade levels participated in a variety of instructional activities including: art, science, coding, Hex Bugs, Ozobots, BreakoutEDU, Google slides animation, fitness relays, mindfulness learning and more. The middle school continued Lego Robotics, Project Lead the Way – Medical Detectives and added Design and Modeling Engineering elective (a pathway to the high school courses).

A Next Generation Science Standards (NGSS) adoption committee was formed to support the adoption of instructional materials grounded in students making sense of phenomena and solving problems using the three dimensions of science together. (Science & Engineering Practices, Cross Cutting Concepts, and Disciplinary Core Ideas) Teachers had a clear focus for selecting the best instructional materials for supporting student learning. The committee participated in 8 1/2 days to prepare, pre-screen and calibrate on a rigorous evaluation tool to evaluate materials. The committee successfully narrowed down 18 publishers to only two publishers to pilot fall 2019.

The district continued its focus on the implementation of Benchmark Advance. Each week, through a three week rotation, two grade levels of elementary teachers participated in full day, district-lead professional learning. The district also continued the push-in model of support for small group instruction to ensure the success of students reading rigorous, complex text. Every grade level receives 30 minutes of support focused on the close reading process using leveled books. In addition, several grades were provided additional time to focus on decoding and fluency skills to catch up struggling readers.

The district continued to provide technology to enhance learning through blended learning opportunities, multi-media, and to help students develop 21st century skills. The device ratio was maintained at a 1:1 device ratio in 1 - 8 grades. In August, 820 middle school students were assigned a Chromebook to use at school and at home. Providing a device for take-home use allows students to access more personalized and engaging lesson content while supporting students as they become more adept at taking charge of their learning, managing their time, and practicing responsibility. The district vision is to prepare students to collaborate, communicate, be creative, and think critically.

To support early literacy, the district continued to focus on school readiness, summer learning and family engagement. Each spring the schools hold a family engagement night to prepare families and their children for Transitional Kindergarten and Kindergarten. In addition, all elementary schools provided a TK/K summer Boost to prevent summer slide and provide Footsteps2Brilliance English/Spanish literacy app to students in grade TK and K. Students increased the number of books read this year by 3,518 books with students reading 27,099 books.

The district continued to focus the implementation of iReady online reading intervention curriculum. This is the district's Tier II reading curriculum in grades 2 - 5 to provide additional support to struggling readers, English language learners and students with disabilities. Three trainings were held for the administrative leadership team. Actions focused this year on making visible iReady data and communicating results. This was done in three ways: 1) during staff meetings, 2) Learning Directors/principals meeting with teachers and 3) teachers meeting with students and holding data chats. As schools analyzed results throughout the year, schools identified common messaging for success in the program including schools focusing children to use iReady 30 to 49 minutes per week and pass lessons at a rate of 70% to 100%. There is steady progress in the number of students that are reading in the new Lexile ranges at their grade level as required by the CA CCSS.

To increase academic achievement in mathematics, the district continued providing coaching support through a partnership with Stanislaus COE. The work focused on Effective Mathematics Teaching Practices specifically: 1) facilitating meaningful mathematical discourse and 2) establishing mathematics goals to focus learning. Through scheduled release days math coaches modeled Eureka math lessons and provided a "mini" lesson design experience. End of module assessment data was collected. Reports were created using Illuminate for grade level PLCs to analyze the results of their mathematics instruction. Administrators participated in four instructional rounds focused on mathematical discourse and participated in reflective conversations about classroom instruction and how students are engaging in mathematics. Administrator's professional learning also focused on research-based teaching practices that are essential for a high-quality mathematics education for each and every student. (Principles to Action: Ensuring Mathematical Success for All, NCTM) Principals provided specific feedback to teachers using the discourse rubric focused teacher role, questioning, explaining mathematical thinking, mathematical representations and building student responsibility within the community.

Teachers of special day classes were supported through professional learning in mathematics. Through release days professional learning focused on academic discourse, standards for mathematical practice and math learning progressions to support the writing of IEP goals. In addition, iREADY trainers helped special education teachers delve deeply into iREADY math and reports to support students individualized learning goals.

To further support students in mathematics, the district continued Zearn Math blended learning program. Zearn Math is aligned to Eureka Math and designed to create a personalized, blended learning experience and allow teachers to provide differentiated math support to struggling students while other students are "zearning" online.

This year teachers continued their journey to become evaluators of their own teaching. Teachers participated in a process three times this year and focused on Learning Intentions and Success Criteria to increase student outcomes. (Teacher Clarity - .75 effect size) Some grade levels and departments were able to collect pre/post assessments based on this work to analyze student outcome.

The district continued minimum day release time, once per week for teachers to focus on grade level learning expectations and the implementation of curriculum and student progress. Teachers addressed challenges that arise during implementation. This year teachers spent time analyzing data from iReady reports, ZEARN reports, and used curriculum-embedded, formative assessments to improve student learning outcomes.

New teachers were supported with professional learning during seven district grade level days. In addition, all new teachers were supported throughout the year through classroom observations and induction training and support.

The district staff continued to deepen the understanding of the new accountability system using data from the California Dashboard. Since the dashboard data is summative data, the district utilized the Aeries Analytics Dashboards to increase the ability for all administrators to see local data live in Aeries. Dashboards have different views for District, Elementary, Middle School, EL, SED and SWD. Each dashboard shows "real time" data for chronic absenteeism, daily attendance, suspension, SBAC data and grades. For each school a "watch list" is created based on a number of qualifying factors to be certain that students with the greatest need are identified for support.

The district continued its participation in the California Scale-Up MTSS Statewide (SUMS) Grant initiative this year. Teams completed the Fidelity Integrity Assessment (FIA) twice this year showing improvement at the elementary level in Strong & Engaged Site Leadership, Behavior Instruction, Family Partnerships, LEA/School Relationship. The middle school showed growth in Strong & Engaged Site Leadership, Educator Support, Behavior Instruction, School Culture, Family Partnerships. Administrators attended the CA MTSS 2018 conference "All Means All - Delivering Opportunity. Fulfilling Equity."

The district trained over 80 teachers through the EquAALS project. The purpose of the EquAALS project is to rigorously utilize research-based art integration strategies to enhance the achievement and cognitive growth in English Language Arts of Students with Disabilities (SWD) through a professional development (PD) module for Transitional Kindergarten through 8th Grade teachers of SWD. Teachers felt this was an "amazing experience!" They valued learning "how much art can impact the education of students with disabilities". Teachers looked forward to "expanding their abilities to integrate art through ELA/literacy instruction and improve their teaching." Participating teachers received a kit of materials to put the PD strategies into place in their classrooms, and an iPad with art apps to support instruction and student learning.

The district continued to use a more inclusive instructional model for special education students. Most students participate in a general education setting approximately 40% of their day. This push-in model of support in reading and mathematics instruction for resource students increases access to core instruction at grade level. The SDC-LH classes have shifted to standards based instruction using Ready Common Core reading and math curriculum. At the middle school, classes use FLEX literacy in lieu of core curriculum and Ready Common core math curriculum. Students also benefit from personalized learning in iReady reading and math.

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

The district is making steady progress in ensuring that all students are college- and career ready by implementing California CCSS and creating exceptional learning environments that equitably support and appropriately challenge students. The success of this goal is attributed to the combination of the following actions, programs and services: high expectations for all students; standards aligned, differentiated instruction; developing and retaining strong talent; early literacy programs; supporting a culture of professional learning; the district's investment in technology and shifting the culture of instruction to incorporate collaboration, teamwork, creativity, critical thinking and problem solving.

LCFF Evaluation Rubrics scores in Academics show increases in English Language Arts (13.1 points below standard; Low; Yellow) by increasing 7.1 points. All elementary schools Increased or Increased Significantly from 6.2 to 44 points, the middle school declined - 4.2 points being only 8.2 points below standard. To move to Medium and Green the district must cross over -5 points below standard.

In the area of mathematics, the district increased 2.6 points. The increase of 2.6 points shows as Maintained on the Dashboard because the increase is less than 3 points. (48.1 points below standard; Low; Orange) Although all elementary schools Increased or Increased Significantly in mathematics from 9.5 to 21.7 points, the middle school declined 4.8 points. To move to Medium and Yellow the district must cross over 25 points below standard.

The district has made strides in progress since the LCFF/LCAP process began by bringing back local control to better serve our high-need students and provide equitably for all students. The district takes full advantage of the cycle for continuous improvement engaging stakeholder throughout the year. Looking at the district's ELA subgroup scores, "all students" are yellow with no subgroups Red. In mathematics, "all students" are Orange and no subgroups are Red.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All planned actions and expenditures have been completed. The expenses for the completed action in Goal 1 are less than the original projections. There was a decrease in staffing costs because the district was unable to fill some positions with qualified applicants and the district delayed the purchase of security cameras to next year.

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

As a result and analysis of state and local metrics, the following items were added, deleted or amended to increase the quality of programs and services for students in Goal 1:

Amended in Action 1.1:

- Continue Next Generation Science Standards adoption process.
- Increase quality of implementation of iReady web-based reading intervention program and Zearn Mathematics online tool.
- Increase quality of implementation of Footsteps2Brilliance – Spanish/English Literacy application. (Grades TK and K).

Amended in Action 1.3:

- Support the implementation of mathematics curriculum by providing mini-lesson design experiences and coaching support to teachers.
- Universal Design for Learning (UDL)

Deleted in Action 1.3:

- District-wide professional learning focused on CCSS History-Social Science (General & Special Education)

Change to Metric:

The district amended one metric in the area of Evaluation Rubrics - English Learner Progress.

- The district will establish a baseline target using CA Dashboard EL Progress. (Status; Change)
- Continue to meet the EL reclassification rate using new state criteria. (ELPAC Level 4)

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Goal 2: Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well maintained modern facility for learning that foster student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SUSD Instructional Focus Plan; Pillars 1,2,3,4

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator		
Metric:		
P2 Attendance rates.		
18-19		
District-wide maintain attendance above the state target.		
Baseline		
2015		
State Target: 90%		
State Attendance Rate: 96%		
(2016-2017)		
SUSD K - 8: 96.24%		
K - 3: 95.81%		
TK: 93.53%		
		2015
		State Target: 90%
		State Attendance Rate: 96%
		(2018-2019)
		P2 Attendance Rate: SUSD K - 8: 96.05% K - 3: 95.57% TK: 94.66%
		(2017-2018)
		P2 Attendance Rate: SUSD K-8: 95.97% K-3: 95.58% TK: 95.31%

Expected	Actual
<p>Metric/Indicator Metric: Chronic Absenteeism.</p> <p>18-19 Chronic Absenteeism will decrease by 10 students in the district; by 2 at each site.</p> <p>Baseline Source: District Local Calculation (2016-17) District-wide Chronic absenteeism rate: 7.1%; 189 students</p>	<p>Chronic Absenteeism The district did not meet the target. The district increased the chronic absenteeism count by 3. (196 to 199) The district chronic absenteeism rate change was 7.7% to 8.0%.</p> <p>8% Chronically Absent Yellow Status: Medium Change: Maintained 0.2% (Fall 2018 CA Dashboard)</p>
<p>Metric/Indicator Metric: Suspension rate.</p> <p>18-19 The district will decrease the suspension rate by at least 0.3% (2017-18) Status: High; 3.7%</p> <p>Baseline State Evaluation Rubrics Suspension Rate: Orange (2013-14 to 2014-15) Status: High; 5.9% Change: 0.5%</p>	<p>Suspension Rate The district met this target. The district decreased the suspension rate by 11. (97 to 86) The district suspension rate change was 3.7% to 3.3%.</p> <p>3.3% Suspended at least once Yellow Status: High Change: Declined 0.4% (Fall 2018 CA Dashboard)</p>
<p>Metric/Indicator Metric: Expulsion rate.</p> <p>18-19 Expulsion rate will remain below 2% district-wide.</p> <p>Baseline Source: State Priority Snapshot (2015-2016)</p> <p>District-wide expulsion rate: 0%</p>	<p>The district remained below 2%. (04/2019)</p> <p>District-wide expulsion rate: Current Enrollment: Expulsions: 1 Expulsion Rate: .04%</p>

Expected	Actual
<p>Metric/Indicator Metric: Middle School drop-out rates.</p> <p>18-19 Middle School drop-out rate will remain the same.</p> <p>Baseline Source: State Priority Snapshot (2015-2016)</p> <p>Middle School drop-out rate: 0%</p>	Middle School drop-out rate: 0%
<p>Metric/Indicator Metrics: Facility Site Visit Protocol; Site Safety Inspections</p> <p>18-19 Average age of campuses: 31.4 years 100% of school facilities rated at Good or Exemplary. Increase the number of classified walkthroughs</p> <p>Baseline Average age of campuses: 29.4 years 100% of facilities rated at Good or Exemplary. 49 Classified Walk Thru's (August 2016 to April 2017)</p>	<p>(2018-19) Average age of campuses: 31.4 years 100% of school facilities rated at Good or Exemplary. The district increased the number of classified walkthroughs. (August 2018 to April 2019) 150 Classified Walk Thru's 62 Classified Walk Thru's (2017-18)</p>
<p>Metric/Indicator Metrics: CA Healthy Kids Survey Results Key Indicators</p> <p>18-19 Continue to increase school engagement and supports including:</p>	<p>In the Spring 2019, the district administered the CA Healthy Kids survey to 5th and 7th grade students. Results are as follows:</p> <p>Elementary 5th grade 60% of students participated (166 of 277)</p> <p>School Engagement & Supports 69% School connectedness - 16% increase 67% Caring adult relationships - 17% increase</p>

Expected	Actual
<p>School connectedness Caring adult relationships Opportunities for Meaningful Participation</p> <p>Maintain high levels of student perception that they feel safe at school.</p> <p>Baseline 2017 CA Healthy Kids Survey Results:</p> <p>5th grade 46% of students participated (141 of 305)</p> <p>School Engagement and Supports 53% School connectedness 50% Caring adult relationships 23% Meaningful participation</p> <p>School Safety 79% Feel safe at school</p> <p>Disciplinary Environment 75% Students treated with respect</p> <p>7th grade 88% of students participated (274 of 310)</p> <p>School Engagement and Supports 50% School connectedness 26% Caring adult relationships 10% Opportunities for Meaningful Participation</p> <p>School Safety 63% School perceived as very safe or safe 41% Experienced any harassment or bullying (past year) 52% Had mean rumors or lies spread about you (past year)</p> <p>Mental and Physical Health 33% Experienced chronic sadness/hopelessness</p>	<p>36% Opportunities for Meaningful Participation - 16% increase</p> <p>School Safety 78% Feel safe at school - 1% decrease</p> <p>Disciplinary Environment 81% Students treated with respect - 6% increase</p> <p>Middle School 7th grade 91% of students participated (269 of 296)</p> <p>School Engagement & Supports 50% School connectedness - no change 54% Caring adult relationships - 28% increase 22% Opportunities for Meaningful Participation - 12% increase</p> <p>School Safety 49% School perceived as very safe or safe - 14% decrease 40% Experienced any harassment or bullying (past year) - 1% decrease 45% Had mean rumors or lies spread about you (past year) - 7% decrease</p> <p>Mental and Physical Health 27% Experienced chronic sadness/hopelessness - 6% decrease</p>
<p>Metric/Indicator</p> <p>Metrics:</p> <p>Capturing Kids Hearts Classroom Implementation of Essential Skills Teacher/Administrator Self-Assessment</p>	<p>The district met the target by raising scores by more than .5 points in each area. (2018-19)</p> <p>Scale from 1 to 5</p>

Expected	Actual
<p>18-19 Increase the scaled score results by .5 point and use the Capturing Kids Hearts Essential Skills consistently in each area - Engage, Communicate and Empower.</p> <p>Baseline Source: District Self-Assessment for Capturing Kids Hearts Essential Skills</p> <p>Scale from 1 to 5 5 = Consistently Doing This</p> <p>Engage Targets - 3.33 (Greeting students; Welcoming Tone of Voice/Body Language; Activities to build Safety and Security)</p> <p>Communicate Targets - 3.1 (Express care and interest; Affirm students; Appropriately address "issues"; Encourage students to open up; Eliminate sarcasm/moodiness; Relate content to student interest)</p> <p>Empower Targets - 2.7 (Social Contract is posted and visible; 4 questions are used to address behavior; Social Contract is referred to regularly)</p>	<p>5 = Consistently Doing This</p> <p>Engage Targets - 4.38 (from 3.33) (Greeting students; Welcoming Tone of Voice/Body Language; Activities to build Safety and Security)</p> <p>Communicate Targets - 4.00 (from 3.1) (Express care and interest; Affirm students; Appropriately address "issues"; Encourage students to open up; Eliminate sarcasm/moodiness; Relate content to student interest)</p> <p>Empower Targets - 3.71 (from 2.7) (Social Contract is posted and visible; 4 questions are used to address behavior; Social Contract is referred to regularly)</p>
<p>Metric/Indicator Metric: Student Survey School Climate</p> <p>18-19 Increase the percentage of students answering "agree" by 5% in the area of students treat each other with respect.</p> <p>Increase the percentage of students answering "agree" by 5% that they feel that they belong (are accepted and liked) at school.</p> <p>Increase the percentage of students answering "agree" by 5% that they feel they can go to one or more adults if they had a problem.</p>	<p>The district met the 5% increase in 2 areas at the elementary schools. The middle school did not meet the 5% increase.</p> <p>Elementary Schools 62% of students reported that students in my school treat each other with respect. (2016-17 - 55%; 2017-18 - 56%) 6% increase 82% of students reported that they feel that they belong (are accepted and liked) at school. (2016-17 - 77%; 2017-18 - 78%) 4% increase 92% of students reported that they can go to one or more adults if they had a problem. (2016-17 - 83%; 2017-18 - 89%) 6% increase</p> <p>Middle School 37% of students reported that students in my school treat each other with respect. (2016-17 - 36%; 2017-18 - 35%) 1% increase</p>

Expected	Actual
<p>Baseline Source: District Survey to Students Grades 3 - 8</p> <p>Elementary Schools 54.66% of students reported that students in my school treat each other with respect. 76.61% of students reported that they feel that they belong (are accepted and liked) at school. 82.74% of students reported that they can go to one or more adults if they had a problem.</p> <p>Middle School 34.89% of students reported that students in my school treat each other with respect. 72.50% of students reported that they feel that they belong (are accepted and liked) at school. 70.36% of students reported that they can go to one or more adults if they had a problem.</p>	<p>77% of students reported that they feel that they belong (are accepted and liked) at school. (2016-17 - 73%; 2017-18 - 81%) 4% decrease</p> <p>71% of students reported that they can go to one or more adults if they had a problem. (2016-17 - 71%; 2017-18 - 78%) 7% decrease</p>
<p>Metric/Indicator Not a High School District. High School metrics are not applicable.</p> <p>18-19 Not a High School District. High School metrics are not applicable.</p> <p>Baseline Not a High School District. High School metrics are not applicable.</p>	Not a High School District. High School metrics are not applicable.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Review existing buildings/structures to include efficient infrastructure systems to ensure a well maintained and safe environment. <ul style="list-style-type: none"> Continue to provide immediate on-going feedback regarding maintenance, repairs school cleanliness. Facilities will be maintained to provide a safe and healthy learning environment. 	2.1 Reviewed existing buildings/structures to include efficient infrastructure systems to ensure a well maintained and safe environment. <ul style="list-style-type: none"> Continued to provide immediate on-going feedback regarding maintenance, repairs school cleanliness. Facilities were maintained to provide a safe and healthy learning environment. 	5000-5999: Services And Other Operating Expenditures Base \$281,850 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$103,200 6000-6999: Capital Outlay Base 4000-4999: Books And Supplies Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration	4000-4999: Books And Supplies Base \$7,702.76 5000-5999: Services And Other Operating Expenditures Base \$177,854.76 \$107,117.36 \$28,615.31 \$33,085.46

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 All schools will maintain high levels of safety where students learn social and emotional skills and receive additional supports to increase their engagement in learning. <ul style="list-style-type: none"> Develop a multi-tiered system of support to address the needs of all 	2.2 All schools will maintained high levels of safety where students learn social and emotional skills and receive additional supports to increase their engagement in learning. <ul style="list-style-type: none"> Developed a multi-tiered system of support to address the needs of all 	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$35,000 4000-4999: Books And Supplies Supplemental/Concentration \$28,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$12,789.82 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$146.66

<p>students and ensure their social, emotional and academic success.</p> <ul style="list-style-type: none"> • Develop culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools. • Maintain the District Student Success Team to focus on both academic and behavioral supports for students. • Monitor & provide guidance/support to students who struggle with social and emotional issues and to work with families of children with truancy/chronic absenteeism issues. • Maintain schools Attendance Recognition Programs and activities for students. • Maintain Student Attendance Review Team. (SART) • Maintain Science Technology Engineering Art and Mathematics (S.T.E.A.M) Thursdays at elementary schools. • Provide art lessons for elementary students with local artists. • Maintain WEB (Where Everybody Belongs) mentor program at the middle school. 	<p>students and ensure their social, emotional and academic success.</p> <ul style="list-style-type: none"> • Developed culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools. • Maintained the District Student Success Team to focus on both academic and behavioral supports for students. • Monitored & provided guidance/support to students who struggle with social and emotional issues and to work with families of children with truancy/chronic absenteeism issues. • Maintained schools Attendance Recognition Programs and activities for students. • Maintained Student Attendance Review Team. (SART) • Maintained Science Technology Engineering Art and Mathematics (S.T.E.A.M) Thursdays at elementary schools. • Provided art lessons for elementary students with local artists. • Maintained WEB (Where Everybody Belongs) mentor program at the middle school. 		3000-3999: Employee Benefits Supplemental/Concentration \$1,831.25
			4000-4999: Books And Supplies Supplemental/Concentration \$23,883.52
			5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$50,354.59
			4000-4999: Books And Supplies Lottery \$19,932.17
			5000-5999: Services And Other Operating Expenditures Lottery \$9,147.70
			1000-1999: Certificated Personnel Salaries Base \$3,187.00
			3000-3999: Employee Benefits Base \$552.13
			5000-5999: Services And Other Operating Expenditures Base \$12,725.08

<ul style="list-style-type: none"> • Continue middle school elective offerings: ASB Leadership Class, <p>Fine Arts – Drama, puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design & Modeling) and Video broadcasting.</p> <ul style="list-style-type: none"> • Maintain elementary ORFF music education program. • Maintain elementary physical education program. • Continue Middle School Exercise Your Options Nutrition Program. • Provide for student health and wellness through health support services. 	<ul style="list-style-type: none"> • Continued middle school elective offerings: ASB Leadership Class, <p>Fine Arts – Drama, puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design & Modeling) and Video broadcasting.</p> <ul style="list-style-type: none"> • Maintained elementary ORFF music education program. • Maintained elementary physical education program. • Continued Middle School Exercise Your Options Nutrition Program. • Provided for student health and wellness through health support services.
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district has discontinued this action and moved these actions to Action 2.2.	These actions were monitored in Action 2.2.	Moved to Action 2.2	Moved to Action 2.2

Analysis

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

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

The district provides a holistic approach that fosters student engagement and equitably supports students from diverse backgrounds. Our district clearly recognizes that the school environment has a powerful influence on students' ability to learn and teachers' ability to teach. The district also recognizes that we are competing against social, environmental, and outside pressures as never before. When students find their school environment to be supportive and caring, they are more likely to develop positive attitudes toward themselves and others. (Schaps, Battistich, & Solomon 1997)

As an effort to scale up work identified through the MTSS SUMS grant initiative, the district participated in Year 1 - Positive Behavior Intervention Supports (PBIS) four day training focused on creating universal behavioral supports for all students. (Tier 1) Two schools had begun PBIS implementation and now all schools in the district will be launching PBIS at their schools Fall 2019. Each school developed school-wide behavior expectations and a matrix. Elementary schools are focusing on the 3 R's - Respectful, Responsible, and Ready. The middle school is focusing on The Wildcat Way: Leave Your Own Paw Print - Polite, Prompt, Prepared and Participate. Behavior expectations will be posted on campus including the cafeteria, library, restrooms, hallways, and in classrooms. The district will continue to integrate "Capturing Kids Hearts" strategies to foster connectedness and enhance healthy bonds between teachers and students. Staff continued to build social contracts and use 4 reflective questions to redirect students' behavior. As a result of this work, focus on implementation of Tier 1 and build Tier 2 and 3 behavioral supports for students next year.

The district maintained counselor positions at every campus to address attendance, social emotional learning and behavior intervention supports. Having the counselors as a part of the staff has been positively received and shown as supportive to students and families. Counselors provide a variety of services including: small groups, classroom guidance lessons using Second Step curriculum, Mindfulness strategies and monthly newsletters giving tips, resources, information to families. Counselors assist in monitoring and supporting families and children with chronic absenteeism and conduct home visits. School attendance initiatives include: Every Day Counts and the Elementary Success Mentor program and attendance awards. Together, counselors and district psychologists support students with interventions and services for a variety of social and emotional concerns such as students -- suspected of cutting, depression, suicide threat/self-harm. In addition, counselors/psychologists provide grief counseling and assessments for emotional disturbance.

The middle school maintained an alternative to suspension program for students. Students attend and participate in a Social-Emotional Learning (SEL) Program (Second Step) to help challenging students make progress in managing their emotions, situational awareness, and academic achievement. Students are monitored through a Behavior Report Card that incorporates the school-wide behavior expectations: Polite, Prompt, Prepared, Participates. Students receive reward/incentives for displaying positive behaviors. This program supports students so that they have a clear road map of teacher's behavioral expectations and incentives to work toward behavior goals. Through this program students receive multiple opportunities to positively interact with invested adults at the school.

The middle school encourages students to take a variety of leadership roles including: Student Leadership, ASB Leadership, and WEB mentors. In addition, students engage in a variety of elective offerings that students are very excited to attend. This year a PLTW grant allowed for a new course offering Design and Modeling which is a pathway to the program at our neighboring high school. Other elective offerings include: ASB Leadership Class, Fine Arts – Drama, puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Video broadcasting and Project Lead the Way (Medical Detectives).

Based on student feedback at the end of last year, the district maintained STEAM Thursdays at the elementary schools. As a result, the district has seen an increase in attendance this year. Learning activities this year included: art classes with local artists, science activities, coding, Rubik's cube math, K'nex engineering kits, team building activities, Tinker cad circuits, and Makerspace activities, to names a few.

Changing the culture of connectedness does involve students feeling connected to all adults on the campus. When surveyed, 86% of students said that they have one or more adults on campus that they could go talk to. The district continued to provide training to all lunchtime supervisors that focused on their position as a leader and a model of character.

To increase student engagement at the elementary schools, elementary Orff trained music teachers and elementary PE teachers were continued. The Orff Schulwerk approach is a hands-on way of teaching music to children that engages their mind and body through a mixture of singing, body percussion, movement and dance, drumming and playing xylophones. Music and movement activities place high emphasis on creativity and improvisation. Students also get to work collaboratively in drum circles, and percussion ensembles. Children in the district are highly engaged in these classes and school performances are well attended by parents and family members. All 4th grade students received 1 semester of exploratory violin classes. One hundred twenty 5th grade students participated in a yearlong violin class this year. Eighty elementary students participated in band. 98% of students participating in elementary music programs used district owned instruments.

Elementary PE teachers continue to have a high rate of student engagement in physical fitness activities that promotes health and wellness. Staff focuses on each elementary school, one day per week and provide physical education lessons to all TK - 5 grade students. The number one activity is the Stride Track Running Program. Each student has their own running ID tag and run around a 1/4 mile track every week. Students can participate whole school, as a grade-level, by class, and independently. Incentives and challenges vary, and are created monthly to help keep all students engaged in reaching monthly goals. Students can earn dog tags ranging from 5K, 10K, Half Marathon, Marathon, 50 Mile Club, and 100 Mile Club. Last year elementary students ran 39,502.25 miles (Distance around Earth = 24,860 miles) To track and monitor progress and set personal goals, teachers use PE Google Classroom for online goal setting and tracking fitness data. Students receive online assignments and tasks to research and enhance their learning about fitness concepts such as aerobic and anaerobic exercises.

During recess, elementary PE staff provides specialized PE routines and activities to interested students. Routines for students include: workouts/fitness routines, boot-camps, personal challenge activities, various dance styles, organized sports and games. Staff provides small group interventions/mentoring at each campus. Groups address students concerns with other students such as those who struggle to fit in and may have conflicts with peers. Staff facilitates conversations for conflict resolution.

The district provides well-maintained and safe environments for students and staff. Since district campuses are an average age of 31.4 years, most of this year's projects focused on repairs and updates to facilities. With the passing of a new general obligation bond in November of 2018, the district has sought bids and selected an architectural firm to begin modernization projects this summer on two elementary schools. Projects include: modernizing portables; re-purposing and redesigning library areas; security fencing around schools; updating one school's multipurpose room and providing student friendly areas.

The district continued to provide health services to students. This year Stanislaus Dental Society screened 260 3rd grade children at no charge to the district. In addition, the district conducted 1259 vision screenings in grades K, 1, 2, 5 and 8. This district nurse uses a hand-held, portable vision screening device which saves time and has increased the accuracy of screenings. A total of 72 students were screened for vision and hearing in preparation of IEP team meetings. The district implemented new health curriculum to 5th and 6th grade students. The district nurse provided classroom lessons to 558 students this year.

The district's Student Success Team meets monthly at each school to review students who are "at-risk". This team made up of the parents/guardians, classroom teacher, counselor, administrator, district staff come together to discuss academic, behavior, attendance and health concerns of students who are "at-risk". The team discusses "What's working?" and "What's not?" and create plans that provide further support for students' success. The district would benefit from creating a data-collection & analysis system to monitor behavior for children as well.

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

The district has been successful in providing students, staff and parents a safe, secure, and well maintained modern facility for learning. The three most significant ways the district focused on increasing and improving services through the work this goal includes: 1) Developing a district-wide multi-tiered system of support to address the needs of all students and ensure their social, emotional and academic success. 2) Developing culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools. 3) Maintaining a counselor at each school site by providing guidance/support to students who struggle with social and emotional issues and to working with families of children with truancy/chronic absenteeism issues.

The district suspension rate has continued to decrease showing the positive effects of actions, services and programs implemented in the past three years. The suspension rate is 3.3% and below the state average. Suspensions have decreased from 173 students (2015-16) to 97 students (2016-17) to 86 students (2017-18). All elementary schools suspension rates are less than 3%. One school was Blue and two schools Green on the CA Dashboard. There is a gap with two subgroups showing as Red – Foster Youth (increase by 4 students suspended) and Students with Disabilities (increase by 5 students suspended). There is more volatility in the % change within small subgroup populations.

The district chronic absenteeism rate is 8.0% with 199 students chronically absent. On the CA Dashboard the district status shows as Medium/Maintained due to the fact all schools increased or maintained their chronic absenteeism rate by 1% or less. Schools have really begun to bolster their Tier 2 attendance efforts focusing on personalized outreach, creating action plans to address barriers for

families and providing caring mentors (school counselors, office staff) to make connections with students each day at school. The district will focus its efforts in the early grades hoping to reduce problems with TK, K and 1st grade. The district anticipates the addition of these Tier 2 supports will help move the district decreasing chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All planned actions and expenditures have been completed. The expenses for the completed action in Goal 2 are more than the original projections. The district's expenditures increased to support STEAM education for children and expenditures in contracted services to improve student engagement through Year 1 implementation of PBIS.

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

As a result and analysis of state and local metrics, the following items were added or amended to increase the quality of programs and services for students in Goal 2:

Amended in Action 2.2

- Continue to develop culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools.
- Implement Universal Supports for All Students (Tier 1) – school-wide behavioral expectations. (Define, Teach and Reteach behavioral expectations)
- Develop Tier 2 and 3 multi-tiered system of support to address the needs of all students and ensure their social, emotional and academic success.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students with in the Salida Union School District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SUSD Instructional Focus Plan; Pillars 1 & 4

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Metric: Governance participation		The district maintained the School Site Council/Parent Advisory Council. These committees serve as the District's LCAP Advisory Committee and provided input regarding school and district decisions. (2018-19) 45 School Site Council/Parent Advisory Members (District-wide) 13 English Language Advisory Committee Members (District-wide) 36 Parent's Club Participation

Expected	Actual
<p>Metric/Indicator Metric: Family education participation</p> <p>18-19 Maintain parent participation in educational offerings at or above the 2017-18 school year.</p> <p>Baseline (2016-2017) 29 Classes Offered (September to April) 302 Parents attended 142 attended Parent Café classes (16 sessions offered) 15 attended Introduction to Smarter Balanced Assessments (SBAC) 96 attended Sierra Vista sponsored Parent Support Group (8 sessions; 2 times per month) 49 attended ESL classes through MJC (Fall/Spring)</p>	<p>The district maintained parent educational offerings. (2018-2019)</p> <p>5 Class Sessions Offered (August to March) 22 Parents attended classes focused on a variety of topics: Positive Intent; Math Make & Take; Helping Children Manage Emotions, etc.</p> <p>Parent Café - 6 Sessions offered in Spanish and English. (Approximately 36 parents attended each session)</p> <p>Parent Institute for Quality Education (PIQE) - 9 Sessions offered (Spanish/English) 73 parents enrolled; 58 completed the institute</p>
<p>Metric/Indicator Metric: Parent/Teacher conferences</p> <p>18-19 The district increased attendance at Parent/Teacher conferences to 92% in 2017-18.</p> <p>This metric has been adjusted to: Maintain the number of families attending Parent/Teacher conferences at or above 90%.</p> <p>Baseline (2016-2017) 86% of families attended Parent/Teacher conferences.</p>	<p>The district maintained the number of families attending Parent/Teacher conferences at or above 90%.</p> <p>92% of families attended Parent/Teacher conferences (2018-19)</p>
<p>Metric/Indicator Metric: Parent Surveys</p>	<p>The district increased the number of parents participating in the fall and spring surveys. 1436 surveys were collected. The district increased the percentage of parents answering "agree" or "Always" and "Most Often" at 80% and above.</p>

18-19

Maintain and increase the number of parents participating in the survey.

Maintain and increase the percentage of parents answering "agree", "always" and "most often" on surveys at 80% and above.

Baseline

2016 Fall Parent Surveys - 451 parents participated and selected "Agree".93.47%

When you walk onto your school campus, do you feel the school is inviting and a place where you "belong"?

93.23%

Is the school a welcoming place where families can drop in and connect with school staff and other families?

96.31%

Are parents welcome to volunteer their services in the school or individual classrooms?

94.47%

Does the school keep you informed about important issues and events?

94.41%

Does the school make it easy for you to communicate with teachers?

2017 Spring Parent Surveys - 357 parents participated and answered "Always" and "Most Often".

88.11%

Does the school effectively communicate with you (through newsletters, school website, notices, phone calls, conferences, etc.)?

82.38%

Does the school provide a feeling of caring and trust?

77.97%

Do you feel your child is using technology to enhance their learning in the classroom?

82.82%

Does your child feel safe at school?

83.26%

2018 Fall Parent Surveys - 901 parents participated and answered "Always" and "Most Often"

- 97% Agreed - When you walk onto your school campus, do you feel the school is inviting and a place where you "Belong"?
- 95% Agreed - Is the school a welcoming place where families can drop in and connect with school staff and other families?
- 96% Agreed - Are parents welcome to volunteer their services in the school or individual classrooms?
- 95% Agreed - Does the school keep you informed about important issues and events?
- 95% Agreed - Does the school make it easy for you to communicate with teachers?
- 92% Agreed - The district/school adequately seek input from parents and guardians in decision making committees?
- 94% Agreed - I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)

2019 Spring Parent Surveys - 535 parents participated and answered "Always" and "Most Often"

- 93.66% answered "Always" and "Most Often" - Does your child feel safe at school?
- 93.19% answered "Always" and "Most Often" - Does the school provide a feeling of caring and trust?
- 95.47% answered "Always" and "Most Often" - Do you feel your child is using technology to enhance their learning in the classroom?
- 95.79% answered "Always" and "Most Often" - As a parent, do you feel welcome to help out in the classroom or participate in school wide events?
- 97.54% answered "Always" and "Most Often" - Does the school effectively communicate with you (through newsletters, school website, notices, phone calls, conferences, etc.)?

Expected	Actual
As a parent, do you feel welcome to help out in the classroom or participate in school wide events?	
Metric/Indicator Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.
18-19 Not a High School District. High School metrics are not applicable.	
Baseline Not a High School District. High School metrics are not applicable.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide all parents improved opportunities to participate in activities that increase their skills as partners in education. <ul style="list-style-type: none"> Provide Parent Education opportunities such as: ESL classes, and Parent Café. Provide supplies, childcare, parent training materials. Continue School Readiness Parent meeting. (Grades TK and K) Maintain parent volunteer opportunities at schools. Participate in county-wide Cradle to Career campaign focusing on Kindergarten readiness 	3.1 Provided all parents improved opportunities to participate in activities that increase their skills as partners in education. <ul style="list-style-type: none"> Provided Parent Education opportunities such as: ESL classes, and Parent Café. Provided supplies, childcare, parent training materials. Continued School Readiness Parent meeting. (Grades TK and K) Maintained parent volunteer opportunities at schools. Participated in county-wide Cradle to Career campaign focusing on 	4000-4999: Books And Supplies Supplemental/Concentration \$5,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,481.45
			2000-2999: Classified Personnel Salaries Supplemental/Concentration \$312.20
			3000-3999: Employee Benefits Supplemental/Concentration \$932.01
			5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$219.65
			3000-3999: Employee Benefits Lottery \$599.79

and grade-level reading and math proficiency.	Kindergarten readiness and grade-level reading and math proficiency.		2000-2999: Classified Personnel Salaries Title I \$278.72
			3000-3999: Employee Benefits Title I \$44.54
			4000-4999: Books And Supplies Title I \$376.48
			5000-5999: Services And Other Operating Expenditures Title I \$1,075.00
			5000-5999: Services And Other Operating Expenditures Title III \$351.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Improve district and site communications, including translation & interpretation services <ul style="list-style-type: none"> Provide translation & interpretation services in Spanish by bilingual staff at District and site events Provide District Community Liaison & Student outreach 	3.2 Improved district and site communications, including translation & interpretation services <ul style="list-style-type: none"> Provided translation & interpretation services in Spanish by bilingual staff at District and site events Provided District Community Liaison & Student outreach 	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000 Staffing costs included in Action 1.2	4000-4999: Books And Supplies Supplemental/Concentration \$39.19 2000-2999: Classified Personnel Salaries Lottery \$43.17 3000-3999: Employee Benefits Lottery \$6.10

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Ensure frequent communication with parents/guardians through website-phone, outreach-mailings, meetings.	3.3 Ensured frequent communication with parents/guardians through website-phone, outreach-mailings, meetings.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$16,370	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$393.91

<ul style="list-style-type: none"> • Teachers will meet with parents twice a year during parent/teacher conferences and maintain on-going communication throughout the year. • Principals will communicate with parents/families at least once during each trimester. • Maintain website with current information. • Continue to promote Social Media access for parents including: Facebook, Twitter, Instagram and Cyberschool Mobile App. • Maintain Aeries Parent Portal to increase communication to middle school parents about student progress. • Maintain parent notification system to communicate and inform parents about school events. • Communication expenses 	<ul style="list-style-type: none"> • Teachers met with parents twice a year during parent/teacher conferences and maintained on-going communication throughout the year. • Principals communicated with parents/families at least once during each trimester. • Maintained website with current information. • Continued to promote Social Media access for parents including: Facebook, Twitter, Instagram and new district Mobile App. • Maintained Aeries Parent Portal to increase communication to middle school parents about student progress. • Maintained parent notification system to communicate and inform parents about school events. • Provided for communication expenses 		3000-3999: Employee Benefits Supplemental/Concentration \$100.41
			5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$14,297.80
			4000-4999: Books And Supplies Supplemental/Concentration \$1,758.43
			5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,550.00

Analysis

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

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

The district strives to engage parents, family and community stakeholders as partners within the district. The district offered a variety of opportunities including: parent/teachers conferences, student performances, Back-to-School night, Open House night, TK-K Parent night, family science and literacy nights, as well as, school and district committees.

This year the district participated in the 2nd Annual Salida's Old Fashioned Country Festival. Vendors lined downtown Salida with local businesses, food vendors, entertainment and games for kids. The district PE teachers and music departments performed and students did activities to promote healthy living. The district had two booths highlighting the district food services program - Sodexo. School counselors spoke with families and handed out stress balls, pencils, craisins, and water. Children were able to participate in Mindfulness activities lead by counselors.

The district continues to offer Parent Cafés facilitated by Salida staff and our county mental health clinician. The Parent Café is offered once a month both in English and Spanish. The focus is to help build community and connections with our families. Guest speakers from different agencies in our county are invited to share resources and information about the services in our community. Each month we have a conversation about the five family protective factors which includes: Resilience (Parental Resilience), Relationships (Social Connections), Knowledge (Knowledge of parenting and child development), Support (concrete support in times of need) and Communication (social and emotional competence of children). Parent Cafes offers a safe place for parents/guardians to share their knowledge and learn from others. Parents meet in a small group and are able to share, laugh, cry, and vent.

One school continued their Watch D.O.G.S. volunteer program. Watch D.O.G.S. (Dads Of Great Students) is a family and community engagement educational initiative. The goals of the program are to twofold: 1) provide positive male role models for the students demonstrating by their presence that education is important. 2) To provide extra sets of eyes and ears to enhance school security and reduce bullying. The Watch D.O.G.S. program was kicked off during a fall festival organized by the Parents' Club. Thirty Dads and grandparents who attended the event had an opportunity to sign up and volunteer at the school. Dads can be seen in the parking lot helping out and attending educational learning opportunities with students. There are a couple of dads who are always present in the Kinder area before school, one dad assists crossing, one takes care of the student store and others consistently show up to spend time with their students at lunch recess.

The district offered parents of incoming Kindergarten students the opportunity to come learn about Footsteps2Brilliance® literacy curriculum. In the spring, schools offered a parent night to introduce families to Stop It! an application to report bullying to staff.

The district provided Parent Institute for Quality Education (PIQE) classes. Throughout this nine-week workshop, PIQE's goal is to educate, empower and inspire parents of K-12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and

counselors; and, focus/prepare themselves for a post-secondary education. The workshops were offered in English/Spanish and 73 parents enrolled throughout the course.

This district is fortunate to engage every year with the community in a volunteer event called LoveSalida. This event engages the community and provides an opportunity to demonstrate kindness, meet needs, and impact lives of those who live in the community. Three elementary schools were selected to be "loved" on Saturday, April 27, 2019. Approximately 65 volunteers moved about like busy bees making a real difference at our schools. Volunteers came armed with tools, gloves, and a smile. Library volunteers dusted the shelves and science materials were reorganized in one school's storage room. School gardens were spruced up and some buildings got a good power-washing. Balls were removed from school roofs and portions of the blacktop were livened up with paint! At one school parking lot curbs and cross walks were repainted. This annual event brings Salida families and community together.

The district and schools focus on regular, two-way communication to families. Each school provides communication about events, important dates or items families should know about and are provided through notices, phone calls, and newsletters. In response to parent input, the district has moved to use more 21st century means of communication through Facebook, Twitter, and Instagram. The district launched Blackboard Community website with integrated mobile app which supports mass notification to families through email, text messages, and automatic phone calls to families.

All schools host parent conferences with parents twice a year. The district also provides a district community liaison to provide language translations to assist families as needed. Parents have the opportunity to participate in school and district decision making opportunities through Parent Clubs, School Site Councils, and English learner acquisition committees. Parents are encouraged and welcomed to attend district LCAP stakeholder meetings to offer input. Parents participate on decision making committees at the school level. This year, 92% of parents attended conferences. Through conversations teachers were able to provide information and ideas to families about how to help their children with learning at home. The district saw a high percentage of parents completing surveys to answer questions about school climate and give us feedback that our schools create safe, supportive, engaging, challenging and positive learning experiences for their children.

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

The district's overall effectiveness of actions/services to achieve this goal show the district continues to make strides engaging parents, family and community stakeholders. The district has many well attended events showing a high rate of involvement. The district continues to provide a variety of opportunities for parents to be involved whether it be the Parent Café or the Watch D.O.G.S parent volunteer program.

The district has increased and improved district and site communications. This year parent surveys indicated:

95% selected "Agree". Does the school keep you informed about important issues and events?

95% selected "Agree". Does the school make it easy for you to communicate with teachers?

The district launched a new communication system Blackboard Connect with messaging and new website. Parents had a favorable response to the new system:

Parents appreciate the increased communication using 21st century means including Facebook, district and school websites, text messages, and emails.

When parents were surveyed this spring, parents were asked, "Which communication methods are useful/very useful to you?"

Responses included:

90% Text Messaging

86% Automated Phone calls

88% Email

86% District website

85% School website.

The district also provided opportunities for parents to be involved. This year parent surveys indicated:

94% selected "Agree". The district/school adequately seek input from parents and guardians in decision making committees?

94% selected "Agree". I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All planned actions and expenditures have been completed. The expenses for the completed action in Goal 3 are less than the original projections. The district decided not to consultant services for rebranding and rather fully implemented Blackboard Connect management system.

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

As a result and analysis of state and local metrics, the following items were added or amended to increase the quality of programs and services for students in Goal 3:

Amended in Action 3.1:

- Provide Parent Education opportunities such as: Parent Institute for Quality Education (PIQE), PIQE Leadership classes, and Parent Café.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Communication with SUSD Board members

- August 21, 2018 – Regular Board Meeting – Update on Measure A Bond, increase in Interdistrict transfers from other districts to ours, ground breaking for new construction of homes in Vintage Faire.
- September 11, 2018 – Regular Board Meeting – Update on Site Modernization Projects, New Board Member Appointment, Student Chromebook Distribution at SMS, and Internet Security Measures.
- October 16, 2018 – Regular Board Meeting – Board LCAP Update: LCFF and LCAP Goals, Kindergarten Student Entrance Profile, CAASPP for ELA and Math, ELPAC Summative Scores, iReady Reading, Counseling and Absenteeism, S.T.E.A.M Activities
- November 20, 2018 – Regular Board Meeting – Update on the SUSD New Website, App and Parentlink, Measure A Bond Process, Site Steering Committees for Modernization Projects, and Appointment of new Assistant Superintendent.
- December 11, 2018 – Regular Board Meeting -- CAASPP ELA & Mathematics; School Board Self-Evaluation and Governance, CSBA Conference, Measure A Election Success
- December 18, 2018 – Special Board Meeting – Study Session for Administrator Goal Progress
- January 15, 2019 – Regular Board Meeting – District Wide Modernization Projects, Next steps in the Bond process, i.e. Budget Oversight Committee, S&P Bond Rating, Sale of Bond, Funding of Bond
- January 29, 2019 – LCAP Study Session with Board of Trustees -- LCFF Budget Priorities - LCAP Goals, Actions and Progress, District Wide Modernization Projects
- February 19, 2019 – Regular Board Meeting – Independent Audit Report, Kindergarten Registration Update, Board Study Session on LCAP Goals and Priorities and Modernization Projects
- March 12, 2019 – Regular Board Meeting – Report of P1 Attendance, Measure A-General Obligation Bond Certification and Approval of Sale of Bond, 2nd Interim Budget Report, Student Attendance Calendar
- April 16, 2019 – Regular Board Meeting
- May 21, 2019 – Regular Board Meeting – LCFF and LCAP Update, Study Session
- June 11, 2019 – Special Board Meeting – Public Hearing of District 2019-2020 Local Control and Accountability Plan and Annual Update, Public Hearing Independence Charter School 2019-2020 Local Control and Accountability Plan and Annual Update

- June 18, 2019 – Regular Board Meeting – Consider Approval of the District 2019-2020 Local Control and Accountability Plan and Annual Update, Consider Approval of the Independence Charter School 2019-2020 Local Control and Accountability Plan and Annual Update.

District LCFF/LCAP Advisory Committee - Parents, teachers, principals, classified staff, parents and district personnel participated and local bargaining unit representatives were consulted.

Report of Progress-to-Date by goals, actions and services, state and local data was shared.

- August 10, 2018 -- All SUSD Certificated Staff and Classified Staff
- October 23, 2018 -- LCAP Advisory committee - Parents, teachers, classified staff, principals, district administrators, Superintendent.

Annual Update of LCAP.

- January 17, 2019 -- Elementary School Stakeholders - Teachers, Classified, Parents, Administrators
- January 24, 2019 -- Follow-up stakeholder meeting to discuss stakeholder input and proposed actions - 2nd and 3rd grade teachers, Superintendent
- February 7, 2019 -- Follow-up stakeholder meeting to discuss stakeholder input and proposed actions - K and 1 grade teachers, Superintendent
- March 7, 2019 -- Follow-up stakeholder meeting to discuss stakeholder input and proposed actions - 4 and 5 grade teachers, Superintendent
- January 28, 2019 -- Middle School Stakeholders - Teachers, Classified, Parents, Administrators, Superintendent
- April 25, 2019 -- LCAP Instructional Planning for 2019-20 and proposed actions - K and 1 grade teachers, Superintendent
- May 2, 2019 -- LCAP Instructional Planning for 2019-20 and proposed actions - 2nd and 3rd grade teachers, Superintendent
- May 9, 2019 -- LCAP Instructional Planning for 2019-20 and proposed actions - 4 and 5 grade teachers, Superintendent
- April 11, 2019 -- LCAP Advisory committee - Parents, teachers, classified staff, principals, district administrators, Superintendent.

Stakeholders reviewed goals, actions and services and discussed where the LEA has demonstrated progress and where the LEA needs to improve. In addition, reviewed LCAP parent survey results; plans for modernization; district re-branding; proposed actions, programs and services for 2018-19 and provided input to the district.

School Leadership Team meetings - principals and teachers.

- Dena Boer Elementary School - August 28, 2018; September 17, 2018; October 30, 2018; November 19, 2018; January 22, 2019; February 12, 2019; March 13, 2019; April 15, 2019; May 13, 2019

- Mildred Perkins Elementary School - September 10, 2018; October 8, 2018; November 12, 2018; February 25, 2019; April 22, 2019; May 20, 2019
- Salida Elementary School - August 20, 2018; September 17, 2018; October 29, 2018; November 19, 2018; January 28, 2019; April 1, 2019; May 6, 2019
- Sisk Elementary School - August 20, 2018; September 17, 2018; October 22, 2018; November 26, 2018; January 28, 2019; March 11, 2019; April 22, 2019; May 13, 2019
- Salida Middle School - September 17, 2018; October 15, 2018; November 19, 2018; January 28, 2019; March 18, 2019; April 15, 2019; May 20, 2019

Focused on continuous improvement for students, curriculum implementation and provided an opportunity to engage and discuss concerns. Agendas are created by stakeholders. Discussions focus on the implementation of district goals, action and services. Notes are shared school-wide with all stakeholders after meetings.

District Curriculum/Technology Committee (DCTC) - teachers and district personnel.

- September 19, 2018 -- Local Control Accountability Plan (LCAP) - District Overview; California School Dashboard redesign; Middle School HSS pilot; Middle School Illustrative Mathematics implementation; NGSS Adoption Process; Fall Parent Survey; Technology Updates - Rapid Identity, Blackboard, Teacher laptops; Footsteps2Brilliance; Meet the Teacher
- November 14, 2018 -- Local Control Accountability Plan (LCAP) - Local Indicators for CA School Dashboard; LCAP Stakeholder meeting discussion; Creating a Multi-tiered System of Support; Positive Behavior Intervention Supports (PBIS); Universal Design Learning (UDL); English Learner Reclassification updates; CAASPP updates; Technology Updates - Salida App; Chromebook Initiative: Imagine Learning Pilot
- February 21, 2019 -- NGSS Adoption Committee report; Staff input - calendar; Meet & Greet; iREADY; Summer Institute survey; California Science Test - CAST; EquAALS Project; Electronic Score Reports; Fair Act - Senate Bill 48 (revised); CAASPP - IABs; CA Healthy Kids Surveys; Technology - Hitachi Projector Replacement, Technology Think Tank
- April 10, 2019 -- Annual Update of LCAP; Self-Reflection for Implementation of State Academic Standards; Back to School – Should we do things differently?; NGSS Adoption Committee Report; ELPAC Update - New Scaled Scores for Summative ELPAC ; Reclassification – Update; Spring 2019 - Student LCAP Survey Results; CA Healthy Kids Survey Report; CAST Assessment Information; and Technology Updates

The District Curriculum Technology Council committee participated in the process by providing feedback in the area of curriculum, technology and professional learning. With the changes and shifts in instruction to increase rigor and develop 21st Century learners, this committee provides on-going feedback which is valuable to ensure the full and effective implementation of the new state standards. Notes are shared district-wide after meetings.

District English Language Acquisition Committee (DELAC) - parents, teachers and district personnel.

- October 11, 2018 -- Purpose of DELAC Roles and Responsibilities of Members; LCAP Plan Overview - Goals and Actions; ELPAC Assessment Information; Reclassification Process/Discussion; Migrant Tutoring; Parent Resources and opportunities.
- November 15, 2018 -- CAASPP results; Wellness Presentation; Reclassification Fluent English Proficient (RFEP) Process/ Discussion; ESL opportunities in partnership with MJC
- February 21, 2019 -- School Accountability Dashboard - English Learner Progress; English Learner Handbook; Salida website & app; Footsteps2Brilliance; iReady; ZEARN mathematics.
- April 18, 2018 -- Annual Update of LCAP; recognition of reclassified students;

The district English Language Advisory Committee parents met four times this year and two meetings specifically focused on actions, programs and services offered for English language learners. Students and parents participated in a recognition ceremony for students who had been reclassified this year. 78 students were invited and 43 families were in attendance to celebrate their child as they were honored. Parents were supportive of continuing the programs and services offered to their children. Parents are happy that the district continued ESL classes in partnership with Modesto Junior college; however, they are hoping for more advanced classes to be offered. Parents benefited from presentations with the district's bilingual mental health family counselor. Notes are shared district-wide after meetings.

Strengthening Leadership Practices - Superintendent, principals, and district office administrators.

District Leadership Retreat
July 24, 25 & 26, 2018

District Leadership Team
July 23, 2018
September 10, 2018
October 8, 2018
December 12, 2018

January 10, 2018
February 28, 2019
March 11, 2019
April 8, 2019
May 13, 2019
June 10, 2019

Principals and Superintendent

August 2, 2018
September 13, 2017
October 17, 2018
November 5, 2018
December 2, 2018
January 10, 2019
February 5, 2019
February 20, 2019
March 13, 2019
April 8, 2019
May 22, 2019
June 19, 2019

Discussions focused on instructional practices, intervention and program support, analysis of data (Academics, Attendance, School Climate, and walk-throughs).

District Leadership Round-table meetings - district staff and Superintendent.

September 10, 2018
October 8, 2018
November 19, 2018
December 11, 2018

Agendas are created by stakeholders. Discussions focus on the implementation of district goals, action and services including curriculum, professional learning, intervention support, standards-based report cards, and staffing assignments. Notes are share district-wide with all stakeholders after meetings.

District Modernization Project Meetings - district staff and Superintendent.

August 27, 2018 - Site Modernization Project Meeting at Salida Elementary

September 4, 2018 - Site Modernization Project Meeting at Mildred Perkins Elementary

September 5, 2018 - Site Modernization Project Meeting at Dena Boer Elementary

March 18, 2019 - Site Modernization Project Meeting at Salida Elementary

April 1, 2019 - Site Modernization Project Meeting at Mildred Perkins Elementary

Review of LCAP with STA President, Lead Negotiator and Superintendent.

September 18, 2018

October 31, 2018

November 26, 2018

January 14, 2019

On-going sessions included input from team regarding compensation and working conditions.

Review of LCAP with California Schools Employee Association (CSEA) President, Lead Negotiator and Superintendent.

April 14, 2019

Session included input from team regarding compensation and working conditions.

Parent Communication and Input

Parents engaged in the LCAP development process in a variety of ways: attending district LCAP and DELAC meetings, participating on school committees, and completing surveys in the fall and spring of this school year. Principals and district staff have on-going informal conversations with parents throughout the year regarding school programs in the district. Principals share goals, actions, and services with parents during their parent advisory group meetings and School Site Councils.

Parents are pleased with the educational programs that are offered in Salida for their children. Parent survey comments indicated:

- Just to let you guys know that you are all doing a great job!
- Great job! =)
- Great job communicating! Keep up the good work!
- I love how our Principal greets all the kids in the morning with a smile and high five.
- Everything so far has been fantastic! Thank you!
- This is a great school! I am very satisfied and happy that my kids get to attend here.

- I have two students at SUSD. This school is by far the better school in terms of communications and being parent friendly. Principal and office staff is amazing. Teachers are all friendly and seem genuinely passionate about student success. I couldn't ask for more and am sad this is our last year here.

The district increased the number of parents participating in the fall and spring surveys. 1436 surveys were collected. The district increased the percentage of parents answering "agree" or "Always" and "Most Often" at 80% and above.

2018 Fall Parent Surveys - 901 parents participated and answered "Always" and "Most Often"

- 97% Agreed - When you walk onto your school campus, do you feel the school is inviting and a place where you "Belong"?
- 95% Agreed - Is the school a welcoming place where families can drop in and connect with school staff and other families?
- 96% Agreed - Are parents welcome to volunteer their services in the school or individual classrooms?
- 95% Agreed - Does the school keep you informed about important issues and events?
- 95% Agreed - Does the school make it easy for you to communicate with teachers?
- 92% Agreed - The district/school adequately seek input from parents and guardians in decision making committees?
- 94% Agreed - I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)

2019 Spring Parent Surveys - 535 parents participated and answered "Always" and "Most Often"

- 93.66% answered "Always" and "Most Often" - Does your child feel safe at school?
- 93.19% answered "Always" and "Most Often" - Does the school provide a feeling of caring and trust?
- 95.47% answered "Always" and "Most Often" - Do you feel your child is using technology to enhance their learning in the classroom?
- 95.79% answered "Always" and "Most Often" - As a parent, do you feel welcome to help out in the classroom or participate in school wide events?
- 97.54% answered "Always" and "Most Often" - Does the school effectively communicate with you (through newsletters, school website, notices, phone calls, conferences, etc.)?

Parent Institute for Quality Education (PIQE) Leadership Committee - Parents, administrators, PIQE staff, and Superintendent.

May 8, 2019

Parents on the steering committee met and provided input to the district regarding students desks, room temperature, scheduling ESL classes with MJC, tutoring for middle school students, and had questions about the new water filtration systems added to each school cafeteria. Parents were invited to be a part of School Site Council, DELAC, Parent Clubs and to participate in the annual LCAP survey.

The district website has links to the 2018-2019 District LCAP Overview, LCAP plan. (2018-19 through 2019-20)

On April 23, 2018 the proposed Overview of the Salida LCAP was posted on the district website. In addition, a place for public comment was opened for comments. <http://www.salida.k12.ca.us>

One written comment regarding LCAP additions, deletions or changes to programs, actions or services was received. On May 22, 2019 the Superintendent responded in writing to All SUSD personnel.

Student Communication and Input

Students engaged in the LCAP development process through student surveys including: the California Healthy Kids Survey and the District LCAP Student Survey.

LCAP Student Survey

1,471 students participated in the survey

March 25 - 29, 2019

Students were asked their opinion about actions, programs and services. Students were asked to answer questions about:

- STEAM Thursday learning opportunities (Expanded from last year's Mystery Days)
- Lunchtime activities led by additional yard duty staff
- Keeping the campus and bathrooms clean
- School climate
- Middle School Electives, Clubs and After-school sports

District-wide

88% of students reported that they like the lunch-time activities that were offered this year.

51% of students reported that their campuses are kept clean.

25% of students reported that their bathrooms on their campus are clean.

Elementary Schools

Students reported their favorite activities as: the circuit puzzle, coding, art, painting, clay, Breakout Edu (collaborative critical thinking puzzle where students work to open a locked box), marble roller coaster, painting, science activities, hex bugs, Dot/Dash robots, and bath bombs science activity.

62% of students reported that students in my school treat each other with respect. (6% increase)

82% of students reported that they feel that they belong (are accepted and liked) at school. (4% increase)

92% of students reported that they can go to one or more adults if they had a problem. (6% increase)

Middle School

37% of students reported that students in my school treat each other with respect. (1% increase)

77% of students reported that they feel that they belong (are accepted and liked) at school. (4% decrease)

71% of students reported that they can go to one or more adults if they had a problem. (7% decrease)

Actions will be continued such as coding, music, art, robotics, and the additional lunch time staff to provide structured activities at lunch. The district will continue S.T.E.A.M. learning on Thursdays. The ideas gathered from students through the student survey have provided specific feedback about which S.T.E.A.M. activities and games they would like to see next year. The district is also responding to student answers to increase positive school culture and relationships with each other through the implementation of Positive Behavior Intervention Support (PBIS) and professional learning focused on creating responsive cultures and growth mindset. Survey results will be shared with stakeholders and used for planning as the district continues to refine and increase student engagement.

Impact on LCAP and Annual Update

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

Stakeholders in Salida USD engaged and participated in developing, reviewing and supporting the implementation of LCAP.

LCFF Stakeholder Engagement meetings allowed stakeholders to review local and state data and identify areas and needs for continued improvement. The district continued to meet with the same stakeholder groups this year including the school board, LCFF/LCAP Advisory committee, District Curriculum Council, and District English Language Advisory committee, district leadership team and staff. Through meetings, surveys, formal and informal discussions stakeholder input was gathered.

The following areas were identified during stakeholder meetings as areas of continued focus for the district:

Academics - ELA/ELD and mathematics

Students reading at grade level by third grade - focus on K/1 small group instruction

Chronic Absenteeism

School Connectedness & Promoting Positive School Climate

Positive Behavior Intervention Supports (PBIS) Tier 1, 2 & 3 behavioral supports for students

Emotional Health and Well-being

Continued professional learning in ELA/ELD, Mathematics, NGSS, PBIS, technology and data analysis to improve learning outcomes

Support to educators in providing instruction in a blended learning environment

This year, the district maintained the number of stakeholder meetings to provide an understanding about LCFF and LCAP programs, actions and services. Stakeholders were in table groups to discuss a series of questions focused on each action, service and program that had been implemented during the year.

As a result of SUSD board meetings and budget study sessions this year, the board prioritized staffing needs and maintenance projects for facilities. With the passing of the bond measure, two schools will be the focus of modernization projects next year. Direction was given to maintain counseling services, S.T.E.A.M. Thursdays for students and continue programs, services and actions that the district has been implementing.

As a result of various stakeholder meetings, the following items were continued to increase the quality of programs and services to children in Goal 1:

- Provide release time, minimum days for Professional Learning Communities
- Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP.
- Support the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
- Support the implementation of mathematics curriculum by providing mini-lesson design experiences and coaching support to teachers.
- Provide a push-in model of support into classrooms to increase reading levels of students. (Grades K - 5)
- Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students.
- Increase quality of the lesson study process using the Achievement Team Protocol process.
- All schools continue to evaluate and monitor the quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool.

The following items were continued, added or amended to increase the quality of programs and services to children in Goal 2:

- Continue to develop culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools.
- Implement Universal Supports for All Students (Tier 1) – school-wide behavioral expectations. (Define, Teach and Reteach behavioral expectations)
- Develop Tier 2 and 3 multi-tiered system of support to address the needs of all students and ensure their social, emotional and academic success.
- Maintain the District Student Success Team to focus on both academic and behavioral supports for students.
- Maintain elementary Orff music education program.
- Maintain elementary physical education program.
- Provide Art lessons for elementary students with local artists.
- Continue middle school elective offerings: ASB Leadership Class, Fine Arts - Drama, Puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design and Modeling) and Video broadcasting.

As a result of parent input, the following items were continued and amended to increase the quality of programs and services to children in Goal 3:

- Participate in county-wide Cradle to Career campaign focusing on Kindergarten readiness and grade-level reading and math proficiency.
- Provide Parent Education opportunities such as: Parent Institute for Quality Education (PIQE), PIQE Leadership classes and Parent Café.

As a result of student input, the following items were continued to increase the quality of programs and services:

- Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students.
- Provide Art lessons for elementary students with local artists.
- Continue middle school elective offerings: ASB Leadership Class, Fine Arts - Drama, Puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design and Modeling) and Video broadcasting.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Goal 1: Ensure all students are college- and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities: SUSD Instructional Focus Plan; Pillars 1, 2 & 3

Identified Need:

Aligned California CCSS materials
Increase quality of instruction for all with good first teaching
Decrease the achievement gap
Increase English learner proficiency
Increase EL reclassification

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: Adoption process and inventory of instructional materials;	Average age of textbooks:	Adoption of History-Social Science instructional materials	Adoption of NGSS Science Adoption Process instructional	Adoption of NGSS Science Adoption Process continued (if needed) instructional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional Materials sufficiency	<p>Elementary ELA/ELD & Literacy Benchmark Advance Adoption Spring 2017 Implementation Fall 2017</p> <p>1 year - Middle School ELA/ELD & Literacy StudySync FLEX Literacy Adoption Spring 2015</p> <p>3 years - Mathematics Adoption Spring 2014</p> <p>11 years - History Social Science Adoption Spring 2006</p> <p>10 years - Science textbooks Adoption Spring 2007</p>	and educational technology.	materials and educational technology.	materials and educational technology.
Metric: Instructional Minutes	(2016-17) Instructional minutes: Grades TK-K: 53,160 Grades 1-3: 53,160 Grades 4-5: 57,240 Grades 6-8: 59,010	Maintain instructional minutes.	Maintain instructional minutes.	Maintain instructional minutes.
Metrics: Teacher Misassignments; SUSD Teaching experience;	(2016-17) There are no teacher misassignments.	The district will maintain no teacher misassignments.	The district will maintain no teacher misassignments.	The district will maintain no teacher misassignments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SUSD staffing; Grade Span Average	<p>83/100 teachers have worked in the district 15 or more years.</p> <p>Admin - 11 FTE Certificated - 118.5 FTE (including Teachers, Speech/Psychologists, Counselors) Classified - 80.34 FTE</p> <p>Grade Span Average TK - 3 (27:1) Dena Boer 24.99 Salida Elementary 23.48 Sisk Elementary 25.37 Perkins Elementary 17.85</p>	<p>Retain strong talent and leadership and staffing.</p> <p>Maintain agreed upon Grade Span Average 27:1.</p>	<p>Retain strong talent and leadership and staffing.</p> <p>Maintain agreed upon Grade Span Average 27:1.</p>	<p>Retain strong talent and leadership and staffing.</p> <p>Maintain agreed upon Grade Span Average 27:1.</p>
Metric: Local Performance Indicator Implementation of State Academic Standards Reflection Tool	(2017-18) State Approved Reflection Tool – Implementing CA CCSS for all; Providing access to the core for English language learners; Providing all students course access to Health Education Content Standards, Physical Education Content Standards, Visual and Performing Arts Career & Technical Education.	<p>Establish baseline using Reflection Tool measuring the following areas:</p> <ul style="list-style-type: none"> • Providing instructional materials that are aligned (ELA, ELD, Math, NGSS, HSS) • Providing professional learning • Providing programs to support staff in 	<p>Increase scores in each area by 1 level to reach a "4 – Full Implementation."</p>	<p>Increase scores in each area by 1 level to reach a "4 – Full Implementation."</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>identifying areas to improve instruction</p> <ul style="list-style-type: none"> • Implementing academic standards for all students in Health Education Content Standards, Physical Education Content Standards, Visual and Performing Arts, Career & Technical Education 		
Metric: Elementary & Middle School Master Schedules	<p>(2016-17) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.</p> <p>Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts,</p>	<p>Maintain course access for elementary and middle school students in all content areas.</p>	<p>Maintain course access for elementary and middle school students in all content areas.</p>	<p>Maintain course access for elementary and middle school students in all content areas.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Home Economics, and Music.			
Metric: Upgrade and maintain robust infrastructure; Increase and maintain student device ratio at 1:1 Technology enabled classrooms with presentation equipment	(2016-17) Student Device Ratio 1:5 devices in TK - K 1:3 devices in First Grade 1:2 devices in Second Grade 1:1 devices in 3rd - 8th grades 2,065 Chromebook devices; 59 Chromebook carts 84 devices (Kindles;iPads) 90 out of 92 classrooms (TK - 8 grade) have presentation technology.	Maintain device ratio in TK - 1 grades. Increase devices in 2nd grade. Maintain device ratio in 3rd - 8th grades. Maintain all classes with presentation technology.	Maintain device ratio at 1:1. Maintain all classes with presentation technology.	Maintain device ratio at 1:1. Maintain all classes with presentation technology.
Metrics: Evaluation Rubrics - Status and Change English Language Arts/Literacy and Mathematics	Academic Indicator (2014/15 to 2015/16) English Language Arts/Literacy Yellow Status: Low; 18.4 pts Below Lvl 3 Change: Maintained; +3.7 Mathematics	Academic Indicator English Language Arts /Literacy Increase the Status level. (YELLOW to GREEN; Medium, Increased) Mathematics Increase the CHANGE level from Declined to	Academic Indicator English Language Arts /Literacy Increase the Distance from Level 3 by more than 3 points. • 19.5; Low (2017-18)	Academic Indicator English Language Arts /Literacy Increase the Distance from Level 3 by more than 3 points. Mathematics

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Orange Status: Low; 51.9 pts Below Lvl 3 Change: Declined; - 1.8	Increased. (ORANGE to YELLOW)	(Orange to Yellow) Mathematics Increase the Distance from Level 3 by more than 3 points. <ul style="list-style-type: none"> • 49.8; Low (Orange to Yellow)	Increase the Distance from Level 3 by more than 3 points.
Metrics: Kindergarten Student Entrance Profile (KSEP)	District-wide (Fall 2016) Upon entering Kindergarten from TK** <ul style="list-style-type: none"> • 21 Ready-to-Go • 14 Quarterly Monitoring • 5 Monthly Monitoring • 0 Immediate Follow-up **40 students who attended TK in 2015-16 were assessed with KSEP in the fall of 2016.	Increase district-wide by 5 students the number of Transitional Kindergarten students scoring Ready-to-Go upon entering Kindergarten.	Increase district-wide by 5 students the number of Transitional Kindergarten students scoring Ready-to-Go upon entering Kindergarten.	Increase district-wide by 5 students the number of Transitional Kindergarten students scoring Ready-to-Go upon entering Kindergarten.
Metric: Footsteps2Brilliance® - Early Learning Solution &	District-wide (March 2017) Books Read 18,128	Maintain and increase the number of books read and created by students.	Maintain and increase the number of books read and created by students.	Maintain and increase the number of books read and created by students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Bilingual Literacy application	<p>Word Total/Vocabulary Exposure 4,797,335</p> <p>Create a Book/My Journal 492</p> <p>Usage 1,633h 4m 16s</p>			
Metrics: (Trimester II data) Leveled Reading Passages (Grades K - 1); Lexile levels (Grades 2 - 5)	<p>District-wide: (2016-17) Kindergarten: 62.3% of students are reading at Level AB</p> <p>First Grade: 70% of students are reading at Level I</p> <p>New District Baseline - Lexile Scores (2016-17) (Lexile Range: 450L to 790L) Second Grade: 46% of students are reading on or above level Third Grade: 53% of students are reading on or above grade level (Lexile Range: 770L to 980L)</p>	<p>Establish new baseline for % of Kindergarten students reading at Level C.</p> <p>Increase first grade reading at grade level by 5%.</p> <p>Maintain and increase the number of students who are reading on or above grade level in second through fifth grade by 5%.</p>	<p>Increase district-wide reading levels in Kindergarten and first grade reading at grade level by 3%.</p> <p>(2017-18) New Baseline: Kindergarten: 65% of students are reading at Level B - End of Trimester 2</p> <p>First Grade: 58% of students are reading at Level E and above - End of Trimester 2</p> <p>Maintain and increase the number of students who are reading on or above grade level in second through fifth grade by 3%.</p>	<p>Increase district-wide reading levels in Kindergarten and first grade reading at grade level by 3%.</p> <p>Maintain/increase the number of students who are reading on or above grade level in second through fifth grade by 3%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Fourth Grade: 27% of students are reading on or above level Fifth Grade: 23% of students are reading on or above level</p>			
<p>Metrics: # of Walk-thru's</p> <p># Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p>	<p>164 Certificated Walk Thru's</p> <p>August 2016 to April 2017</p> <p>83 Lesson Design conferences held with admin/teachers focused on Learning Intentions/Success Criteria and Success Criteria.</p>	<p>Increase the number of Certificated Walk Thru's</p> <p>Increase the number of Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p>	<p>Increase the number of Certificated Walk Thru's</p> <p>Increase the number of Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p>	<p>Increase the number of Certificated Walk Thru's</p> <p>Increase the number of Lesson Design/ Achievement Team Protocol Conversations with admin/teachers</p>
<p>Metrics: Evaluation Rubrics - English Learner Progress Status and Change</p> <p>English learner proficiency - (LCFF State Priorities Snapshot)</p> <p>EL reclassification rate (LCFF State Priorities Snapshot)</p>	<p>Evaluation Rubrics (2013-2014 to 2014-15) English Learner Progress Yellow Status - 71.7% Change - +1.4% (2014-15) Percent of EL students who made progress toward English proficiency as measured by the CELDT (LCFF</p>	<p>Increase English Learner Progress Status level by 2%. (Yellow to Green)</p> <p>Continue to meet English learner proficiency target using CELDT by 2%.</p> <p>Increase EL reclassification by 3% using CELDT.</p>	<p>EL progress will not be reported this year. The state is setting new targets for ELs and RFEP.</p> <p>Establish baseline to meet English learner proficiency target using ELPAC assessment results and establish growth target for 2019-20.</p>	<p>The district will establish a baseline target using CA Dashboard EL Progress. (Status; Change)</p> <p>Continue to meet the EL reclassification rate using new state criteria. (ELPAC Level 4)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>State Priorities Snapshot) 58% Salida USD 58% State (2014-15) Percent of ELs who were reclassified (LCFF State Priorities Snapshot): 17% Salida USD 11% State</p>		<p>Establish new baseline for EL reclassification using ELPAC assessment results and establish growth target for 2019-20.</p>	
API calculation no longer applicable.	API calculation no longer applicable.	API calculation no longer applicable.	API calculation no longer applicable.	API calculation no longer applicable.
Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1.1 High Expectations for All and Standards and Standards

Aligned Differentiated Instruction

- History Social-Science adoption process
- Provide standards aligned, core adopted instructional materials.
- Implement and support ELA/ELD adoption with integrated technology curriculum.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1.1 High Expectations for All and Standards Aligned Differentiated Instruction

- Continue HSS adoption process.
- Next Generation Science Standards adoption process.
- Provide standards aligned, core adopted instructional materials.
- Provide a push-in model of support into classrooms to increase reading levels of students. (Grades K – 5)

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1.1 High Expectations for All and Standards Aligned Differentiated Instruction

- Continue Next Generation Science Standards adoption process.
- Provide standards aligned, core adopted instructional materials.
- Provide a push-in model of support into classrooms to increase reading levels of students. (Grades K – 5)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Provide a push-in model of support into classrooms to increase reading levels of students. (Grades K – 5) Continue implementation plan for middle school Integrated Science model. Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students. Implement district-wide integrated ELD strategies to support English language learners. Monitor EL/RFEP students' academic achievement regularly. Analyze data to determine need to provide an academic intervention program for students identified as long-term ELs or at risk of failure. (AB2193) | <ul style="list-style-type: none"> Fully implement and support iReady web-based reading intervention program and Zearn Mathematics online tool. Provide Footsteps2Brilliance – Spanish/English Literacy application. (Grades TK and K). Continue to monitor and evaluate the early literacy program and reading intervention support to intermediate grades. Provide TK/K Summer Orientation to ready students for school and prevent summer slide. Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students. Continue to implement district-wide integrated ELD strategies to support English Language Learners. Monitor EL/LTEL/RFEP students' academic achievement regularly. | <ul style="list-style-type: none"> Increase quality of implementation of iReady web-based reading intervention program and Zearn Mathematics online tool. Increase quality of implementation of Footsteps2Brilliance – Spanish/English Literacy application. (Grades TK and K). Continue to monitor and evaluate the early literacy program and reading intervention support to intermediate grades. Provide TK/K Summer Jumpstart Program to ready students for school and prevent summer slide. Continue district-wide focus on Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) education for students. Continue to implement district-wide integrated ELD strategies to support English Language Learners. Monitor EL/LTEL/RFEP students' academic achievement regularly. |
|--|--|--|

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$413,731
Source	LCFF	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies

Amount	\$497,115	\$65,000	\$360,575
Source	Unrestricted	Base	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount	\$3,135	\$362,065	\$20,000
Source	LCFF	Supplemental/Concentration	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$237,874	
Source		Supplemental/Concentration	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
<p>2017-18 Actions/Services</p> <p>1.2 Recruit, develop, and retain, strong talent and leadership across teaching, classified and administrative roles through effective recruitment practices and career development.</p> <ul style="list-style-type: none"> • Ensure high quality, equitable conditions of learning for each student through fully credentialed, high quality teachers and instructional staff. • Support teachers in becoming highly qualified and in completing the Professional Clear credential. • Review and analyze employee compensation. 	<p>2018-19 Actions/Services</p> <p>1.2 Recruit, develop, and retain, strong talent and leadership across teaching, classified and administrative roles through effective recruitment practices and career development.</p> <ul style="list-style-type: none"> • Ensure high quality, equitable conditions of learning for each student through fully credentialed, high quality teachers and instructional staff. • Support teachers in becoming highly qualified and in completing the Professional Clear credential. • Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Review and analyze employee compensation. 	<p>2019-20 Actions/Services</p> <p>1.2 Recruit, develop, and retain, strong talent and leadership across teaching, classified and administrative roles through effective recruitment practices and career development.</p> <ul style="list-style-type: none"> • Ensure high quality, equitable conditions of learning for each student through fully credentialed, high quality teachers and instructional staff. • Support teachers in becoming highly qualified and in completing the Professional Clear credential. • Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Review and analyze employee compensation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,532,473.63	\$201,073	\$2,297,652
Source	Unrestricted	Base	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$898,651.20	\$160,592	\$757,802
Source	Restricted	Restricted Core	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$928,162.65	\$2,659,813	\$867,676
Source	Unrestricted	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits
Amount	\$152,819.69	\$152,220	\$64,378
Source	Restricted	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,000	\$301,488	\$148,464
Source	LCFF	Restricted	Title I
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$19,785	\$64,287
Source		Base	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits
Amount		\$33,878	\$66,497
Source		Restricted Core	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies

Amount	\$1,097,227	\$59,291
Source	Supplemental/Concentration	Title II
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$83,134	\$14,966
Source	Title I	Title II
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits
Amount	\$83,134	\$123,022
Source	Title III	Title III
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$40,052
Source		Title III
Budget Reference		3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1.3 Support a culture of professional learning as a means to support CCSS implementation by providing collegial collaboration and accountability.

District-wide professional learning will be focused on:

1. Achievement Team Protocol
2. Visible Learning
3. CCSS ELA/ELD implementation (General & Special Education)
4. ELD standards and strategies that support Integrated/Designated ELD instruction.
5. Next Generation Science Standards (NGSS)
6. S.T.E.A.M. education & hands-on learning
7. Induction (General & Special Education)
 - Provide release time, minimum days for Professional Learning

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1.3 Support a culture of professional learning as a means to support CCSS implementation by providing collegial collaboration and accountability.

District-wide professional learning will be focused on:

1. CCSS History-Social Science (General & Special Education)
2. Next Generation Science Standards (NGSS)
3. S.T.E.A.M. education & hands-on learning
4. Mathematical Discourse in the Classroom
5. CCSS Math Implementation - Middle School
6. Developing 21st Century skills in students and empowering them to be agents in their own learning.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1.3 Support a culture of professional learning as a means to support CCSS implementation by providing collegial collaboration and accountability.

District-wide professional learning will be focused on:

1. Next Generation Science Standards (NGSS)
2. S.T.E.A.M. education & hands-on learning
3. Mathematical Discourse in the Classroom
4. CCSS Math Implementation - Middle School
5. Universal Design for Learning (UDL)
6. Developing 21st Century skills in students and empowering them to be agents in their own learning.
7. Providing a “blended learning” classroom learning environment and

Communities and focused release time to support the implementation of the elementary ELA/ELD curriculum.

- Increase quality of the Lesson Study Process using the Achievement Team Protocol twice a month.
- Increase the quality of good first instruction in every grade level by conducting mathematics instructional rounds once a week and provide specific feedback to teachers about pacing and effective mathematics teaching practices.
- Support the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
- All schools continue to evaluate and monitor the quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool. (Progress Adviser)
- Continue Educational Coordinators

7. Providing a “blended learning” classroom learning environment and ensuring that students demonstrate competency in digital citizenship.
8. ELD standards and strategies that support Integrated/Designated ELD instruction.
9. Induction (General & Special Education)
 - Provide release time, minimum days for Professional Learning Communities and focused release time to support the implementation of standards aligned, core adopted instructional materials.
 - Increase quality of the lesson study process using the Achievement Team Protocol process.
 - Increase the quality of good first instruction in every grade level by conducting mathematics instructional rounds once a week and provide specific feedback to teachers about pacing and effective mathematics teaching practices.
 - Support the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
 - Support the implementation of mathematics curriculum by providing coaching support to teachers.

ensuring that students demonstrate competency in digital citizenship.

8. ELD standards and strategies that support Integrated/Designated ELD instruction.
9. Induction (General & Special Education)
 - Provide release time, minimum days for Professional Learning Communities and focused release time to support the implementation of standards aligned, core adopted instructional materials.
 - Increase quality of the lesson study process using the Achievement Team Protocol process.
 - Increase the quality of good first instruction in every grade level by conducting mathematics instructional rounds once a week and provide specific feedback to teachers about pacing and effective mathematics teaching practices.
 - Support the implementation of ELA/ELD curriculum through classroom observations, modeling and providing coaching support to teachers.
 - Support the implementation of mathematics curriculum by providing mini-lesson design experiences and coaching support to teachers.

- All schools continue to evaluate and monitor the quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool.

- All schools continue to evaluate and monitor the quality of classroom instruction for all students and English Learners strategies with classroom walk-through tool.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,800	\$66,600	\$31,800
Source	Unrestricted	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$31,800	\$7,500	\$6,389
Source	Restricted	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	\$9,500	\$2,000	\$7,500
Source	Unrestricted	Base	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$135,700	\$18,300	\$242,500
Source	Restricted	Base	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$25,800	\$145,000	\$72,125
Source	Unrestricted	Supplemental/Concentration	Restricted
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.4 Develop and implement an early literacy program

- Participate in county-wide campaign to help children read and succeed by third grade focusing on: School Readiness, Attendance, Summer Learning & Family Engagement.

2018-19 Actions/Services

The district has developed an early literacy program. This action will be discontinued and the district will monitor the implementation in Action 1.1.

2019-20 Actions/Services

The district has developed an early literacy program. This action will be discontinued and the district will monitor the implementation in Action 1.1.

- Provide TK/K Summer Boost to prepare students for school and prevent summer slide.
- Provide Footsteps2Brilliance – Spanish/English Literacy application. (Grades TK and K)
- Continue School Readiness Parent meeting. (Grades TK and K)
- Provide supplemental instructional materials for reading intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,150		
Source	Unrestricted		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$50,100		
Source	Restricted		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Budget Reference	Staffing costs included in Action 1.2	all actions moved to 1.1	all actions moved to 1.1

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1.5 Invest strategically in instructional technology and professional learning to fully utilize technology in classroom instruction.

- Develop 21st century skills in students, empower them to be agents in their own learning and ensure that students demonstrate competency in digital citizenship.
- Create a technology supported “blended learning” classroom learning environment and provide professional learning district-wide.
- Provide access to personalized learning platforms 24 hours per day; 7 days a week for core subjects.
- Fully implement iReady web-based reading intervention program. (Grades 2 – 5)

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

The district has accomplished this action to invest strategically in instruction technology. This action will be discontinued and the district will continue professional learning for technology in Action 1.3.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

The district has accomplished this action to invest strategically in instruction technology. This action will be discontinued and the district will continue professional learning for technology in Action 1.3.

- Fully implement Zearn Mathematics online tool. (Grades 2 – 5)
- Continue Technology Support Staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$364,000		
Source	Unrestricted		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$16,000		
Source	Restricted		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$234,739		
Source	Unrestricted		
Budget Reference	5000-5999: Services And Other Operating Expenditures Staffing costs include in Action 1.2	Moved to 1.3	Moved to 1.3

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Goal 2: Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well maintained modern facility for learning that foster student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SUSD Instructional Focus Plan; Pillars 1,2,3,4

Identified Need:

Increase student engagement in schools district-wide.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: P2 Attendance rates.	2015 State Target: 90% State Attendance Rate: 96% (2016-2017) SUSD K - 8: 96.24%	District-wide maintain attendance above the state target.	District-wide maintain attendance above the state target.	District-wide maintain attendance above the state target.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	K - 3: 95.81% TK: 93.53%			
Metric: Chronic Absenteeism.	Source: District Local Calculation (2016-17) District-wide Chronic absenteeism rate: 7.1%; 189 students	Chronic Absenteeism will decrease by 10 students in the district; by 2 at each site.	Chronic Absenteeism will decrease by 10 students in the district; by 2 at each site.	Chronic Absenteeism will decrease by 10 students in the district; by 2 at each site.
Metric: Suspension rate.	State Evaluation Rubrics Suspension Rate: Orange (2013-14 to 2014-15) Status: High; 5.9% Change: 0.5%	The district will decrease the suspension rate. Move from Orange to Yellow.	The district will decrease the suspension rate by at least 0.3% (2017-18) Status: High; 3.7%	The district will decrease the suspension rate by at least 0.3%.
Metric: Expulsion rate.	Source: State Priority Snapshot (2015-2016) District-wide expulsion rate: 0%	Expulsion rate will remain below 2% district-wide.	Expulsion rate will remain below 2% district-wide.	Expulsion rate will remain below 2% district-wide.
Metric: Middle School drop-out rates.	Source: State Priority Snapshot (2015-2016) Middle School drop-out rate: 0%	Middle School drop-out rate will remain the same.	Middle School drop-out rate will remain the same.	Middle School drop-out rate will remain the same.
Metrics: Facility Site Visit Protocol;	Average age of campuses: 29.4 years	Average age of campuses: 30.4 years	Average age of campuses: 31.4 years	Average age of campuses: 32.4 years

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Safety Inspections	100% of facilities rated at Good or Exemplary. 49 Classified Walk Thru's (August 2016 to April 2017)	100% of school facilities rated at Good or Exemplary. Increase the number of classified walkthroughs	100% of school facilities rated at Good or Exemplary. Increase the number of classified walkthroughs	100% of school facilities rated at Good or Exemplary. Increase the number of classified walkthroughs
Metrics: CA Healthy Kids Survey Results Key Indicators	2017 CA Healthy Kids Survey Results: 5th grade 46% of students participated (141 of 305) School Engagement and Supports 53% School connectedness 50% Caring adult relationships 23% Meaningful participation School Safety 79% Feel safe at school Disciplinary Environment 75% Students treated with respect 7th grade 88% of students participated (274 of 310)	Continue to increase school engagement and supports including: School connectedness Caring adult relationships Opportunities for Meaningful Participation Maintain high levels of student perception that they feel safe at school.	Continue to increase school engagement and supports including: School connectedness Caring adult relationships Opportunities for Meaningful Participation Maintain high levels of student perception that they feel safe at school.	Continue to increase school engagement and supports including: School connectedness Caring adult relationships Opportunities for Meaningful Participation Maintain high levels of student perception that they feel safe at school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>School Engagement and Supports 50% School connectedness 26% Caring adult relationships 10% Opportunities for Meaningful Participation</p> <p>School Safety 63% School perceived as very safe or safe 41% Experienced any harassment or bullying (past year) 52% Had mean rumors or lies spread about you (past year)</p> <p>Mental and Physical Health 33% Experienced chronic sadness/hopelessness</p>			
Metrics: Capturing Kids Hearts Classroom Implementation of Essential Skills Teacher/Administrator Self-Assessment	Source: District Self-Assessment for Capturing Kids Hearts Essential Skills Scale from 1 to 5 5 = Consistently Doing This Engage Targets - 3.33 (Greeting students; Welcoming Tone of	Increase the scaled score results by .5 point and use the Capturing Kids Hearts Essential Skills consistently in each area - Engage, Communicate and Empower.	Increase the scaled score results by .5 point and use the Capturing Kids Hearts Essential Skills consistently in each area - Engage, Communicate and Empower.	Increase the scaled score results by .5 point and use the Capturing Kids Hearts Essential Skills consistently in each area - Engage, Communicate and Empower.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Voice/Body Language; Activities to build Safety and Security)</p> <p>Communicate Targets - 3.1 (Express care and interest; Affirm students; Appropriately address "issues"; Encourage students to open up; Eliminate sarcasm/moodiness; Relate content to student interest)</p> <p>Empower Targets - 2.7 (Social Contract is posted and visible; 4 questions are used to address behavior; Social Contract is referred to regularly)</p>			
Metric: Student Survey School Climate	<p>Source: District Survey to Students Grades 3 - 8</p> <p>Elementary Schools 54.66% of students reported that students in my school treat each other with respect.</p> <p>76.61% of students reported that they feel</p>	<p>Increase the percentage of students answering "agree" by 5% in the area of students treat each other with respect.</p> <p>Increase the percentage of students answering "agree" by 5% that they feel that they belong (are accepted and liked) at school.</p>	<p>Increase the percentage of students answering "agree" by 5% in the area of students treat each other with respect.</p> <p>Increase the percentage of students answering "agree" by 5% that they feel that they belong (are accepted and liked) at school.</p>	<p>Increase the percentage of students answering "agree" by 5% in the area of students treat each other with respect.</p> <p>Increase the percentage of students answering "agree" by 5% that they feel that they belong (are accepted and liked) at school.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>that they belong (are accepted and liked) at school.</p> <p>82.74% of students reported that they can go to one or more adults if they had a problem.</p> <p>Middle School 34.89% of students reported that students in my school treat each other with respect.</p> <p>72.50% of students reported that they feel that they belong (are accepted and liked) at school.</p> <p>70.36% of students reported that they can go to one or more adults if they had a problem.</p>	<p>Increase the percentage of students answering "agree" by 5% that they feel they can go to one or more adults if they had a problem.</p>	<p>Increase the percentage of students answering "agree" by 5% that they feel they can go to one or more adults if they had a problem.</p>	<p>Increase the percentage of students answering "agree" by 5% that they feel they can go to one or more adults if they had a problem.</p>
Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

2.1 Review existing buildings/structures to include efficient infrastructure systems to ensure a well maintained and safe environment.

- Continue to implement Progress Adviser Evaluation Tool to provide immediate ongoing feedback regarding maintenance, repairs school cleanliness.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

2.1 Review existing buildings/structures to include efficient infrastructure systems to ensure a well maintained and safe environment.

- Continue to provide immediate on-going feedback regarding maintenance, repairs school cleanliness.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2.1 Review existing buildings/structures to include efficient infrastructure systems to ensure a well maintained and safe environment.

- Continue to provide immediate on-going feedback regarding maintenance, repairs school cleanliness.

- Facilities will be maintained to provide a safe and healthy learning environment.
- Facilities will be maintained to provide a safe and healthy learning environment.
- Facilities will be maintained to provide a safe and healthy learning environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,200	\$281,850	\$10,640
Source	LCFF	Base	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount		\$103,200	\$50,036
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>2.2 All schools will maintain high levels of safety where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <ul style="list-style-type: none"> • Increase the quality of Capturing Kids Hearts (CKH) Social Skills Program implementation. All staff will focus on the essential elements to Engage, Communicate and Empower. • Implement Elementary Success Mentor Attendance Initiative to increase attendance. • Implement Science Technology Engineering Art and Mathematics (S.T.E.A.M) Thursdays at elementary schools. • Provide art lessons for elementary students with local artists. • Implement WEB (Where Everybody Belongs) mentor program at the middle school. • Schools will maintain Attendance Recognition Programs and activities for students. • Maintain the District Learning Support Team in conjunction with the Student Attendance Review Team. (SART) 	<p>2.2 All schools will maintain high levels of safety where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <ul style="list-style-type: none"> • Develop a multi-tiered system of support to address the needs of all students and ensure their social, emotional and academic success. • Develop culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools. • Maintain the District Student Success Team to focus on both academic and behavioral supports for students. • Monitor & provide guidance/support to students who struggle with social and emotional issues and to work with families of children with truancy/chronic absenteeism issues. • Maintain schools Attendance Recognition Programs and activities for students. • Maintain Student Attendance Review Team. (SART) 	<p>2.2 All schools will maintain high levels of safety where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <ul style="list-style-type: none"> • Continue to develop culturally responsive school-wide positive behavioral interventions and supports (PBIS) at all schools. • Implement Universal Supports for All Students (Tier 1) – school-wide behavioral expectations. (Define, Teach and Reteach behavioral expectations) • Develop Tier 2 and 3 multi-tiered system of support to address the needs of all students and ensure their social, emotional and academic success. • Maintain the District Student Success Team to focus on both academic and behavioral supports for students. • Monitor & provide guidance/support to students who struggle with social and emotional issues and to work with families of children with truancy/chronic absenteeism issues.

- Increase and add school counselors to monitor & provide guidance/support to students who struggle with social and emotional issues and to work with families of children with truancy/chronic absenteeism issues.
- Continue Psychologist
- Continue Elementary Music Teachers
- Continue Elementary Physical Education Teachers
- Continue additional support staff to provide structured lunch-time activities.
- Continue Campus Supervisors at middle school.
- Continue Classified Positions to increase access and engagement for students (Library Clerk, Computer Tech, Bus Driver, Maintenance, Yard Duty, Classroom Instructional Support Aides)

- Maintain Science Technology Engineering Art and Mathematics (S.T.E.A.M) Thursdays at elementary schools.
- Provide art lessons for elementary students with local artists.
- Maintain WEB (Where Everybody Belongs) mentor program at the middle school.
- Continue middle school elective offerings: ASB Leadership Class,

Fine Arts – Drama, puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design & Modeling) and Video broadcasting.

- Maintain elementary ORFF music education program.
- Maintain elementary physical education program.
- Continue Middle School Exercise Your Options Nutrition Program.
- Provide for student health and wellness through health support services.

- Maintain schools Attendance Recognition Programs and activities for students.
- Maintain Student Attendance Review Team. (SART)
- Maintain Science Technology Engineering Art and Mathematics (S.T.E.A.M) Thursdays at elementary schools.
- Provide Art lessons for elementary students with local artists.
- Maintain WEB (Where Everybody Belongs) mentor program at the middle school.
- Continue middle school elective offerings: ASB Leadership Class, Fine Arts – Drama, Puppeteers, Home Economics, Industrial Arts, Lego Mindstorms Robotics, Project Lead the Way (Medical Detectives, Design & Modeling) and Video broadcasting.
- Maintain elementary ORFF music education program.
- Maintain elementary physical education program.
- Continue middle school “Exercise Your Options” Nutrition Program.
- Provide for student health and wellness through health support services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,601	\$35,000	\$1,856
Source	LCFF	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount	\$27,388	\$28,000	\$461
Source	Restricted	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	\$5,000		\$90,900
Source	LCFF		Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies		4000-4999: Books And Supplies
Amount			\$47,500
Source			Supplemental/Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$9,538
Source			Title IV
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$1,912
Source			Title IV

Budget Reference			3000-3999: Employee Benefits
Amount			\$10,123
Source			Title IV
Budget Reference			4000-4999: Books And Supplies
Amount			\$6,300
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$1,935
Source			Title IV
Budget Reference			7000-7439: Other Outgo

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>2.3 Provide for student health and wellness through Nutrition and Physical Education</p> <ul style="list-style-type: none"> Provide elementary physical education program with additional PE teachers. Increase elementary music education program with additional teacher. Continue Middle School Exercise Your Options Nutrition Program Maintain Art lessons for elementary students with local artists. <p>Continue Elective Offerings</p> <ul style="list-style-type: none"> ASB Leadership Class Fine Arts – Drama, puppeteers Home Economics Industrial Arts Lego Mindstorms Robotics Project Lead the Way (Medical Detectives) Video broadcasting 	The district has discontinued this action and moved these actions to Action 2.2.	The district has discontinued this action and moved these actions to Action 2.2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,000		
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies		

Amount	\$5,000		
Source	Unrestricted		
Budget Reference	5000-5999: Services And Other Operating Expenditures Staffing costs included in Action 1.2	all costs moved to Action 2.2	all costs moved to Action 2.2

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students with in the Salida Union School District.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: SUSD Instructional Focus Plan; Pillars 1 & 4

Identified Need:

- Increase use of two-way communication
Increase family educational resources

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Governance participation	(2016-17) 26 School Site Council/Parent Advisory Members (District-wide) 8 English Language Advisory Committee Members (District-wide)	Maintain level of governance participation and continue seeking input from families in school decision making.	Maintain level of governance participation and continue seeking input from families in school decision making.	Maintain level of governance participation and continue seeking input from families in school decision making.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	30 Parent's Club Participation			
Metric: Family education participation	(2016-2017) 29 Classes Offered (September to April) 302 Parents attended 142 attended Parent Café classes (16 sessions offered) 15 attended Introduction to Smarter Balanced Assessments (SBAC) 96 attended Sierra Vista sponsored Parent Support Group (8 sessions; 2 times per month) 49 attended ESL classes through MJC (Fall/Spring)	Increase participation in parent educational offerings at each school throughout the year.	Maintain parent participation in educational offerings at or above the 2017-18 school year.	Maintain parent participation in educational offerings at or above the 2017-18 school year.
Metric: Parent/Teacher conferences	(2016-2017) 86% of families attended Parent/Teacher conferences.	Maintain and increase the number of families attending Parent/Teacher conferences by 2%.	The district increased attendance at Parent/Teacher conferences to 92% in 2017-18. This metric has been adjusted to: Maintain the number of families attending Parent/Teacher	Maintain the number of families attending Parent/Teacher conferences at or above 90%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Parent Surveys	<p>2016 Fall Parent Surveys - 451 parents participated and selected "Agree".</p> <ul style="list-style-type: none"> • 93.47% <p>When you walk onto your school campus, do you feel the school is inviting and a place where you "belong"?</p> <ul style="list-style-type: none"> • 93.23% <p>Is the school a welcoming place where families can drop in and connect with school staff and other families?</p> <ul style="list-style-type: none"> • 96.31% <p>Are parents welcome to volunteer their services in the school or individual classrooms?</p> <ul style="list-style-type: none"> • 94.47% <p>Does the school keep you informed about</p>	<p>Maintain and increase the number of parents participating in the survey.</p> <p>Maintain and increase the percentage of parents answering "agree", "always" and "most often" on surveys at 80% and above.</p>	<p>conferences at or above 90%.</p> <p>Maintain and increase the number of parents participating in the survey.</p> <p>Maintain and increase the percentage of parents answering "agree", "always" and "most often" on surveys at 80% and above.</p>	<p>Maintain and increase the number of parents participating in the survey.</p> <p>Maintain and increase the percentage of parents answering "agree", "always" and "most often" on surveys at 80% and above.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>important issues and events?</p> <ul style="list-style-type: none"> • 94.41% <p>Does the school make it easy for you to communicate with teachers?</p> <p>2017 Spring Parent Surveys - 357 parents participated and answered "Always" and "Most Often".</p> <ul style="list-style-type: none"> • 88.11% <p>Does the school effectively communicate with you (through newsletters, school website, notices, phone calls, conferences, etc.)?</p> <ul style="list-style-type: none"> • 82.38% <p>Does the school provide a feeling of caring and trust?</p> <ul style="list-style-type: none"> • 77.97% <p>Do you feel your child is using technology to</p>				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>enhance their learning in the classroom?</p> <ul style="list-style-type: none"> • 82.82% <p>Does your child feel safe at school?</p> <ul style="list-style-type: none"> • 83.26% <p>As a parent, do you feel welcome to help out in the classroom or participate in school wide events?</p>			
Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

3.1 Provide all parents improved opportunities to participate in activities that increase their skills as partners in education.

- Provide six Parent Education nights at each school.
- Maintain District Parent Resource Center.
- Maintain Parent Volunteer Program.
- Supplies, childcare, parent training materials

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

3.1 Provide all parents improved opportunities to participate in activities that increase their skills as partners in education.

- Provide Parent Education opportunities such as: ESL classes, and Parent Café.
- Provide supplies, childcare, parent training materials.
- Continue School Readiness Parent meeting. (Grades TK and K)
- Maintain parent volunteer opportunities at schools.
- Participate in county-wide Cradle to Career campaign focusing on Kindergarten readiness and grade-level reading and math proficiency.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

3.1 Provide all parents improved opportunities to participate in activities that increase their skills as partners in education.

- Provide Parent Education opportunities such as: Parent Institute for Quality Education (PIQE), PIQE Leadership classes and Parent Café.
- Provide supplies, childcare, parent training materials.
- Continue School Readiness Parent meeting. (Grades TK and K)
- Maintain parent volunteer opportunities at schools.
- Participate in county-wide Cradle to Career campaign focusing on Kindergarten readiness and grade-level reading and math proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$16,000
Source			Supplemental/Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.2 Improve district and site communications, including translation & interpretation services

- Provide translation & interpretation services in Spanish by bilingual staff at District and site events
- Provide District Community Liaison & Student outreach

3.2 Improve district and site communications, including translation & interpretation services

- Provide translation & interpretation services in Spanish by bilingual staff at District and site events
- Provide District Community Liaison & Student outreach

3.2 Improve district and site communications, including translation & interpretation services

- Provide translation & interpretation services in Spanish by bilingual staff at District and site events
- Provide District Community Liaison & Student outreach

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies
Budget Reference	Staffing costs included in Action 1.2	Staffing costs included in Action 1.2	Staffing costs included in Action 1.2

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services 3.3 Ensure frequent communication with parents/guardians through website-phone, outreach-mailings, meetings. <ul style="list-style-type: none">• Teachers will meet with parents twice a year during parent/teacher conferences and maintain on-going communication through-out the year.• Principals will communicate at least once with parents/families during each trimester.• Maintain website with current information.• Continue to promote Social Media access for parents including: Facebook, Twitter, and Cyberschool Mobile App.• Maintain Aeries Parent Portal to increase communication to middle school parents about student progress.• Maintain School Messenger to communicate and inform parents about school events.• Communication expenses	2018-19 Actions/Services 3.3 Ensure frequent communication with parents/guardians through website-phone, outreach-mailings, meetings. <ul style="list-style-type: none">• Teachers will meet with parents twice a year during parent/teacher conferences and maintain on-going communication through-out the year.• Principals will communicate with parents/families at least once during each trimester.• Maintain website with current information.• Continue to promote Social Media access for parents including: Facebook, Twitter, Instagram and Cyberschool Mobile App.• Maintain Aeries Parent Portal to increase communication to middle school parents about student progress.• Maintain parent notification system to communicate and inform parents about school events.• Communication expenses	2019-20 Actions/Services 3.3 Ensure frequent communication with parents/guardians through website-phone, outreach-mailings, meetings. <ul style="list-style-type: none">• Teachers will meet with parents twice a year during parent/teacher conferences and maintain on-going communication throughout the year.• Principals will communicate with parents/families at least once during each trimester.• Maintain website with current information.• Continue to promote Social Media access for parents including: Facebook, Twitter, Instagram, District Website and Mobile App.• Maintain Aeries Parent Portal to increase communication to middle school parents about student progress.• Maintain parent notification system to communicate and inform parents about school events.• Communication expenses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,330	\$16,370	\$16,901
Source	LCFF	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$4,724,666	25.27%

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

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

In 2019-2020, Salida Union School District will receive \$4,724,666 LCFF Supplemental and Concentration funds based on the number and concentration of low income, foster youth and English learner students, which account for an estimated 75.38% Unduplicated Pupil Percentage (estimated three year average from 2017-18 through 2019-20). The justification for expending Supplemental and Concentration grant funds, which are principally directed toward unduplicated students, district-wide is to provide increased services to address academic, social-emotional, physical and mental health and the educational needs of Salida students and families. In addition, funds will provide professional learning related to specific actions and services to increase quality of educational achievement for Salida students. With an estimated three-fourths of our student population qualifying for additional funding, it is expected that all students will benefit from the actions supported by supplemental and concentration funds that provide professional learning related to specific actions and services to increase quality educational achievement for Salida students.

After analyzing and evaluating the 2018-19 LCAP actions and services, stakeholders identified high priority areas of service within the State and Local priority areas that will provide the most effective use of funds to meet goals for unduplicated pupils. Some of these high priority areas of services include instructional and classroom supplies; art and music instruction in both elementary and middle school grades 4th - 8th; physical education across all grade levels; access to technology; S.T.E.A.M. instruction and activities; middle school elective offerings; campus safety and security; professional development to enhance high quality instruction; educational opportunities offered during the summer; supplemental services for English Learners; incentives for attendance; and parent education, involvement and support.

The Salida Union School District Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 25.27% to proportionally meet the educational needs of low income, foster youth and English language learners above and beyond services provided for all students.

Funds will support actions and services beyond those provided for all students in the area of academic, social-emotional, physical and mental health, and educational needs of Salida Union students and families. Programs provided and added include: daily interventions for at-risk students, increased students served in elementary school Learning Centers, classroom instructional support aides, Parent Educational offerings including ESL classes and the district bilingual Community Liaison. Additional services provided and added include: counseling, staff professional learning, increased access to technology for students, and supplemental materials to support learning of California CCSS in English language arts and mathematics.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$4,643,136	25.50%

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

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

In 2018-2019, Salida Union School District will receive \$4,643,136 LCFF Supplemental and Concentration funds based on the number and concentration of low income, foster youth and English learner students, which account for an estimated 75.71% Unduplicated Pupil Percentage (estimated three year average from 2016-17 through 2018-19). The justification for expending Supplemental and Concentration grant funds, which are principally directed toward unduplicated students, district-wide is to provide increased services to address academic, social-emotional, physical and mental health and the educational needs of Salida students and families. In addition, funds will provide professional learning related to specific actions and services to increase quality of educational achievement for Salida students. With nearly three-fourths of our student population qualifying for additional funding, it is expected that all students will benefit from the actions supported by supplemental and concentration funds that provide professional learning related to specific actions and services to increase quality educational achievement for Salida students.

After analyzing and evaluating the 2017-18 LCAP actions and services, stakeholders identified high priority areas of service within the State and Local priority areas that will provide the most effective use of funds to meet goals for unduplicated pupils. Some of these high priority areas of services include instructional and classroom supplies; art and music instruction in both elementary and middle school grades 4th - 8th; physical education across all grade levels; access to technology; S.T.E.A.M. instruction and activities; middle school elective offerings; campus safety and security; professional development to enhance high quality instruction; educational opportunities offered during the summer; supplemental services for English Learners; incentives for attendance; and parent education, involvement and support.

The Salida Union School District Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 25.50% to proportionally meet the educational needs of low income, foster youth and English language learners above and beyond services provided for all students.

Funds will support actions and services beyond those provided for all students in the area of academic, social-emotional, physical and mental health, and educational needs of Salida Union students and families. Programs provided and added include: daily interventions for at-risk students, increased students served in elementary school Learning Centers, classroom instructional support aides, Parent Educational offerings including ESL classes and the district bilingual Community Liaison. Additional services provided and added include: counseling, staff professional learning, increased access to technology for students, and supplemental materials to support learning of California CCSS in English language arts and mathematics.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$4,350,696.00	25.24%

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

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

In 2017-2018, Salida Union School District will receive \$4,350,696 LCFF Supplemental and Concentration funds based on the number and concentration of low income, foster youth and English learner students, which account for an estimated 74.76% Unduplicated Pupil Percentage (estimated three year average from 2015-16 through 2017-18). The justification for expending Supplemental and Concentration grant funds, which are principally directed toward unduplicated students, district-wide is to provide increased services to address academic, social-emotional, physical & mental health and the educational needs of Salida students and families. In addition, funds will provide professional learning related to specific actions and services to increase quality of educational achievement for Salida students. With nearly three fourths of our student population qualifying for additional funding, it is expected that all students will benefit from the actions supported by supplemental and concentration funds that provide professional learning related to specific actions and services to increase quality educational achievement for Salida students.

After analyzing and evaluating the 2016-17 LCAP actions and services, stakeholders identified high priority areas of service within the State and Local priority areas that will provide the most effective use of funds to meet goals for unduplicated pupils. Some of these high priority areas of services include instructional and classroom supplies; art and music instruction in both elementary and middle school grades 4th - 8th; physical education across all grade levels, now to include grades Kindergarten, 1st, and 2nd grade; access to technology; S.T.E.A.M. instruction and activities; campus safety and security; professional development to enhance high quality instruction; educational opportunities offered during the summer; supplemental services for English Learners; incentives for attendance; and parent education, involvement and support.

The Salida Union School District Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 25.24% to proportionally meet the educational needs of low income, foster youth and English language learners above and beyond services provided for all students.

Funds will support actions and services beyond those provided for all students in the area of academic, social-emotional, physical & mental health, and educational needs of Salida Union students and families. Programs provided and added include: daily interventions for at-risk students, increased students served in elementary school Learning Centers, classroom instructional support aides, Salida Parent Resource Center offering ESL classes and bilingual Community Liaison. Additional services provided and added include: counseling, staff professional learning, increased access to technology for students, and supplemental materials to support learning of California CCSS in English language arts and mathematics.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	6,191,103.00	5,767,174.95	6,166,465.17	6,191,103.00	5,932,809.00	18,290,377.17
Base	588,008.00	309,139.09	0.00	588,008.00	0.00	588,008.00
LCFF	0.00	0.00	220,266.00	0.00	0.00	220,266.00
Lottery	0.00	35,507.16	0.00	0.00	0.00	0.00
Restricted	301,488.00	0.00	1,312,458.89	301,488.00	72,125.00	1,686,071.89
Restricted Core	194,470.00	369,216.33	0.00	194,470.00	0.00	194,470.00
Supplemental/Concentration	4,788,649.00	4,491,182.59	0.00	4,788,649.00	5,229,919.00	10,018,568.00
Title I	235,354.00	353,059.15	0.00	235,354.00	363,626.00	598,980.00
Title II	0.00	72,981.33	0.00	0.00	74,257.00	74,257.00
Title III	83,134.00	136,089.30	0.00	83,134.00	163,074.00	246,208.00
Title IV	0.00	0.00	0.00	0.00	29,808.00	29,808.00
Unrestricted	0.00	0.00	4,633,740.28	0.00	0.00	4,633,740.28

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	6,191,103.00	5,767,174.95	6,166,465.17	6,191,103.00	5,932,809.00	18,290,377.17
1000-1999: Certificated Personnel Salaries	3,561,786.00	2,616,210.50	3,502,724.83	3,561,786.00	2,464,515.00	9,529,025.83
2000-2999: Classified Personnel Salaries	1,322,158.00	893,753.37	1,085,982.34	1,322,158.00	1,029,288.00	3,437,428.34
3000-3999: Employee Benefits	0.00	1,000,752.72	0.00	0.00	995,743.00	995,743.00
4000-4999: Books And Supplies	469,565.00	526,436.45	1,059,465.00	469,565.00	629,391.00	2,158,421.00
5000-5999: Services And Other Operating Expenditures	837,594.00	622,904.55	518,293.00	837,594.00	811,937.00	2,167,824.00
6000-6999: Capital Outlay	0.00	107,117.36	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	1,935.00	1,935.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	6,191,103.00	5,767,174.95	6,166,465.17	6,191,103.00	5,932,809.00	18,290,377.17
1000-1999: Certificated Personnel Salaries	Base	201,073.00	3,187.00	0.00	201,073.00	0.00	201,073.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Restricted	301,488.00	0.00	930,451.20	301,488.00	0.00	1,231,939.20
1000-1999: Certificated Personnel Salaries	Restricted Core	160,592.00	284,979.51	0.00	160,592.00	0.00	160,592.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	2,746,413.00	2,168,646.22	0.00	2,746,413.00	2,331,308.00	5,077,721.00
1000-1999: Certificated Personnel Salaries	Title I	152,220.00	102,876.09	0.00	152,220.00	64,378.00	216,598.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	56,521.68	0.00	0.00	59,291.00	59,291.00
1000-1999: Certificated Personnel Salaries	Title IV	0.00	0.00	0.00	0.00	9,538.00	9,538.00
1000-1999: Certificated Personnel Salaries	Unrestricted	0.00	0.00	2,567,273.63	0.00	0.00	2,567,273.63
2000-2999: Classified Personnel Salaries	Base	19,785.00	0.00	0.00	19,785.00	0.00	19,785.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Lottery	0.00	43.17	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Restricted	0.00	0.00	152,819.69	0.00	0.00	152,819.69
2000-2999: Classified Personnel Salaries	Restricted Core	33,878.00	0.00	0.00	33,878.00	0.00	33,878.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,102,227.00	644,417.55	0.00	1,102,227.00	757,802.00	1,860,029.00
2000-2999: Classified Personnel Salaries	Title I	83,134.00	144,560.01	0.00	83,134.00	148,464.00	231,598.00
2000-2999: Classified Personnel Salaries	Title III	83,134.00	104,732.64	0.00	83,134.00	123,022.00	206,156.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Unrestricted	0.00	0.00	928,162.65	0.00	0.00	928,162.65
3000-3999: Employee Benefits	Base	0.00	552.13	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Lottery	0.00	605.89	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Restricted Core	0.00	84,236.82	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental/Concentration	0.00	795,685.93	0.00	0.00	874,526.00	874,526.00
3000-3999: Employee Benefits	Title I	0.00	72,206.64	0.00	0.00	64,287.00	64,287.00
3000-3999: Employee Benefits	Title II	0.00	16,459.65	0.00	0.00	14,966.00	14,966.00
3000-3999: Employee Benefits	Title III	0.00	31,005.66	0.00	0.00	40,052.00	40,052.00
3000-3999: Employee Benefits	Title IV	0.00	0.00	0.00	0.00	1,912.00	1,912.00
4000-4999: Books And Supplies	Base	67,000.00	7,702.76	0.00	67,000.00	0.00	67,000.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	35,000.00	0.00	0.00	35,000.00
4000-4999: Books And Supplies	Lottery	0.00	19,932.17	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Restricted	0.00	0.00	151,700.00	0.00	0.00	151,700.00
4000-4999: Books And Supplies	Supplemental/Concentration	402,565.00	466,460.11	0.00	402,565.00	532,771.00	935,336.00
4000-4999: Books And Supplies	Title I	0.00	32,341.41	0.00	0.00	86,497.00	86,497.00
4000-4999: Books And Supplies	Title IV	0.00	0.00	0.00	0.00	10,123.00	10,123.00
4000-4999: Books And Supplies	Unrestricted	0.00	0.00	872,765.00	0.00	0.00	872,765.00
5000-5999: Services And Other Operating Expenditures	Base	300,150.00	190,579.84	0.00	300,150.00	0.00	300,150.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	175,266.00	0.00	0.00	175,266.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	14,925.93	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Restricted	0.00	0.00	77,488.00	0.00	72,125.00	149,613.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	537,444.00	415,972.78	0.00	537,444.00	733,512.00	1,270,956.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	1,075.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	351.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	6,300.00	6,300.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	0.00	0.00	265,539.00	0.00	0.00	265,539.00
6000-6999: Capital Outlay	Base	0.00	107,117.36	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Title IV	0.00	0.00	0.00	0.00	1,935.00	1,935.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,716,683.00	5,254,389.53	5,923,946.17	5,716,683.00	5,658,707.00	17,299,336.17
Goal 2	448,050.00	488,925.57	220,189.00	448,050.00	231,201.00	899,440.00
Goal 3	26,370.00	23,859.85	22,330.00	26,370.00	42,901.00	91,601.00

* Totals based on expenditure amounts in goal and annual update sections.