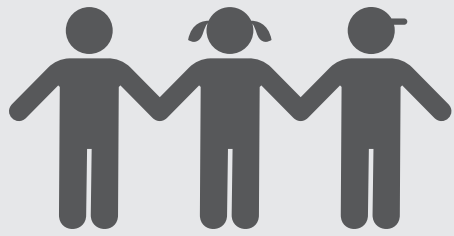


Local Control and Accountability Plan

Plan Summary, 2018-19



8,844 TK-6th Grade STUDENTS



14 SCHOOLS

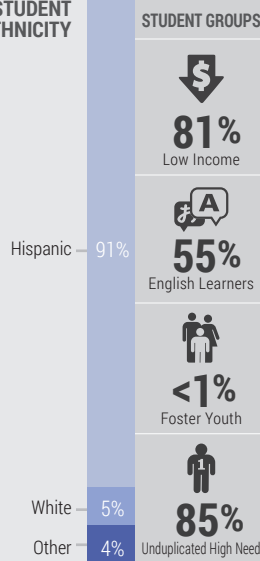


2 DISTINGUISHED Schools



928 EMPLOYEES

STUDENT ETHNICITY



DISTRICT STORY

High Quality Educational Experience

Committed to providing a safe & caring learning environment that prepares students for the digital & global arena



Bilingual Instruction & Support

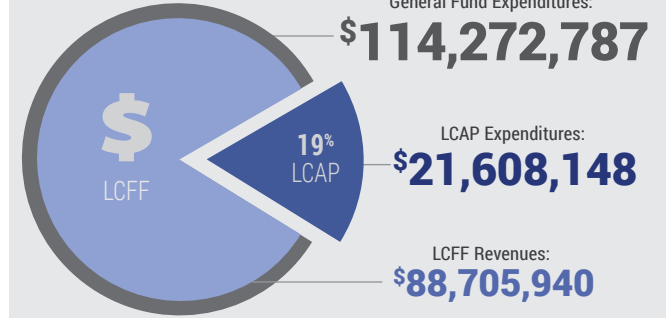
Schools provide dual immersion & early exit transitional alternative programs

District Mission

Provide a well-rounded education with multiple opportunities for all students' success.



BUDGET



(Totals Budgeted for 2018-19 LCAP year)

Additional Expenditures Not Specified in the LCAP:

- Classified salaries/benefits, Maintenance/Custodial expenses, Food Service & contributions to both Transportation & Special Education

LCAP GOALS & HIGHLIGHTS

High-Quality Base Program



GOAL

#1

Highlighted Actions

- 1.4 - Monitor progress using district benchmark assessments
- 1.6 - Refine PBIS implementation to ensure students feel safe & connected

Increase English Learner Progress



GOAL

#2

Highlighted Actions

- 2.4 - Use assessments & interventions to support English Learners in reading & language acquisition
- 2.7 - Professional development on cultural biases & culturally proficient practices

Rigorous & Standards-Aligned SWD Program



GOAL

#3

Highlighted Actions

- 3.4 - Analyze CAASPP data to strategically plan student support in areas of need
- 3.6 - Support student behavioral & mental health needs
- 3.7 - PD on inclusive practices for teachers

GREATEST PROGRESS

Increased Professional Development Offerings



Indicator:



Local Metric



Increased ELA Performance Indicator

Indicator: California School Dashboard



Status: 58 pts >standard
Change: Increased

Increased EL Progress



Indicator: California School Dashboard



Status: 67% made progress
Change: Maintained

Planned Actions to Maintain Progress:

- 1.2 - Implement standards-based instruction, curriculum & assessments
- 2.2 - Establish Designated & Integrated implementation expectations
- 2.5 - Ensure integrated ELD learning supports during all content area instruction

GREATEST NEEDS



Increase State Standards Implementation

Indicator:



Local Metric

Increase Math Performance Indicator



Indicator: California School Dashboard



Status: 77 pts >standard
Change: Maintained



Improve Chronic Absenteeism Indicator

Indicator:



Local Metric

Planned Actions to Address Needs:

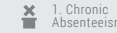
- 1.4 - Monitor progress using district benchmark assessments
- 1.5 - Extended learning opportunities & develop problem-based student learning units of study
- 1.7 - Diversified core instruction access for all students (visual art, vocal, & music, MTSS)

PROGRESS GAPS



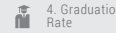
Subgroup in Need:

State Indicators:



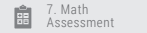
1. Chronic Absenteeism

2. Suspension Rate



3. English Learner

5. College/Career Readiness



6. ELA Assessment

7. Math Assessment

Homeless



Asian



Students with Disabilities



Planned Actions to Address Performance Gaps:

- 1.6 - Refine PBIS implementation to ensure students feel safe & connected
- 3.3 - SWD family trainings & workshops (expand participation, SELPA, Monterey County Behavioral Health, & Diagnostic Center of California)
- 3.6 - Support student behavioral & mental health needs

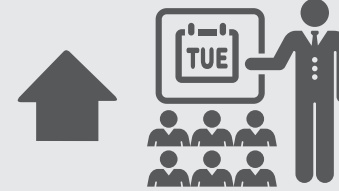
INCREASED OR IMPROVED SERVICES



Extended Day Kindergarten



Future Ready Learning



3 Professional Development Days



Strengthen MTSS





GOAL
#1



HIGH-QUALITY BASE PROGRAM

Estimated 2017-18 Expenditures

\$88,351,539

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
1.7 - Increase parent education participants	7,555	12,396	✓	24 Outcomes	10 Outcomes	42% <div style="width: 42%;"></div>
1.8 - Increase LCAP input meeting participants	117	261	✓			
1.17 - Improve student to device ratio	2:1	2:1 K-2, 1:1 3-6	✓			
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
1.1 - Provide high-quality services & reduce class sizes	\$78,575,034	\$78,423,335	✓	8 Actions	8 Actions	100% <div style="width: 100%;"></div>
1.2 - Standards based instruction & professional development	\$1,860,863	\$1,466,179	✓			
1.3 - Promote & develop positive parent & community relationships	\$340,266	\$345,543	✓			



GOAL
#2



INCREASE ENGLISH LEARNER PROGRESS

Estimated 2017-18 Expenditures

\$1,841,901

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
2.1 - Implement recently adopted standards & curriculum	met	met	✓	9 Outcomes	6 Outcomes	67% <div style="width: 67%;"></div>
2.5 - Improve English Learner Progress indicator	orange	yellow	✓			
2.9 - Increase students served in extended learning programs	550	5,213	✓			
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
2.1 - Implement school-wide designated & integrated ELD	\$24,500	\$15,017	✓	4 Actions	4 Actions	100% <div style="width: 100%;"></div>
2.2 - Establish ELAC & DELAC & promote participation	\$508,754	\$469,540	✓			
2.3 - Continue Logramos Assessment use	\$1,289,981	\$1,339,923	✓			





GOAL
#3



RIGOROUS & STANDARDS-
ALIGNED SWD PROGRAM

Estimated 2017-18 Expenditures

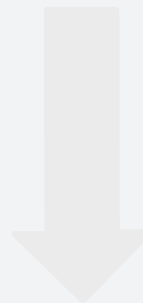
\$148,064

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
3.6 - Increase level 2 CAASPP ELA scores	50%	53%	✓	15	2	13%
3.9 - Increase level 2 CAASPP Math scores	25%	39%	✓	Outcomes	Outcomes	<div style="width: 13%;"></div>
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
3.1 - Inclusive practices, co-teaching, trainings & academic coach	\$29,214	\$0	✓	6	6	100%
3.3 - Inclusion Program Specialist for support & trainings	\$123,312	\$138,048	✓			
3.6 - Support teachers in inclusive practices with trainings & curriculum	\$15,000	\$10,017	✓			



Stakeholder Engagement



1

SURVEY
Conducted



10

WORKSHOPS
Held



136

COMMENTS
Received



109

STAKEHOLDERS
Engaged



2

BOARD MEETINGS
Convened



10

GROUPS
Involved

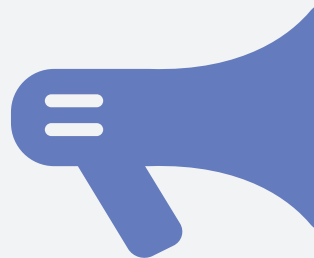
Groups include:

Parents, Students,
Teachers, Staff,
Administrators,
Cabinet, Trustees,
LCAP Leadership team,
Bargaining Units, DELAC



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- Single Plan for Student Achievement
- Student Achievement Data



SCESD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, social media, email, word of mouth, meetings.

Service Improvement & Fiscal Transparency



California law mandates Local Control Funding Formula consisting of 3 tiers, with 2 tiers...



Concentration Grant	\$21,287,743
Supplemental Grant	
Base Grant	\$67,418,197
Other Revenue (state & local)	\$14,188,683
Federal Revenue	\$5,994,362
Total Revenue:	\$108,888,985



...targeting disadvantaged students...



Low Income



English Learners



Foster Youth



...resulting in increased service of...

32%

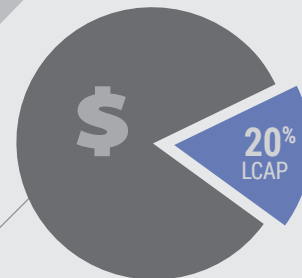
2018-19
Expected Service
Improvement Using

\$21,287,743

In Total Concentration
& Supplemental Grants
vs.

Total Specified
2018-19 LCAP
Expenditures:

\$21,608,148



GOAL

#1



High-Quality Base Program

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2018-19 MEASURABLE **OUTCOMES**

1.1

MAINTAIN WILLIAMS ACT COMPLIANCE

2018-19 Met	Baseline Met
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1.2

IMPLEMENT STATE STANDARDS

2018-19 Met	Baseline Met
----------------	-----------------

1.3

INCREASE PARENT ENGAGEMENT

2018-19 	+5%	+10%	129	194	22	Met
Baseline 	2,208	2,208	106	160	18	Met

1.4

INCREASE SBAC ELA & MATH RESULTS

2018-19 	+10%	Baseline 27%	2018-19 	+13%	Baseline 27%
	ELA			Math	

1.5

INCREASE K-2 FOUNDATIONAL SKILLS ASSESSMENT SCORES

2018-19 	+10%	Baseline 	49%
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1.6

INCREASE GRADES 1-2 FLUENCY ASSESSMENT SCORES

2018-19 	+10%	Baseline 	57%
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1.7

INCREASE LEXILE ELA SCORES

Set Baseline

1.8

INCREASE QUANTILE MATH SCORES

Set Baseline

1.9

INCREASE STUDENT TO DEVICE RATIO

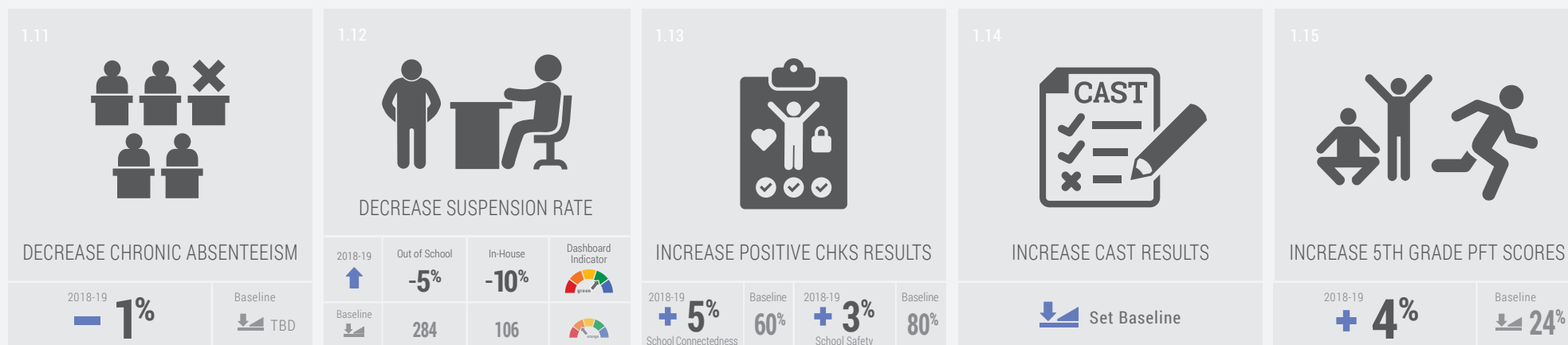
2018-19 	1.5:1	Baseline 	3:1
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1.10

INCREASE ATTENDANCE RATES

2018-19 	97%	Baseline 	95.5%
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EXPECTED 2018-19 MEASURABLE OUTCOMES



EXPECTED 2018-19 ACTIONS & EXPENDITURES

Goal #	Action / Service	Amounts	Target	Status	
1.1	High quality basic services & reduce class sizes (teachers, instructional materials, & facilities)	\$3,658,754	All Students	Modified	
1.2	Implement standards-based instruction, curriculum & assessments (designated & integrated ELD, training, explore & pilot science curriculum, explore social studies curriculum options, monitor standards implementation)	\$1,766,919			
1.3	Promote & develop positive parent & community relationships (welcoming atmospheres, family participation support resources, parent coordinator, Monterey County Behavioral Health partnership, family engagement plan, foster youth parent support group, parent leadership seminars)	\$1,184,155			
1.4	Monitor progress using district benchmark assessments (data team structures, math professional development, invest in technology equipment & staff, interventions, learning needs differentiation, extend TK & kindergarten instructional day)	\$6,543,107			
1.5	Continue extended learning opportunities & develop problem-based student learning units of study (Saturday school, engaging activities)	\$1,420,108			Unchanged
1.6	Refine PBIS implementation to ensure students feel safe & connected (PD, expand bullying prevention, Playworks, Behavior Intervention Teams, Restorative Justice, crossing guards, ALICE training)	\$2,682,217			Unchanged
1.7	Diversified core instruction access for all students (visual art, vocal, & music extension programs, continue MTSS)	\$411,976			
1.8	Site allocations to support individual site needs	\$2,178,155			

GOAL #2



Increase English Learner Progress

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2018-19 MEASURABLE **OUTCOMES**

2.1

INCREASE STATE STANDARDS IMPLEMENTATION ON REFLECTION TOOL

2018-19 Improve Implementation	Baseline Met Standard
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2.2

INCREASE ENGLISH LEARNER FAMILY PARTICIPATION

2018-19 10%	Baseline TBD
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2.3

INCREASE ELPAC PROGRESS

2018-19 10%	Baseline TBD
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2.4

INCREASE EL RECLASSIFICATION RATE

2018-19 17%	Baseline 11%
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2.5

INCREASE ENGLISH LEARNER PROGRESS INDICATOR

2018-19	Baseline
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2.6

INCREASE LOGRAMOS ASSESSMENT ACHIEVEMENT

2018-19 Metric	Baseline
89% Grade 1	86%
80% Grade 2	77%
70% Grade 3	67%
82% Grade 4	79%
87% Grade 5	84%
71% Grade 6	68%

2.7

INCREASE STUDENT RECEIVING BILITERACY PATHWAY AWARD

Set Baseline

2.8

INCREASE STUDENTS SERVED BY UNDUPLICATED STUDENT PROGRAMS

2018-19 24 <small>Newcomer Language Development Center</small>	Baseline 26	2018-19 5% <small>Extended Learning ELD Program</small>	Baseline 521
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EXPECTED 2018-19 **ACTIONS & EXPENDITURES**

 Goal #2	 Action / Service	 Amount	 Target	 Status
2.1 - See goal 1		see goal 1	 English Learners 	 Unchanged
2.2 - Establish Designated & Integrated implementation expectations (progress monitoring tool, use data to design professional development, implement multilingual programs)		N/C		 Modified
2.3 - Continue to support ELAC establishment & building parent leadership (tools, resources, & training for effective committees, resources to encourage parent attendance at meetings, seek stakeholder feedback, evaluate parent program effectiveness)		\$514,494		
2.4 - Use assessments & interventions to support English Learners in reading & language acquisition (Logramos Assessment, EL Resource Teachers & Site Liaisons, EL programs)		\$1,125,431		 Removed
2.5 - Ensure integrated ELD learning supports during all content area instruction (support Biliiteracy Pathway Award implementation)		see action 2.4		 New
2.6 - Removed from LCAP		N/C		
2.7 - High quality professional development on cultural biases & developing culturally proficient practices		N/C		
2.8 - See goal 1		N/C		





GOAL #3



Rigorous & Standards-Aligned SWD Program

GOAL DETAILS

STATE PRIORITIES

 1. Basic Services	 2. Academic Standards	 3. Parent Involvement	 4. Student Achievement
 5. Student Engagement	 6. School Climate	 7. Course Access	 8. Other Outcomes

STATUS

 New	 Modified	 Unchanged
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EXPECTED 2018-19 MEASURABLE **OUTCOMES**

3.1



INCREASE SPECIAL EDUCATION FORUM PARENT PARTICIPATION

2018-19 + 20%	Baseline TBD
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3.2



INCREASE PARENT SURVEY FEEDBACK

Set Baseline

3.3



INCREASE SBAC ELA & MATH SCORES

2018-19 ↑ 21%	Baseline 6%
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3.4



INCREASE CAASPP ELA & MATH SCORES

2018-19 Metric	Baseline
↑ 25% ELA Level 3	1%
↑ 45% ELA Level 2	43%
↑ 30% ELA Level 1	56%
↑ 25% Math Level 3	0%
↑ 25% Math Level 2	25%
↑ 50% Math Level 1	75%

3.5













INCREASE INCLUSION PARTICIPATION RATE










2018-19 + 5%	Baseline TBD
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EXPECTED 2018-19 **ACTIONS & EXPENDITURES**

Goal #3	Action / Service	Amount	Target	Status
3.1 - See goal 1		\$39,567		 Unchanged
3.2 - Provide SWD access to general education program (professional development, supplemental programs, UDL, Inclusion Program Specialist & Special Education Academic Coach)		N/C	 Students with Disabilities	 Modified
3.3 - SWD family trainings & workshops (expand participation, include outside agencies such as SELPA, Monterey County Behavioral Health, & Diagnostic Center of California)		N/C		
3.4 - Analyze CAASPP data to strategically plan student support in areas of need (data teams include collaboration between general & special education & support staff)		\$83,266		
3.5 - Provide SWD access to enrichment programs (Extended School Year, Science Camp, Special Olympics, Saturday School, Nasa Academy, BEST program & STEM academy)		N/C		
3.6 - Support student behavioral & mental health needs (service professionals, CPI training, & support staff)		N/C		
3.7 - Ongoing professional development for special & general education teachers to support inclusive practices implementation		N/C		
3.8 - See goal 1, action 8		N/C		

Abbreviations: ALICE (Alert, Lockdown, Inform, Counter, Evacuate), BEST (Best of Education and Safety Time), CAASPP (California Assessment of Student Performance and Progress), CAST (California Science Test), CHKS (California Healthy Kids Survey), CPI (Crisis Prevention Institute), DELAC (District English Learner Advisory Council), EL (English Learners), ELA (English Language Arts), ELAC (English Learner Advisory Committee), ELD (English Language Development), ELPAC (English Language Proficiency Assessments for California), FY (Foster Youth) LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), MTSS (Multi-Tiered System of Supports), N/C (No Cost), PBIS (Positive Behavioral Interventions and Supports), PD (Professional Development), PFT (Physical Fitness Test), SBAC (Smarter Balanced Assessment Consortium), SCESD (Salinas City Elementary School District), SELPA (Special Education Local Plan Area), STEM (Science, Technology, Engineering and Math), SWD (Students With Disabilities), TK (Transitional Kindergarten).

Legend	
 - Increase	 - Maintain
 - Decrease	 - Maintain / Increase
 - Increase BY	 - Baseline
 - Decrease BY	 - Completed
	 - In progress



For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.

This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 200 page LCAP narrative plan.



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Superintendent: Martha L. Martinez; Email: mmartinez@salinascity.k12.ca.us