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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Soledad Unified School District	Randy Bangs Associate Superintendent, Educational Services	rbangs@soledad.k12.ca.us 831-678-0668

Plan Summary [2020-21]

General Information

A description of the LEA, its schools, and its students.

The Soledad Unified School District (SUSD) is located in Soledad, California, which is situated in the heart of the rich Salinas Valley, the salad capital of the world. SUSD strives to provide comprehensive educational services to students in Preschool through the 12th grade as well as adult school. The district is comprised of five elementary schools; Gabilan, Frank Ledesma, Jack Franscioni, Rose Ferrero, San Vicente; one middle school, Main Street Middle; a comprehensive high school, Soledad High and Community Education Center: Pinnacles High School (continuation) and Soledad Adult School. The district opened a newly constructed middle school, Main Street Middle School, in August 2019 with the financial support from a \$40 million construction bond passed by voters.

The district enrollment of approximately 5,000 (4,905 - 2018-19 Data) students is comprised of 89.4% Free and Reduced Lunch, 32.2% English Learners and .2% Foster Youth. The district's students are 94.6% Hispanic or Latino, 2.2% White, 1.1% Filipino, 0.6% African American, 0.9% Asian, 0.1% American Indian or Alaskan 0.1% Pacific Islander, 0.3% Two or more races and 0.1% Not Reported. Approximately 14.6% students are in Special Education and 3.2% are designated as Migrant. The number of parents without a high school diploma is 31%. Our graduation rate is 91.9%.

The Soledad Unified School District's Local Control and Accountability Plan aims to support its Vision and Mission, as follows:

Vision Statement:

Soledad Unified School District students will demonstrate high levels of literacy in all academic fields, use effective thinking and productive organizational skills, show positive and healthy personal and civic responsibility, express the ability to be both independent and cooperative, appreciate diverse cultures, and develop meaningful and rewarding social relationships. Our students will achieve their best and be a source of pride for themselves, their parents, their community, and the world.

Mission Statement:

The results of the Soledad Unified School District's efforts will be evidenced by:

Students:

Increasing levels of success on standards based achievement measures.

Staff:

Employ and retain administrators, teachers and support staff who are highly qualified, dedicated, and effective, hold themselves and students to high personal and academic expectations and demonstrate continuous self improvement that drives program and student success.

Educational Program:

Provide a vigorous, high quality, engaging and targeted educational program that prepares our diverse students to meet or exceed district and state standards, and state and national performance targets that teaches the skills to inspire students to be life--long learners, and supports success in higher education, employment, citizenship, and family life.

Facilities, equipment, and materials:

Provide safe and secure facilities that are clean and well-maintained, well-planned and state of -the -art; with a sufficient number of current textbooks and instructional materials that are aligned to standards.

Learning environment:

Maintain a learning environment that is caring, nurturing, and positive, and demonstrates trust, respect, and tolerance among all the schools' stakeholders.

Strategic partnerships:

Establish and maintain partnerships with community, business, government leaders, and post secondary institutions that secure and maximize resources and talents.

The District endeavors to maximize student learning by utilizing effective, research-based strategies. The district has ongoing initiatives including Gradual Release of Responsibility, weekly teacher collaboration, teachers on special assignment for English Learners, Education Technology and Academics, Read 180 (reading intervention), Accelerated Readers, Professional Learning Communities, and Multi-Tiered Systems of Support. In the 2018-19 school year, the District began additional supports for student learning including the Professional

Learning Community model for weekly collaboration, the Constructing Meaning for integrated ELD at the secondary level, and Multi-Tiered Systems of Support. Principals, district administrators and TOSAs participated in Collaborative Leadership and training with Peter DeWitt. The Peter DeWitt training continued in the 2019-2020 school year.

The district seeks to provide professional development for its teachers which aligns with identified student needs. This year, professional learning included focus on PLCs, Universal Design for Learning, Mindfulness, Mathematics, English Language Arts, Formative Assessment, Multi-Tiered Systems of Support, Interventions and use of Educational Technology. The district also added professional development for classified employees which included general and job-specific training.

The district strives to provide professional learning activities based upon identified needs of its students. Data is obtained from performance-based and norm-referenced tests as well as common formative assessments based upon identified essential standards. The district utilizes a universal screener to determine students' reading levels.

In the 2018-19 school year, the District undertook activities to determine the efficacy of its initiatives. These activities included the accreditation and mock WASC visitations process for Soledad High School, the Tiered Fidelity Inventory for PBIS implementation, the Fidelity Inventory Assessment for MTSS, Root Cause Analysis for SBAC performance levels.

The district offers numerous engagement opportunities for parents and the community, with the overall objective of helping parents support student learning. The district collaborates with community agencies to provide Strengthening Families, Parent Institute for Quality Education and Sun Street Center programs. School sites also offer literacy, math, and science nights for parents and students.

Through the LCAP, the district provides support for parents including family liaisons at each school site who ensure parents are able to connect with school staff and receive support needed for student success. Clerk/Typists are employed to coordinate Student Success Teams and IEP meetings and ensure parent participation.

The district actively seeks parent involvement in school/district governance through participation in English Learner Advisory Committees, School Site Councils, District Learner Advisory Committee, Board Advisory Committee on School Construction, and the LCAP Advisory Committee. Parents attend Stakeholder Engagement meetings at each school site to provide input on the district's LCAP.

The District employs a full time Registered Nurse, a Licensed Vocational Nurse and an Health Aide at each site to support student health services. The district strives to meet the health needs of its students through vision, hearing and scoliosis screenings as well as provision of specialized health services and emergency medical administration through highly trained personnel. The district contracts with the Monterey County Behavioral Health Department to provide behavioral health services for SUSD students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 2019-2020, the SUSD continued to take steps to improve instructional support for students. Several LCAP actions including provision of resources for literacy and reading, parent engagement, music education, and Positive Behavior Intervention and Support (PBIS) were designated as site-based. In order to support our LCAP work, the Monterey County Office of Education (MCOE) staff reviewed the analysis of all the District Initiatives and Systems. School board members, District office, site administrators, staff members from across the district attended workshop sessions to discuss what is working well, and areas of growth and improvement. Their input from the sessions resulted in decisions that will support students as we begin the 2020-2021 school year.

Goal 1: Graduation Rate

The graduation rate on the dashboard for SUSD indicates a Yellow for all students. These 353 students still ranked in the high range at 91.9% even though there was a decline of 4.2% from the previous year. Our greatest progress was made by:

The continued offering of Advanced Placement (AP) courses. For example, during the 2017-18 school year, an additional 12 AP courses were offered in a total of 18 sections. 505 students participated in these classes, of which 106 students passed with a 3 or higher. For the 2018-19 school year, the number of AP courses increased by 14 for a total of 22 sections. There were 556 students enrolled, with 133 students passing with a 3 or higher. This 2019-20 school year, there were 11 AP courses offered with 19 sections. There were 451 students enrolled, with AP exam scores to be announced in July 2020.

SUSD continued with the Pathways work, which is staffed with highly qualified teachers. Acellus classes are offered for credit recovery so that students can graduate.

The Gear Up program is intact with the starting of a new cohort for 7th graders to be continued as students need academic support through the first year college.

Goal 2: Proficiency for All - (Academics for Both ELA & Math)

The English Language Arts scores on the dashboard for 2,487 SUSD students indicate a Yellow, which ranked in the low range at 44.5% points below level 3, but an overall increase of 7.3%.

The 1,398 English Learner students ranked in the Yellow range which is an increase of 4.7% points but within a low range at 68.3% points below level 3.

The 2,296 Socioeconomically Disadvantaged students ranked in the Yellow range but had an increase of 7.8% points but within a low range at 47.3% points below level 3.

The 403 Students with Disabilities ranked in the Orange range, which increased by 6.4% points, but within a Very Low range at 116% points below level 3.

The 2,368 Hispanic students ranked in the Yellow range, which is an increase of 8.6% points but within a low range at 45.6% points below level 3.

Math:

The Math scores on the dashboard for 2,480 SUSD students indicate a Yellow, which showed an overall increase of 3.7% but ranked in the low range at 84.2% points below level 3.

The 2,291 Socioeconomically Disadvantaged students ranked in the Yellow range but had an increase of 3.4% points but within a low range at 86.8% points below level 3.

The 2,362 Hispanic students ranked in the Yellow range, which is an increase of 4.8% points but within a low range at 85.8% points below level 3.

Our greatest progress was made by:

Providing, implementing, and training teachers on the new ELA & Math adoption materials to help with ELA & Math.

Implementing Fisher/Frey Reading training throughout the year to support teachers with reading.

Identifying students reading below grade level and targeting instruction to meet their needs using research-based reading programs like Read 180 and System 44.

District-wide Student Study Team (SST) process to help identify students struggling in reading & math.

Implementing a district-wide assessment plan to constantly use data to help inform instruction.

Goal 3: Safety - (Suspension Rate)

On the Dashboard, 5,125 students ranked in the Orange color, which they maintained at the High range of 4.9%.

26 Foster Youths ranked in the Green color and in the Medium range at 3.8%, which is a 10.4% decrease.

Our greatest progress was made by:

Offering PBIS training & implementation for all our K-12 schools resulting in a decrease in office discipline referrals.

Providing Tier II and Tier III behavioral interventions for students that need support.

Goal 4: Parent Involvement

Our greatest progress was made by:

Events showcasing students' work and performances lead to an increase in parent participation.

Continuing to have a great turn out for Parent Conferences at 96.3%.

Offering Parents In Quality Education (PIQE) Classes at Main Street Middle School.

Sending home Surveys for feedback from both parents and students

Continuing to hold Parent Trainings at each site given by the Intervention Coordinator/Site Liaisons.

Goal 5: Hire Highly Qualified Teachers & Retaining them

Our greatest progress was made by:

Incorporating an aggressive recruitment plan by utilizing more local venues.

Use of incentives & signing bonuses to attract new teachers.

Increased participation of Soledad teachers in the Recruitment Fairs process.
Continued implementation of induction, training, and mentoring for our new teachers.
The number of teachers which had to be hired dropped from 70 in 2017-18 to 51 in 2018-19 to 42 in 2019-20.

Goal 6: Support English Learners (EL) students and other student groups - (English Learner Progress Report)

On the Dashboard 1,398 English Learner students ranked in the Yellow range in English Language Arts (ELA), which is an increase of 4.7% points but within a low range at 68.3% points below level 3.

In the 2018-19 Dashboard, 41.6% of our English Learners made progress towards English language proficiency.

In College & Career Readiness 120 of our Socioeconomically Disadvantaged students were 90.2% Prepared.

A significant number of English Learners (405) were re-designated in 2018-19, an increase from 2017-2018 data where 300 English Learners were re-designated.

Our greatest progress was made by:

Providing professional development training to teachers

Providing sites with English Learner Teachers On Special Assignments (TOSA) to support students and coach teachers.

Supporting the sites with their ELPAC testing.

Supporting the students with reclassification.

Continue to implement English 3D for students in grades 4th-8th.

We plan to continue our progress through the aforementioned actions.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: Graduation Rate-

The Greatest Needs for the Graduation Rate are with the Students with Disabilities group. The Students with Disabilities placed in the Low status level (Orange). Although 73.3% of them graduated this reflected a decline of 10.0%.

Our Greatest needs in Goal 1 are:

Continue to support the students with disabilities to help them graduate by their 12th grade year.

Goal 2: Proficiency for All-

English Language Arts:

The Dashboard shows that in ELA overall all students are in the Yellow Performance level which means that we have 2,487 students in the Low range, -45.1 points from the standard. They increased 6.7 points.

The English Learners are in the Yellow which involves 1,398 students. They are in the Low range at -69.1 points from the standard. They increased 3.9 points.

The Socioeconomically Disadvantaged students are in the Yellow Performance level. We have 2,296 students who are in the Low range at -47.9 points from the standard. They increased 7.2 points.

The Hispanic students are in the Yellow which includes 2,368 students. They ranked in the Low range at -46.2 points from the standard. They increased 8 points.

The Students with Disabilities are in the Orange Performance level. We have 403 students with disabilities that are in the Very Low status at -116.3 points from the standard. They increased 6.1 points.

The White students are in the Orange which includes 51 students. They ranked in the Low range at -21.4 points from the standard. They declined significantly -20.8 points.

The Homeless students are in the Red which includes 73 students. They ranked in the Very Low range at -76.9 points from the standard. They increased 2.2 points.

Math:-

The Dashboard shows that in Mathematics overall all students are in the Yellow Performance level which means that we have 2,480 students in the Low level for Math. They are -84.2 points from the standard. They increased 3.7 points.

The Socioeconomically Disadvantaged students are in the Yellow performance level. They are -86.8 points from the standard and have increased 3.4 points.

The Hispanic students are in the Yellow, which includes 2,362 students. They are low at -85.8 points from the standard and have increased 4.8 points.

The White students are in the Orange, which includes 51 students. They are low at -47 points from the standard and have decreased -10.8 points.

The English Learners which includes 1,396 students are in the Red performance level and are Very Low. They are -95.6 points from the standard and have maintained 2.9 points.

The Homeless students are in the Red which includes 73 students. They ranked in the Very Low range at -124.2 points from the standard. They decreased significantly -19 points.

The Students with Disabilities which includes 398 students are in the Red Performance area. They are Very Low at -147 points from the standard. They maintained 2.2 points.

Our Greatest needs in Goal 2 are:

- Providing students with effective interventions.

- Providing teachers with professional training in best practices in mathematics instruction.

- Providing getting students to grade-level reading proficiency at/prior to 3rd grade.

- Providing Students with Disabilities with access to grade-level Common Core State Standards (CCSS).

Goal 3: Safety

The Dashboard shows in the area of Suspensions overall all students are in the Orange Performance level which means that we have 250 students in the High level.

The Greatest need is with Homeless students in the area of Suspension. Homeless students are in the Red which includes 17 students. They ranked in the Very High range at 8.6% and increased significantly 4.4%.

The Students with Disabilities which includes 64 students are in the Orange in the area of Suspension. They ranked in the Very High range at 8.2% and declined by -0.5%.

Our Greatest Need is:

Supporting positive behavior among our Homeless and Students with Disabilities (to address the high suspension rate).

Address the needs of our trauma-affected students

Utilize data to address the needs of Students with Disabilities

Identifying our Students with Disabilities

Giving the Students with Disabilities 1 on 1 support through the Check -In -Check Out intervention process which is included in the Tier II -PBIS approach. The teacher sets up goals for the individual student, & the student checks in each morning with an assigned adult. The teachers mark on the goal chart if the student meets his/her goals and then they check in with the adult again at the end of the day to discuss their progress. Their progress is then tracked over time and the students are rewarded if they show progress with their behavior.

The District hired a behavior specialist to address behavior concerns for Students with Disabilities.

Goal 4: Parent Involvement

Our Greatest Need for Goal 4 is:

Accommodate parents by holding meetings at convenient times.

Provide translation and child care during meetings.

Continue to offer Parents In Quality Education Classes (PIQE).

Continue to have Intervention Coordinator/Liaisons offer parenting classes at each site.

Goal 5: Hiring Highly Qualified Teachers & Retaining them

Our Greatest Need for Goal 5 is:

Continue to provide PD and support for new teachers.

Continue to recruit locally and aggressively.

Continue to keep in place the incentives for new teachers so that we attract them to Soledad, and continue to support new teachers in order to retain and reduce the turnover.

Goal 6: Supporting EL learners and other subgroups

The Dashboard Detailed Reports indicate that the English Learners, Homeless and Students with Disabilities rank in the Very Low level for English Language Arts. In addition, the Homeless and Students with Disabilities rank in the Very Low level for Mathematics.

Our Greatest Need for Goal 6 is:

Teach consistently with our new HMH Designated English Learner program for grades 4--12.

Implement a Newcomer Program for 4th grade and up.

Provide more training for English Language Arts/English Language Development materials.

Purchase English Language Development materials to supplement as needed.

Provide coaching on Integrated English Learner strategies.

Provide professional development for K--3 teachers that includes integrated and designated strategies for English Language Development.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

NEW ACTIONS

The 2018-2019 LCAP included new actions which sought to enhance our instructional services to students. These included:

>Additional psychologist staffing to support elementary students' mental health

>Addition of a Teacher on Special Assignment (TOSA) to support Read 180 teachers and early intervention

- School-site accessible funding for PBIS incentives and student/parent engagement activities

>Resources for anti-bullying activities

>Additional pupil supervisor staffing to enable RTI aides to spend more time in classrooms supporting students

>Providing job-alike professional development for every classified staff member

The 2019-2020 aims to build on services to students, parents and staff by

>Supporting College-Aspring (Gear-up type) services funded through other initiatives to build college-going cultures at the middle and high schools.

>Enhancing our PLCs through coaching for teachers on collaboration and student intervention

>Enhancing mathematics instruction through professional development for our teachers and interventions for our students

>Providing Drug Use prevention and interventions services for students and parents

- >Adding bullying intervention and restorative justice services at our schools
- >Adding additional Monterey County Mental Health Services
- >Providing training for our staff in student deescalation
- >Augmenting our current Parent Messaging System with additional features to increase communications with parents
- >Providing training and coaching for general and special education teachers in best practices for co-teaching
- >Adding a specific action for job-alike professional development for all classified staff members

GOAL-SPECIFIC HIGHLIGHTS OF THE 2019-2020 LCAP

Goal 1 - Graduation & College/Career Readiness: Support college-aspiring activities through additional of Gear-up type services for secondary students, continue college/career pathways, support parent education of college admissions and financial aid process, provide college-awareness activities for students in all grade levels, and enhance 4-year and 6-year planning for high school and middle school students.

Goal 2 - Proficiency for All: Continue support for class size reduction in grades K-3, revise and enhance district-wide assessment plan, align robust professional development/learning for our teachers with critical student needs, provide additional resources for student interventions, augment after school program with tutoring support for students, continue support for early literacy in Junior/Transitional Kindergarten and Kindergarten, continue training and coaching for principals, district administrators and TOSAS in instructional leadership, expand resources for reading intervention to include more access for students, continue support for implementation of Next Generation Science Standards, continue purchasing reading materials for school site libraries, build essential standards guides for elementary grade-level and secondary subject-area classes, add a specific action to address critical learning needs of students in mathematics and provide training for new textbook adoptions

Goal 3 - Safe Schools: Continue A.L.I.C.E. and other safety-related training of certificated and classified staff, continue school resource officer services for school sites, continue support for safe and health facilities, enhance safety data acquisition by adding social-emotional screeners, continue mental health services for students, increase student incentive programs and scale resources to school site enrollment, continue pupil supervisor and campus security officer services at school sites, add intervention and prevention services for students and parents around controlled substance and vaping use, and add student de-escalation training for certificated and classified staff.

Goal 4 - Parent & Community Engagement: Continue family liaison services at school sites, continue providing transportation services to students at school sites, continue and enhance music education supporting strings programs at elementary and middle schools and marching band event participate at the high school, continue support for student co-curricular activities and athletics, continue district intervention coordinator services, continue support for student health staffing including RN and LVN services, enhance district and school communication with the public through enhanced technology, continue support for school site and district engagement with parents to increase participation and parent education,

Goal 5 - High Quality Staff: Continue best practices in teacher recruitment, retention, and support, continue administrator development in classroom observation, continue education pathways at the high school, continue customer service training for employees, and enhance job-alike professional development for all classified employees.

Goal 6 - Support for Student Subgroups: Continue TOSA services for English Learners at all school sites, expand professional development for teachers of English Learners, continue services for transitional (foster and homeless) youth and families, continue clerical services to support student success and IEP team meetings, support for parent engagement and education at the school sites, add training and coaching for general and special education teachers in co-taught classrooms, and resources for LGBTQ student activities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Main Street Middle School was identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Main Street Middle School has participated with other district school sites in an ongoing process to evaluate school and district systems through root cause analysis protocols. On March 22, 2019, MSMS participated in a systems analysis with the other SUSD school sites. This analysis determined that challenges include an over-identification of students for SPED services and consistently underperformance in mathematics on local and state assessments. In a follow-up meeting, held on April 12, 2019, a root cause analysis was completed for these challenges. A list of factors contributing to low math performance and SPED over-identification were developed for each challenge along with a list of recommendations.

The systems analysis and root cause analysis protocols were followed up this year with MTSS training. MSMS participated, along with other SUSD school sites in Scaling Up to Multi-Tiered Systems of Support (SUMS) training, cohort 3. The MSMS team attending SUMS training developed focus areas for planning and implementation to address challenges at MSMS. These included but were not limited to Social Emotional Learning, as MSMS MTSS team members feel that SEL is essential to students' academic success. On March 28, 2019 an updated root cause analysis was completed for 4 data-based topics: Under performance of SWDs on CAASPP English Language Arts and Mathematics as well as Suspensions and Post-School Readiness.

In addition to the MTSS work, Main Street Middle School along with all schools in the Soledad USD have held several Local Control and Accountability stakeholder engagement meetings with parents, English Learner Advisory Council, students, staff and the School Site Council to help identify critical student learning needs as well as areas in which teachers and parents can be provided additional support. In addition, school site and district administration are conducting analysis of local and state assessment data to help determine what actions will need to

be taken to increase student achievement. Dashboard Analysis indicates that in addition to mathematics, MSMS students are underperforming in English Language Arts.

The Soledad USD has signed with the Core Data Collaborative with the Monterey County Office of Education. The Core Data Collaborative will be able to provide change and growth data, formatted to enable determination of how programs are working. These include:

- Multi-metric school and district Data Dashboards with performance benchmarked against peers across California;
- Included metrics: Academic Achievement, Academic Growth, High School Readiness, Graduation, Chronic Absence, Suspension Rates, English Learner Redesignation Rates;
- Optional metrics: Social Emotional Skills, and Student/Staff/Family Climate Surveys;
- Dynamic reporting and opportunities for deeper analysis using the CORE Insights Dashboard;
- Strategic analytics by CORE Districts' partners at Education Analytics;
- Integration of measures and learnings into CORE District PLC sessions; and
- Additional professional/peer learning opportunities;
- Support for Multi-Tiered Systems of Support.

The Soledad USD has two schools who are participating in the Professional Learning Network in partnership with MCOE. MSMS will consider joining the other two schools in the PLN. Through the PLN, MSMS will identify a Problem of Practice and Driver Diagram to enable teaching staff to engage in best practices for English Language Arts and Mathematics instruction, (i.e. Constructing Meaning and Structured Mathematics Talks).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

MSMS will participate in training and use of the Core Data Collaborative as mentioned in the response to Comprehensive Support and Improvement: Support for Schools. The MSMS on an annual basis prepares a school summit report which contains all data related to academic achievement, behavior and social emotional learning. This summit is presented to public audiences as well as the District Leadership team and allows for a transparent process for monitoring student progress.

MSMS utilizes the CIFT (Collaboration and Instructional Feedback Team) process for lesson study. Teachers collaborative plan lessons, conduct peer observations and hold follow-up meetings to discuss the lessons. MSMS conducts Professional Learning Community inventories which enables staff to monitor the fidelity of the PLC process. This includes setting and following norms, identification of essential standards, common formative assessments, SMART goals, interventions and enrichment, reassessment and evaluation of interventions.

MSMS conducts the Tiered Fidelity Inventory to measure the level and quality of PBIS (Positive Behavior Supports and Interventions) implementation. MSMS will utilize the SUMS training to develop MTSS for academic, behavioral and SEL. With the MTSS systems there are inventories which can measure progress using the SWIFT toolkit.

MSMS will use locally adopted assessments to measure student academic growth. These include NWEA (Norm-referenced assessment), Illuminate (Standards-based assessments), IAB (CAASPP digital library). MSMS will also utilize data from specific assessments from Read

180, Accelerated Reader (STAR), English 3D to track student progress. MSMS will also monitor the numbers of students referred for Special Education Assessment.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

A summary of the feedback provided by specific stakeholder groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	Graduation Rate: Students will graduate from high school college and career ready.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
HS Graduation Rate - Soledad Unified	87.10%				
EL Graduation Rate - Soledad Unified	76.20				
College and Career Ready Not Prepared - Soledad Unified	71.50				
Gr 11 CELDT E.Advan/ELPAC Well Developed - Soledad Unified	87.10%				
Caaspp ELA -11th gr - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data	39.00%				
Caaspp Math- 11th grade - Standard Met Level 3 Soledad High School, Pinnacles	15.00%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
High not included in this data					
Caaspp- 11th gr Disabilities in Math - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data	0.00%				
NWEA-11th gr reading = or < 41% (at or greater than) Includes Average, High Average, High (Soledad High)	56.00%				
NWEA-11th gr LA = to < 41% (at or greater than) Includes Average, High Average, High (Soledad High)	57.00%				
Caaspp- 11th gr. Students w/Disabilities in Reading - Near Standard Soledad High School, Pinnacles High not included in this data	15.00%				
% of Students who Passed AP Exam with a 3 or higher Soledad High	15%				
EL Reclassification Rates (Grades 7-12)	29.83%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		<p>1.1 Instructional Program Support</p> <p>Provide classes at secondary school sites to support college/career pathways. Pathways supported include:</p> <p>Agriculture Digital Media (film and broadcasting) Woodworking Education Culinary Dental Service STEM Robotics Floristry NJROTC</p> <p>Action provides for salary/benefits of pathway teachers.</p> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>		No
2		<p>1.2 Counseling Services - Secondary</p> <p>Provide training, materials and time for counselors to support students toward college and career readiness; 7th grade school students will have a 6 year plan and 9th grade students will have a 4 year plan by the end of their respective years. Action includes support for UC/CSU A-G training, attendance at counseling conferences and compensation for middle school and high school counselors to conduct parent/student pathway conferences.</p> <p>Action provides for counselor salaries, hourly for counselor conferences, materials for 4/6 year plans, travel/conference and professional services.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		This Action addresses the PIR Post-School Outcomes Indicator.		
3		<p>1.3 Credit Recovery & Intervention</p> <p>Provide students programs to enable them to graduate on schedule, and college/career ready. Supported programs include Acellus (online credit recovery) and Elevate Math (summer mathematics program). Elevate Math provides robust professional development for the summer school teachers teaching summer mathematics.</p> <p>Action includes funding for cost of professional services.</p> <p>This Action addresses DA Mathematics Indicator: Instructional Practices - Actively Engaged in Relevant Learning & Mindset - Teachers and Students - Create Environment Where All Students Can Achieve & Student Goal Setting.</p> <p>This Action addresses PIR Mathematics Achievement - Mathematics.</p>		Yes
4		<p>1.4 College & Career Readiness (Site-Based Action)</p> <p>Provide an instructional services which prepare students for college admission, meet UC A-G requirements and support Advanced Placement course enrollment, exam registration and passage rates. Action includes support for concurrent enrollment at Hartnell College, articulation with Hartnell College, submission of courses for UC A-G approval, field trips to colleges and universities, AP Training for teachers (Title 1 funded), AP course development, Get Focused / Stay Focused (Title 1 funded). Students will be provided career-oriented services and activities including career awareness field trips activities in K-6th and 7-8th grades, career assessment in the 9th grade,</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(GFSF), career exploration in the 10th grade (ASVAB), CTE and community classroom by the 11th/12th grades.</p> <p>This action seeks to supplement Gear-Up/College-Aspiring activities funded with other sources in partnership with the University of California Santa Cruz to provide college-aspiring services and activities for middle school and high school students to include workshops, presentations, college club, support services, tutoring, college test preparation, field trips, summer programs and parent engagement.</p> <p>This action also seeks to offer all students PSAT for all 10th grade students, ACT preparation for 50 students, SAT preparation for up to 50 students, and the SAT for all 11th grade students and Advanced Placement Exams for all students enrolled in AP classes.</p> <p>This action sustains visits to college campuses for all schools.</p> <p>This action includes funding for hourly, student transportation and professional services.</p> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>		
5		<p>1.5 Student & Parent Orientations (Site-Based Action)</p> <p>Conduct activities to develop awareness of parents of students matriculating from Elementary to Secondary schools. Shared between SHS and MSMS. Provide peer support activities: Link Crew for Soledad High School and Where Everyone Belongs (WEB) for Main Street Middle School. The District will ensure that SWDs are fully engaged in orientation activities through case-carrier monitoring.</p> <p>This action includes funds for Materials.</p>		No

Action #	Title	Description	Total Funds	Contributing
		This Action supports PIR Suspension Indicator - Poor Social Skills / Rapport with Students & Staff and Special Skills / Developing Appropriate Relationships.		
6		<p>1.6 Parent Awareness College & Career Readiness (Site-Based Action)</p> <p>Provide College and Career awareness activities for secondary parents. This Action helps students and parents be trained on next steps to college application, admission, and financial aid.</p> <p>Action provides for hourly compensation and professional services.</p> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>		Yes
7		<p>1.7 Student Pathway Enhancement (District & Site-Based Action)</p> <p>Provide students with co--curricular opportunities to expand their learning through enhancements to programs and pathways of studies including. Action supports Math Engineering Science Achievement MESA contract and events, Naval Junior Reserve Officer Training Corps (NJROTC) travel and events, Future Farmers of America (FFA) travel and events as well as SkillsUSA travel and competitions.</p> <p>Action provides for professional services and student travel.</p>		Yes
8		1.8 Participation in Academic Activities (Site-Based Action)		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support student participation in co-curricular activities which enhance academic study. Includes Author's Festivals, Mathletics, Science Fairs and History Day</p> <p>Action includes funding for materials; may be transferable to student transportation and/or professional services.</p>		

Goal Analysis [2020-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Proficiency For ALL: SUSD will provide a high quality and comprehensive instructional program

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
ELA Caasp -Dashboard (Grades 3--8) Distance from 3	-51.00 points				
Math Caaspp-Dashboard - (Grades 3-8) Distance from 3	-72.8 points				
NWEA Spring 3rd grade Math	20.00%				
NWEA Spring 3rd grade Reading proficient & advanced	36.00%				
NWEA Spring 4th grade Math proficient & advanced	18.00%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
NWEA Spring 4th grade Reading proficient & advanced	31.00%				
NWEA Spring 5th grade Math proficient & advanced	30.80%				
NWEA Spring 5th grade Reading proficient & advanced	40.00%				
NWEA Spring 6th grade Math proficient & advanced	25.40%				
NWEA Spring 6th grade Reading proficient & advanced	36.80%				
NWEA Spring 7th grade Math proficient & advanced	18.00%				
NWEA Spring 7th grade Reading proficient & advanced	30.00%				
NWEA Spring 8th grade Math proficient & advanced	29.00%				
NWEA Spring 8th grade Reading proficient & advanced	39.00%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		2.1 Class Size Reduction		No

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain state required class size reduction for TK-3 at 25 students in order to meet state requirements. This provides for eight (8) additional teachers to meet the state requirement</p> <p>Continue to fund at a 25:1 student to teacher ratio.</p> <p>This Action includes salaries/benefits.</p>		Yes
2		<p>2.2 District Wide Assessment</p> <p>Student services will implement testing programs to support formative and summative assessments for all students including NWEA for Grades TK/JK-2nd, CPAA (Grades K--1), Interim Assessment Block, Illuminate, Renaissance Learning, (Accelerated Reader), Reading Inventory, adoption-embedded assessments and others. Provides for training of teachers in administration of assessments and use of data.</p> <p>Student Services will provide assessment data reports for use by teachers and administrators in weekly PLC meetings to inform instruction and support student learning.</p> <p>Action includes Professional services, Materials/supplies, Subs/hourly.</p> <p>This Action addresses DA ELA Indicator: Individual Learning Needs - Data Informed Assessments.</p> <p>This Action addresses PIR ELA Indicator: Achievement - English Language Arts.</p>		Yes
3		<p>2.3 Professional Development</p> <p>Teachers will be provided training in district instructional initiatives not specific to other LCAP Goals and Actions. PD topics will include but</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>not limited to Professional Learning Communities (also funded by Title 1), academic content-areas, Multi-Tiered Systems of Support (MTSS,also funded by SUMS grant), Social-Emotional Learning, Essential Standards and Learning Targets, Instructional Coaching, CIFT, Effective First Instruction, Collaborative Practices, Gradual Release of Responsibility and others.</p> <p>New for 2019-2020: Resources for provision of coaching services in follow-up to PD will be included. The Academic TOSA's salary will be moved to this Action from Action 2.2 - Support for New Teachers</p> <p>The My Learning Plan program will be used to track professional development participation.</p> <p>This Action includes funding for certificated salary/benefits, hourly, materials and supplies, and professional services.</p> <p>This Action addresses DA ELA Indicator: Professional Development - Coaching/Mentors & Instructional Strategies.</p> <p>This Action addresses DA Mathematics Indicator: Instructional Practices - UDL & Access.</p> <p>This Action addresses PIR: Achievement - English Language Arts & Mathematics.</p>		
4		<p>2.4 Elementary Counseling Services</p> <p>Provide academic and social--emotional and academic counseling services for students in Grades JK/TK--6.</p> <p>Action provides funding for Counselors salaries/benefits and ten (10) additional workdays.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5		<p>2.5 – Response to Intervention</p> <p>This action supports intervention for English Learners, Students with Disabilities and struggling student learners. This action provides for instructional aides to support student learning intervention services. Action also provides for training for instructional aide support of small group instruction including use of Reading Inventory, ELA/ELD Intervention Kits and Early Reading</p> <p>This Action funds classified salary/benefits and professional services.</p> <p>This Action addresses DA ELA Indicator: Individual Learning Needs - Instructional Strategies.</p> <p>This Action addresses DA Mathematics Indicator: Intervention - More Targeted Intervention Time & Tier 1 Flexible Groupings.</p>		Yes
6		<p>2.6 After School Programs</p> <p>This Action supplements the separately funded (Title 1) After School Education and Safety program (ASES) by providing academic tutoring with a focus on mathematics. ASES and other students would be provided support in mathematics by trained tutors. This Action would be provided through a partnership with the Silicon Valley Education Foundation.</p> <p>This Action would include funding for Professional Services and Hourly compensation.</p> <p>This Action addresses DA Mathematics Indicator: Intervention - More Targeted Intervention Time.</p> <p>This Action addresses PIR ELA Indicator: Achievement - Mathematics.</p>		

Action #	Title	Description	Total Funds	Contributing
7		<p>2.7 Educational Technology</p> <p>Purchase, support and maintain educational technology to enhance teaching, learning and assessment throughout the District.</p> <p>This action provides for District EdTech Committee work, Professional Development, presenter fees and attendance at CUE and other Ed Tech conferences. This action also includes salaries of the Director of Technology, EdTech Staff, and Substitute costs (for teacher participation in training) as well as iPad leases and other equipment acquisition.</p> <p>This action includes funding for certificated and classified salaries/benefits, substitutes, hourly compensation, materials, equipment, travel/conference and professional services.</p>		No
8		<p>2.8 Early Learning Programs</p> <p>Support Early Learning programs for Preschool, Junior Kindergarten, Transitional Kindergarten and Kindergarten teachers. Implement and enhance robust early learning program by purchasing materials to support preschool, JK, TK and K teachers. This action provides additional funding for Elementary sites with Preschool Programs</p> <p>This action includes funding for instructional materials. Funds may also be used for hourly/substitutes and professional services.</p>		Yes
9		2.9 District Support for Administrators and Instructional Leaders		No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide professional development, learning and coaching for administrators and Teachers on Assignment to enable them to provide instructional leadership and coaching at school sites.</p> <p>This action provides for coaching by Peter DeWitt, participation at ACSA academies and institutes, and other administrative training events, administrative induction (MCOE). This Action also provides for the Director of Student Services, Support and Assessment.</p> <p>This Action includes certificated salaries/benefits and professional services.</p>		
10		<p>2.10 Reading Intervention (District)</p> <p>This Action provides for reading instruction and intervention for elementary and middle school students. The primary service provided is Read 180/System 44 reading and phonics instruction, licenses as well as a dedicated Reading TOSA. The Action also provides for a consultant to train and support Read 180 teachers.</p> <p>This Action includes funding for certificated salary/benefits, substitute compensation, instructional materials, and professional services.</p> <p>This Action addresses DA ELA Indicator: Individual Learning Needs - Data Informed Assessments & Instructional Strategies.</p> <p>This Action addresses PIR ELA Indicator: Achievement - English Language Arts.</p>		Yes
11		2.11 Science (District)		No

Action #	Title	Description	Total Funds	Contributing
		<p>Students will be provided instruction aligned with Next Generation Science Standards (NGSS). This Action supports NGSS teacher training, STEMScopes replacement costs and training.</p> <p>This Action includes funding for substitute compensation, materials/supplies, and professional services including travel/conference.</p>		
12		<p>2.12 Library Media Technicians</p> <p>Provide library media services for each school site. Support to include Library Media Technicians and funds for book purchases.</p> <p>This action includes funding for salaries/benefits as well as materials and supplies</p>		No
13		<p>2.13 Essential Standards & Grading</p> <p>Provides for identification of Essential Standards and Learning Targets to support Professional Learning Community work. Action also provides for updating of report card forms to align with identified essential standards-.</p> <p>The District will include education specialists in grade-level/subject area PLCs as well development of essential standards and learning targets.</p> <p>This Action includes funding for hourly compensation, materials and professional services.</p> <p>This Action addresses DA ELA Indicator: Individual Learning Needs & Professional Development - Data Informed Assessments & Supports.</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>This Action addresses DA Mathematics Indicator: Intervention - More Targeted Intervention Time & Tier 1 Flexible Groupings.</p> <p>This Action addresses PIR ELA Indicator: Achievement - English Language Arts & Mathematics.</p>		
14		<p>2.14 Research Best Practices</p> <p>This Action supports visitation to "Lighthouse Districts" to research best practices including RTI, DLI, PLC, ELD, Essential Standards, Assessment and Academic Coaching and bring back best practices to implement in the district.</p> <p>This Action provides funding for travel and conferences.</p>		Yes
15		<p>2.15 Training for Curriculum Adoptions</p> <p>This Action provides for piloting and training on adoption of curriculum materials. For 2019-2020, The district is scheduled to pilot NGSS-Aligned publisher's materials.</p> <p>This Action includes funding for substitutes, hourly compensation and professional services.</p>		No
16		<p>2.16 Mathematics Instruction</p> <p>This new Action will provide for a comprehensive approach to Mathematics Instruction for all grades. Elementary teachers and secondary teachers who teach mathematics will be provided Professional Development and Coaching in a limited number of</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instructional strategies based on Common Core's 8 Mathematical Practice standards. Strategies would include Number Talks, Collaborative Conversations, and Complex Instruction.</p> <p>This Action would include funding for substitutes (to enable peer observation), hourly compensation for participation in Math PD, and Professional Services for training and consultant work.</p> <p>This Action addresses DA Mathematics Indicator: Assessment, Instructional Practices, Mindset - Teachers & Students & Intervention.</p> <p>This Action addresses PIR ELA Indicator: Achievement - Mathematics.</p>		

Goal Analysis [2020-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Safe Learning Environment: The District will provide a safe and secure learning environment for staff and students at all school sites.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Suspensions	329 days				
Expulsions	0				
Suspension Rate (as contrasted with days suspended)	329 days / 4.3% rate				
Middle School Dropouts	0				
High School Dropouts	5				
Schools Maintained in Good Repair					

Actions

Action #	Title	Description	Total Funds	Contributing
1		3.1 Provide for Safe School Climate		No

Action #	Title	Description	Total Funds	Contributing
		<p>This Action will provide for Crisis Response, Behavior Intervention and Restorative Justice Practices. Supported strategies will include PBIS Training and Coaching (including Certificated and Classified Staff), Anti-bullying programming, Sticks and Stones services (Harmony at Home), Sprigeo online bullying reporting system license, Crisis Intervention Training and other services.</p> <p>This action is supports acquisition, analysis and synthesis of safety-related data and survey results including California Healthy Kids Survey (CHKS), suspension and expulsion data (SWIS), Tired Fidelity Inventory (TFI) (Sprigeo).</p> <p>This Action includes funding for Hourly compensation, Substitutes, Materials/Supplies, and Professional Services</p> <p>This Action addresses the PIR Post-School Outcomes Indicator</p>		
2		<p>3.2 Campus Safety</p> <p>This Action provides for a part-time School Resource Officer who provides public safety and law enforcement services to school sites. Support includes prevention, intervention and investigation related to incidents on campuses.</p> <p>This Action also provides for controlled substances deterrents through random safety canine campus inspections.</p>		No
3		<p>3.3 School Facilities</p> <p>This Action ensures that school facilities are kept in safe and healthy conditions. The MOTF adheres to the facility standards as contained in the Williams Case Facilities Inspection Tool.</p>		No

Action #	Title	Description	Total Funds	Contributing
		This Action includes funding for classified salaries/benefits, materials, equipment and professional services.		
4		<p>3.4 Social Emotional Learning and Wellness</p> <p>(Previous Action 3.4 - Safety Data Acquisition and Analysis was inserted into Current Action 3.1 - Provide for Safe School Climate)</p> <p>This Action supports Social Emotional Learning for students by providing resources and training for teachers. Under this action, K-3 teachers would be provided materials to provide Zones of Regulation instruction to their students. The Action would also provide resources for SEL training for teachers in other grade levels.</p> <p>The Behavior Specialist will closely monitor SWD Behavior Intervention Plans to ensure proper implementation and fidelity as well as provide continuous follow-up and monitoring.</p> <p>Additionally, this action provides drug intervention and prevention services through Sun Street Centers. Services to include Gateway Drug Trainings – General Overview of Drugs and Addiction.</p> <p>Life Skills Training Evidence Based Curriculum – Self-Esteem, Peer Pressure, Anger Management.</p> <p>This Action includes funding for hourly, substitutes, instructional materials and professional services.</p> <p>This Action addresses the PIR Suspension and Expulsion Indicator.</p>		Yes
5		3.5 Support for Student Mental Health		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This Action provides Social--Emotional and Mental Support to students. The support to includes Behavior Health Therapists through the Monterey County Behavioral Health Department. This Action also provides District Psychologist Services for students while a referral to county-provided services is determined. For 2019-2020, an additional Behavioral Health Therapist has been added. This means there will be a therapists for the high school, middle school and elementary grade levels.</p> <p>This Action includes funding for three (3) Mental Health Therapists (MCBH) and 0.5 District Psychologist.</p> <p>This Action addresses the PIR Suspension and Expulsion Indicator.</p>		
6		<p>3.6 Student Incentive Programs (Sites)</p> <p>This Action provides resources for school sites to purchase incentives for PBIS programs. School sites reward students for academic performance and good attendance and positive behavior. A portion of this action goes to support the Renaissance seed funds to school sites to recognize perfect attendance, attendance improvement, high grade point average and grade point average improvement.</p> <p>This Action includes fund for materials/supplies and professional services.</p>		No
7		<p>3.7 Safe Elementary Campus Supervision</p> <p>This Action, added in the 2018-2019 school year provided resources to enhance Playground Safety and Supervision by adding a Pupil Supervisor at each Elementary site.</p>		No Yes

Action #	Title	Description	Total Funds	Contributing
		Action includes funding for salaries/benefits, hourly and professional services.		
8		<p>3.8 Safe and Positive Secondary Campuses at Secondary Sites</p> <p>This Action provides for safe secondary school sites through Campus Security officer staffing at Soledad High School and Main.</p> <p>This Action includes funding for salaries/benefits and substitutes.</p>		No
9		No ExpendituresTotal		No

Goal Analysis [2020-21]

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Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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Goals and Actions

Goal

Goal #	Description
4	Parent and Family Engagement: Parents and students will be actively engaged and involved in school sites.

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Parent Conferences - Parent Participation Rate	98.00				
Survey- Parents feel Welcome to Participate	61.24				
Survey- School Promotes Academic Success for All Students	73.60				
Survey- Planning for College or Vocational School	70.34				
Student Attendance Rate	95.55				

Actions

Action #	Title	Description	Total Funds	Contributing
1		<p>4.1 Parent and Community Support</p> <p>This Action provides for Parent and Family Liaisons to support parents and students through outreach and scheduling of meetings including, but not limited to Student Study Teams, Individual Education Plans and parent training.</p> <p>This Action includes funding for salaries/benefits.</p>		<p>No</p> <p>Yes</p>
2		<p>4.2 Student Transportation</p> <p>Provide transportation for students to and from school, including students with disabilities (SWDs).</p> <p>This Action includes funding for salaries/benefits, materials and equipment.</p>		Yes
3		<p>4.3 Student Enrichment</p> <p>The Action provides students with opportunities to expand their learning through enhancements to visual and performing arts programs. The Action provides music education, instrument purchase and repair, as well as sheet music. This Action also supports co-curricular activities at the secondary level including attendance at musical performances and participation in competition. This action supports the South County Strings program at elementary and middle school sites.</p> <p>This Action includes funding student travel, materials and equipment as well as professional services.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4		<p>4.4 Student Co--curricular Activities</p> <p>This Action supports secondary student engagement through participation in co--curricular programs including interscholastic athletics and student activities. This Action provides stipends for school employees to serve as coaches and advisors for athletic and activities programs, including, but not limited to Yearbook, Activities Director, Coaches, Athletic Director, MESA, SkillsUSA. For 2019-2020, stipends for Link Crew (Soledad High School) and Where Everyone Belongs (Main Street Middle School) Advisors have been added.</p> <p>This action includes salaries (stipends).</p>		No
5		<p>4.5 Student Intervention and Mental Health Services</p> <p>This Action provides for the District Intervention Coordinator who ensures that students are able to access Mental Health and other Community Services, and refers students and families to Counseling and Support Groups. The IC recommends resources to parents to enable access to services for students.</p> <p>Intervention Specialist is supported by other funding. This Action includes funding for salary/benefits, materials/supplies, professional services</p>		Yes
6		<p>4.6 Health Care Services for Students</p> <p>This Action provides for Student Health Care Services through the employment of a District Registered Nurse and Licensed Vocational</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Nurse. Through this action, the RN and LVN provide training to school site and district employees on specialized health care services, emergency medical administration, CPR and other protocols. The RN and LVN support school sites in processing of immunizations and student health screenings including vision and hearing screening.</p> <p>This Action includes funding for salaries/benefits, stipends, materials/supplies, equipment and professional services</p>		
7		<p>4.7 Communication With the Public</p> <p>This Action provides systems of communication with parents and families as well as the public. This Action provides resources for a web-based parent messaging (School Messenger). This Action supports training for school site staff on use of the web-based parent messaging system. It also supports the hosting of the District's web-site, and ensures special needs and spanish-speaking accessibility. New for 2019-2020 are enhancements to the school messenger system with addition parent texting capacity and attendance alerts sent to parent smartphones.</p> <p>This Action includes funding for professional services.</p>		Yes
8		<p>4.8 Parent and Community Engagement</p> <p>This Action supports conducting stakeholder engagement activities and communicating the progress on the LCAP goals, actions and implementation of district initiatives. The Action also supports the LCAP Advisory Committee.</p> <p>This Action includes funding for hourly pay (translation and childcare for meetings), materials and supplies.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
9		<p>4.9 Parent Education</p> <p>This Action provides resources to school sites to conduct parent education and training in academic initiatives to support student learning. Supported activities include Family Math and Literacy nights, Anti Bullying programs, PIQE- (Parents In Quality Education), Parent assemblies, and translation services.</p> <p>The District will provide training and presentations to the SWD Parent group with meets monthly. Topics will be based upon parent input.</p> <p>This Action includes funding for hourly pay (childcare and translation), materials/supplies and professional services.</p>		Yes
10		Moved to 4.8		No Yes

Goal Analysis [2020-21]

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A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Goals and Actions

Goal

Goal #	Description
5	High Quality Staff: The District will attract, recruit, support and retain a highly effective and diverse workforce.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Highly Qualified Teachers	90%				
Retention Rate- Hired 63 New Teachers	36.00				
Access to Standards-aligned materials	100%				
Implementing Standards	100%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		<p>5.1 Recruitment & Hiring</p> <p>This Action provides resources to ensure the district effectively recruits and hires the highly qualified teachers. This action supports district participation in recruitment fairs. This Action also resources Vanpools</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>for teachers commuting to Soledad and Signing Bonuses for newly hired teachers.</p> <p>This Action includes funding for materials/supplies, compensation, professional services, and travel/conference.</p>		
2		<p>5.2 New Teacher Support</p> <p>This Action provides support for new teachers through the Induction Program, enabling teaches to clear their credentials. The Action also supports the New Teacher Orientation, stipends for New Teacher Support Providers and the New Teacher TOSAs. This action also supports the District's contract with the Riverside County Office of Education - New Teacher Center, under which teacher induction candidates are awarded their clear credentials. This action allows new teachers to attend professional conferences. (The Academic TOSA previously included in this Action was moved to Action 2.3 - Professional Development; the Education Technology TOSA previously included in this action was moved to Action 2.7 - Education Technology)</p> <p>This action includes funding for salaries/benefits, hourly pay. substitute compensation, stipends, materials/supplies, and professional services as well as travel and conference.</p> <p>(Title II funding also supports this action)</p>		No
3		<p>5.3 Peer Assistance Review</p> <p>This Action resources assistance for struggling tenured teachers to provide coaching support for the teacher, release time and the PAR panel</p>		No

Action #	Title	Description	Total Funds	Contributing
		This action includes hourly compensation and substitutes for teacher release time.		
4		<p>5.4 Classified Professional Development</p> <p>This action provides for job-alike training in for classified employees. Training may include topics such as customer service, use of technology, supporting instruction, workplace safety, PBIS, and student supervision.</p> <p>This action includes funding for hourly pay, materials, and professional services.</p> <p>(The previous Action 5.4 - Teacher Evaluation Process was combined with Action)</p>		Yes
5		<p>5.5 Certificated Evaluation Alignment - California Standards for the Teaching Profession</p> <p>This action provides for CSTP-aligned classroom observation process through the use of the McCrell electronic tool to provide calibrated feedback to teachers. This action supports the use of the McREL electronic tool that the principals use to give calibrated feedback to teachers on the application of CSTPs.</p> <p>This action includes funding for professional services.</p>		No
6		5.6 Careers in Education Pathway		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action supports the Careers in Education pathway at Soledad High School. Participating Future Teachers of Soledad students participate by assisting teachers in elementary school classrooms and are compensated for their services. The Future Teachers also are employed as teaching assistants in the District's Summer School Program.</p> <p>This action includes funding for hourly compensation.</p>		

Goal Analysis [2020-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2020-21]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder

engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities						
1	2	English Learners Foster Youth Low Income						
1	3	English Learners Foster Youth Low Income						
1	4	English Learners Foster Youth Low Income						
1	5	All Students with Disabilities						
1	6	English Learners Foster Youth Low Income						
1	7	English Learners Foster Youth Low Income						
1	8	English Learners Foster Youth Low Income						
2	1	All						
2	2	English Learners Low Income						
2	3	English Learners Low Income						
2	4	English Learners Foster Youth Low Income						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income						
2	6	English Learners Foster Youth Low Income						
2	7	All Students with Disabilities						
2	8	English Learners Low Income						
2	9	All						
2	10	English Learners Foster Youth Low Income						
2	11	All						
2	12	All						
2	13	All						
2	14	English Learners Foster Youth Low Income						
2	15	All None						
2	16	English Learners Low Income						
3	1	All						
3	2	All						
3	3	All						
3	4	English Learners Foster Youth Low Income						
3	5	English Learners Foster Youth Low Income						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All						
3	7	All						
3	8	All						
3	9	All						
	1	Students with Disabilities English Learners Foster Youth Low Income						
4	2	Foster Youth Low Income						
4	3	English Learners Foster Youth Low Income						
4	4	All						
4	5	English Learners Foster Youth Low Income						
4	6	English Learners Foster Youth Low Income						
4	7	English Learners Low Income						
4	8	English Learners Foster Youth Low Income						
4	9	English Learners Foster Youth Low Income						
4	10	All English Learners Foster Youth Low Income						
	1	All						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	All						
5	3	All						
5	4	English Learners Low Income						
5	5	All						
5	6	English Learners Foster Youth Low Income						

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Contributing Expenditures Tables

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2		Schoolwide	English Learners Foster Youth Low Income			
1	3		Schoolwide	English Learners Foster Youth Low Income			
1	4		LEA-wide Schoolwide	English Learners Foster Youth Low Income			
1	6		Schoolwide	English Learners Foster Youth Low Income			
1	7		Schoolwide	English Learners Foster Youth Low Income			
1	8		Schoolwide	English Learners Foster Youth Low Income			
2	1		Schoolwide				
2	2		LEA-wide	English Learners Low Income			
2	3		LEA-wide Schoolwide	English Learners Low Income			
2	4		LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	5		LEA-wide	English Learners Foster Youth Low Income			
2	6			English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8		Schoolwide	English Learners Low Income			
2	10		LEA-wide	English Learners Foster Youth Low Income			
2	14		Schoolwide	English Learners Foster Youth Low Income			
2	16		LEA-wide	English Learners Low Income			
3	4		LEA-wide	English Learners Foster Youth Low Income			
3	5		LEA-wide	English Learners Foster Youth Low Income			
3	7		Schoolwide				
	1		LEA-wide Schoolwide	English Learners Foster Youth Low Income			
4	2		LEA-wide	Foster Youth Low Income			
4	3		LEA-wide Schoolwide	English Learners Foster Youth Low Income			
4	5		LEA-wide	English Learners Foster Youth Low Income			
4	6		LEA-wide	English Learners Foster Youth Low Income			
4	7		LEA-wide	English Learners Low Income			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	8		LEA-wide	English Learners Foster Youth Low Income			
4	9		LEA-wide Schoolwide	English Learners Foster Youth Low Income			
4	10		LEA-wide	English Learners Foster Youth Low Income			
5	4		LEA-wide	English Learners Low Income			
5	6		LEA-wide	English Learners Foster Youth Low Income			

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$0.00
LEA-wide Total:	\$0.00	\$0.00
Targeted Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Annual Update Table Year 1 [2020-21]

Annual update of the 2020-21 goals will occur during the 2021-22 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		