



Salida Union School District 2024 – 2025 LCAP Overview DRAFT

Our Goal 1

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

Action 1.1	2024-2025
High-Quality Staff	<ul style="list-style-type: none"> • Recruit, develop, and retain, strong talent and leadership across teaching, classified, and administrative roles through effective recruitment practices and career development. • Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Provide additional professional learning days for all certificated staff to focus on improving student outcomes.
Action 1.2	2024-2025
Create Exceptional Learning Environments	<ul style="list-style-type: none"> • Implement rigorous, engaging, high-quality instruction around clear expectations in all content areas fostered by rich academic discourse and supported by 21st-century skills. • Monitor classroom instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. • Provide ongoing collaborative planning time to support student learning and instructional strategies. • Collect and analyze district-wide diagnostic and formative assessments during weekly collaboration, utilizing assessment data to drive classroom instruction and accelerate student learning. • Implement evidence-based instructional practices for English learners by providing training to develop teacher and leader capacity to target the unique language needs of EL students and strengthen instructional delivery of Designated and Integrated ELD. • Implement evidence-based instructional practices for Long-term English learners (LTEL) by providing training focused on explicit academic language development and teaching strategies in all content areas. • Implement an inclusive approach that brings equity and access in all content areas and eliminates learning barriers by providing training and support for teachers, administrators, and support staff regarding effective differentiation and Universal Design for Learning (UDL). • Invest strategically in technology and provide professional learning that enhances, empowers, and inspires student learning experiences.
Action 1.3	2024-2025
Success in the Early Years	<ul style="list-style-type: none"> • Ensure student acquisition of Literacy skills by the end of 3rd grade using standards-aligned, evidence-based curriculum, resources, and materials and provide training to develop teachers' knowledge and expertise in effective reading instruction. • Monitor small group reading instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. • Provide timely intervention using a push-in model of support to address the academic needs of at-risk students. (Tier 2 & Tier 3) • Continue school readiness parent meetings. (TK and K)

Action 1.4	2024-2025
Math Outcomes for English Learners	<ul style="list-style-type: none"> Accelerate EL progress in mathematics by identifying the gaps in foundational math skills and provide interventions to address identified needs. Implement evidence-based instructional practices for English learners through professional development focused on academic language and discourse that promotes EL students' expression of mathematical ideas, reasoning, and language that supports sense-making. Track and monitor students in mathematics and intervene when necessary. (Salida Middle School)
Action 1.5	2024-2025
Math Outcomes for Homeless	<ul style="list-style-type: none"> Track and monitor students in mathematics and intervene when necessary. (District-wide)
<p><u>Our Goal 2</u> 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 fosters student engagement.</p>	
Action 2.1	2024-2025
Strong Relationships and Positive School Climate	<ul style="list-style-type: none"> Foster caring, safe, and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills utilizing a multi-tiered system of support and strengthening school-wide Positive Behavior Interventions and Supports (PBIS) approach. Develop highly visible administrators who implement a universal vision and facilitate open communication among parents, teachers, and students to build a safe learning community and provide professional learning. Maintain counselors who provide small group, guidance lessons to at-risk students. Implement Leader in Me® evidence-based, social-emotional learning curriculum to foster student leadership, a culture of trust, and boost academic success district-wide. Provide Wellness Centers at each school to teach healthy coping skills and provide a calming space.
Action 2.2	2024-2025
Student Engagement	<ul style="list-style-type: none"> Provide programs and services to increase student opportunities for interaction and build positive school environments resulting in increased attendance and decreased chronic absenteeism. Provide student engagement and enrichment opportunities through music, art, technology, physical education, electives, S.T.E.A.M learning, lunchtime and after-school activities, and innovative learning spaces that foster connection, collaboration, and social interactions. Provide for student health and wellness through health support services.

Action 2.3	2024-2025
Maintain Safe Environments	<ul style="list-style-type: none"> • Review existing buildings/structures to include efficient infrastructure systems to ensure a well-maintained and safe environment. • Provide immediate ongoing feedback regarding school maintenance, repairs, cleanliness, and monitor results. • Facilities will be maintained to provide a safe and healthy learning environment.
Action 2.4	2024-2025
Strategic Support for Two or More Races	<ul style="list-style-type: none"> • Track and monitor chronically absent students and intervene when necessary. (District-wide and Salida Middle School) • Track and monitor student suspension rate and intervene when necessary. (Salida Middle School)
<p><u>Our Goal 3</u> Parents/Guardians will become more fully engaged as partners in the education of students within the Salida Union School District.</p>	
Action 3.1	2024-2025
Partners in Education	<ul style="list-style-type: none"> • Provide parents with opportunities to increase their skills as partners in education through meaningful engagement. • Provide families with information and resources that build parent knowledge and skills to support their child/children’s learning at home. • Provide supplies, childcare, and parent training materials. • Maintain opportunities for parents to volunteer and participate in leadership roles at schools.
Action 3.2	2024-2025
Two-Way Communication	<ul style="list-style-type: none"> • Provide a personalized approach to engage families in regular, meaningful communication to support student learning at home. • Provide opportunities for teachers to meet with families to discuss student progress during parent/teacher conferences and maintain ongoing communication throughout the year. • Principals will communicate with parents/families at least once each trimester. • Maintain online communication platforms, district/school websites, and Social Media access to inform and communicate with parents. • Provide translation & interpretation services in Spanish by bilingual staff at district/school events.

For the complete LCAP document, please visit our website at <http://www.salida.k12.ca.us/> under **Local Control Accountability Plan**.

In an effort to keep all educational partners informed as active participants in the continuation of the Salida Union School District LCAP, we have provided this LCAP Overview highlighting the amended actions to meet our goals. Your feedback and comments are always welcome. You may share your LCAP feedback and/or comments by following the link on the front page of the district website.