



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Soledad Unified School District	Mr. Randy Bangs Superintendent	rbangs@soledad.k12.ca.us 831-678-2909 x00121

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Graduation Rate: Students will graduate from high school college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

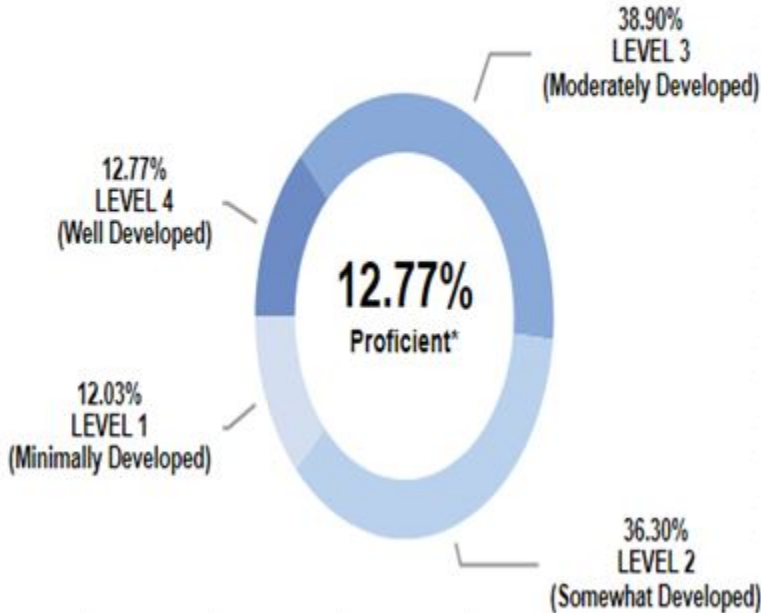
Local Priorities:

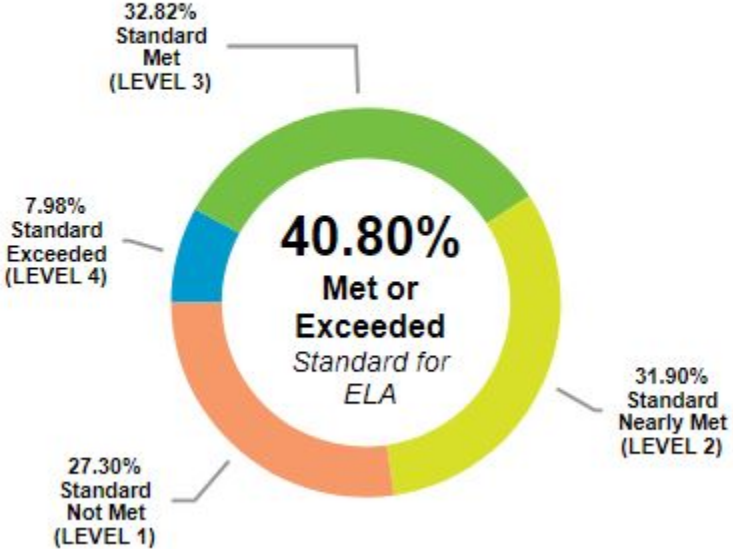
Annual Measurable Outcomes

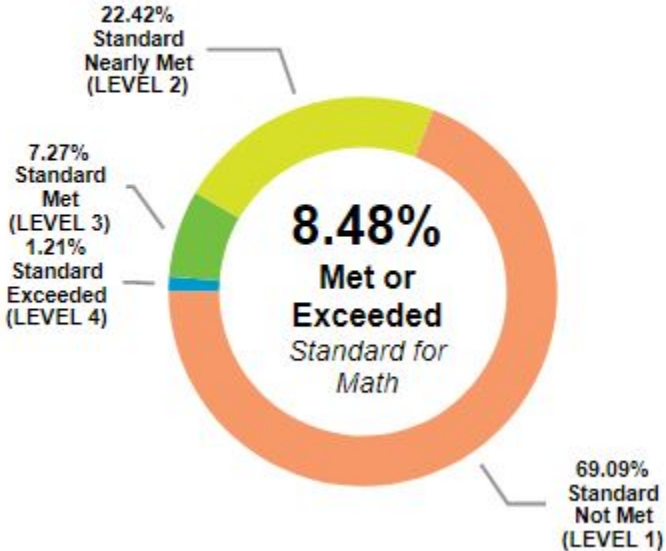
Expected	Actual
Metric/Indicator HS Graduation Rate - Soledad Unified 19-20 96.0% Baseline 87.10%	HS Graduation Rate - Soledad Unified - 93.9% (CDE School Dashboard 2019-20)

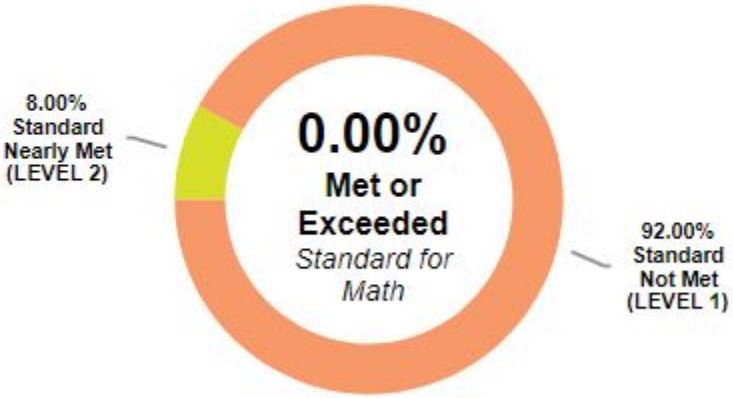
Expected	Actual				
	Student Group	Number of Students	Number of Graduates	5th Year Graduates	Graduation Rate
	All Students	380	357	3	93.9%
	English Learners	66	57	1	86.4%
	Foster Youth	2	*	0	*
	Homeless	34	33	1	97.1%
	Socioeconomically Disadvantaged	363	342	3	94.2%
	Students with Disabilities	40	33	1	82.5%
	African American	2	*	0	*
	American Indian or Alaska Native	1	*	0	*
	Asian	2	*	0	*
	Filipino	3	*	0	*
	Hispanic	361	339	3	93.9%
	Native Hawaiian or Pacific Islander	1	*	0	*
	White	10	*	0	*
Metric/Indicator EL Graduation Rate - Soledad Unified 19-20 93% Baseline 76.20	EL Graduation Rate - Soledad Unified - 86.4%				
	Student Group	Number of Students	Number of Graduates	5th Year Graduates	Graduation Rate
	All Students	380	357	3	93.9%
	English Learners	66	57	1	86.4%
Metric/Indicator College and Career Ready Not Prepared - Soledad Unified 19-20 55% Baseline 71.50	College and Career Ready Not Prepared - Soledad Unified - 32.6%				


Expected	Actual						
	CCI Level	All Students	Hispanic	English Learners	Socio-Economic Disadvantaged	Students with Disabilities	Homeless Students
	Percentage Prepared	40.8%	40.2%	12.3%	40.6%	7.7%	30.3%
	Percentage Approaching Prepared	26.5%	27.1%	21.5%	26.1%	25.6%	27.3%
	Percentage Not Prepared	32.6%	32.7%	66.2%	33.3%	66.7%	42.4%
Metric/Indicator Gr 11 CELDT E.Advan/ELPAC Well Developed - Soledad Unified 19-20 62.00% Baseline 87.10%	Gr 11 ELPAC Well Developed - Soledad Unified - 12.77% (Graph from caaspp-elpac)						

Expected	Actual																		
	<div>English Language Proficiency for Summative ELPAC2018-19</div> <div>Percent of students within each performance level</div> <div><table><thead><tr><th>Performance Level</th><th>Percent of Students</th><th>Description</th></tr></thead><tbody><tr><td>LEVEL 4</td><td>12.77%</td><td>(Well Developed)</td></tr><tr><td>LEVEL 3</td><td>38.90%</td><td>(Moderately Developed)</td></tr><tr><td>LEVEL 2</td><td>36.30%</td><td>(Somewhat Developed)</td></tr><tr><td>LEVEL 1</td><td>12.03%</td><td>(Minimally Developed)</td></tr><tr><td>Proficient*</td><td>12.77%</td><td></td></tr></tbody></table></div>	Performance Level	Percent of Students	Description	LEVEL 4	12.77%	(Well Developed)	LEVEL 3	38.90%	(Moderately Developed)	LEVEL 2	36.30%	(Somewhat Developed)	LEVEL 1	12.03%	(Minimally Developed)	Proficient*	12.77%	
Performance Level	Percent of Students	Description																	
LEVEL 4	12.77%	(Well Developed)																	
LEVEL 3	38.90%	(Moderately Developed)																	
LEVEL 2	36.30%	(Somewhat Developed)																	
LEVEL 1	12.03%	(Minimally Developed)																	
Proficient*	12.77%																		
<div>Metric/Indicator</div> <div>CAASPP ELA -11th gr - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data</div> <div>19-20</div> <div>32.00%</div> <div>Baseline</div> <div>39.00%</div>	<div>CAASPP ELA -11th gr - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data - 32.82% (Graph from caaspp.cde)</div>																		

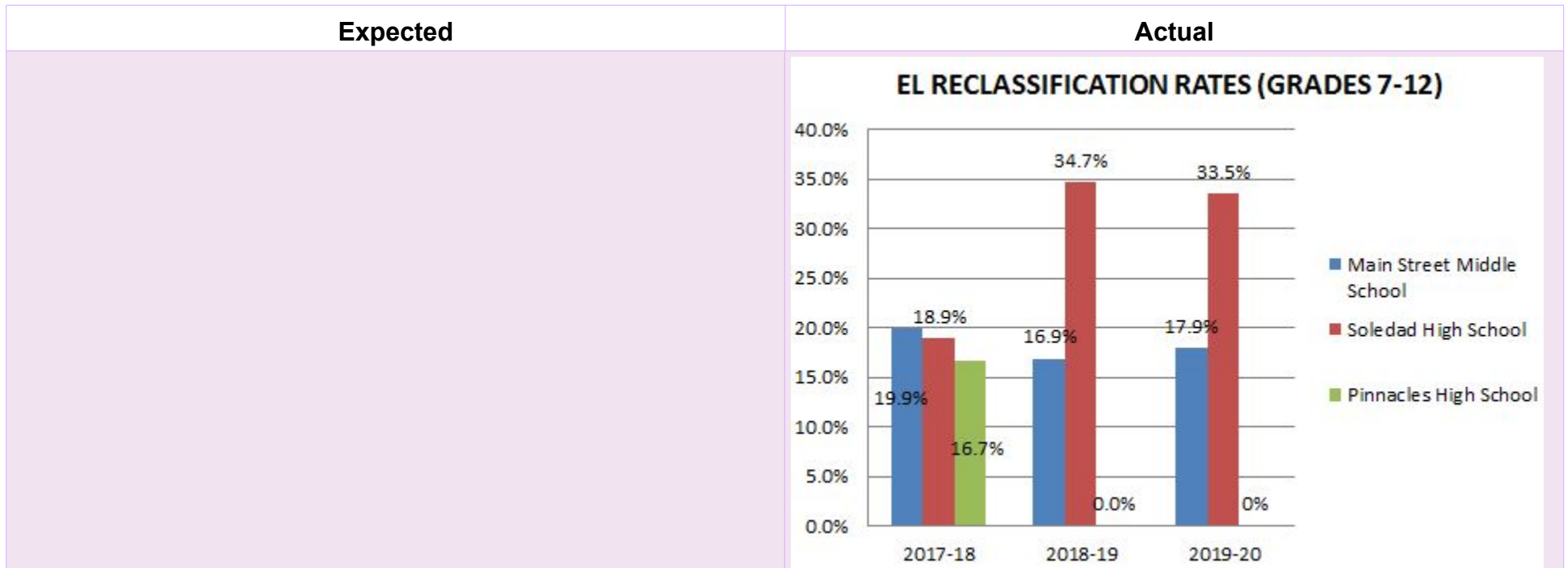
Expected	Actual												
	<p>ELA</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>ELA Achievement Levels Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Standard Met (LEVEL 3)</td> <td>32.82%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>7.98%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>27.30%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>31.90%</td> </tr> <tr> <td>Met or Exceeded Standard for ELA</td> <td>40.80%</td> </tr> </tbody> </table>	Achievement Level	Percentage	Standard Met (LEVEL 3)	32.82%	Standard Exceeded (LEVEL 4)	7.98%	Standard Not Met (LEVEL 1)	27.30%	Standard Nearly Met (LEVEL 2)	31.90%	Met or Exceeded Standard for ELA	40.80%
Achievement Level	Percentage												
Standard Met (LEVEL 3)	32.82%												
Standard Exceeded (LEVEL 4)	7.98%												
Standard Not Met (LEVEL 1)	27.30%												
Standard Nearly Met (LEVEL 2)	31.90%												
Met or Exceeded Standard for ELA	40.80%												
<p>Metric/Indicator CAASPP Math- 11th grade - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data</p> <p>19-20 15.00%</p> <p>Baseline 15.00%</p>	<p>CAASPP Math- 11th grade - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data- 7.27% (Graph from caaspp.cde)</p>												

Expected	Actual												
	<p>Mathematics</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>Mathematics Achievement Levels</caption> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>69.09%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>22.42%</td> </tr> <tr> <td>Standard Met (LEVEL 3)</td> <td>7.27%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>1.21%</td> </tr> <tr> <td>Met or Exceeded Standard for Math</td> <td>8.48%</td> </tr> </tbody> </table>	Achievement Level	Percentage	Standard Not Met (LEVEL 1)	69.09%	Standard Nearly Met (LEVEL 2)	22.42%	Standard Met (LEVEL 3)	7.27%	Standard Exceeded (LEVEL 4)	1.21%	Met or Exceeded Standard for Math	8.48%
Achievement Level	Percentage												
Standard Not Met (LEVEL 1)	69.09%												
Standard Nearly Met (LEVEL 2)	22.42%												
Standard Met (LEVEL 3)	7.27%												
Standard Exceeded (LEVEL 4)	1.21%												
Met or Exceeded Standard for Math	8.48%												
<p>Metric/Indicator CAASPP 11th gr Disabilities in Math - Standard Met Level 3 Soledad High School, Pinnacles High not included in this data</p> <p>19-20 10.00%</p> <p>Baseline 0.00%</p>	<p>CAASPP 11th gr Disabilities in Math - Standard Met Level 3 - Soledad High School, Pinnacles High not included in this data- 0.00% (Graph from caaspp.cde)</p>												

Expected	Actual								
	<p>Mathematics</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>Mathematics Achievement Levels</caption> <thead> <tr> <th>Achievement Level</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Met or Exceeded Standard for Math</td> <td>0.00%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>8.00%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>92.00%</td> </tr> </tbody> </table>	Achievement Level	Percent of Students	Met or Exceeded Standard for Math	0.00%	Standard Nearly Met (LEVEL 2)	8.00%	Standard Not Met (LEVEL 1)	92.00%
Achievement Level	Percent of Students								
Met or Exceeded Standard for Math	0.00%								
Standard Nearly Met (LEVEL 2)	8.00%								
Standard Not Met (LEVEL 1)	92.00%								
<p>Metric/Indicator NWEA-11th gr reading = or < 41% (at or greater than) Includes Average, High Average, High (Soledad High)</p> <p>19-20 60.00%</p> <p>Baseline 56.00%</p>	<p>Not Applicable</p>								
<p>Metric/Indicator NWEA-11th gr LA = to < 41% (at or greater than) Includes Average, High Average, High (Soledad High)</p> <p>19-20 60.00%</p> <p>Baseline 57.00%</p>	<p>Not Applicable</p>								

Expected	Actual								
<p>Metric/Indicator CAASPP 11th gr. Students w/Disabilities in Reading - Near Standard Soledad High School, Pinnacles High not included in this data</p> <p>19-20 25.00%</p> <p>Baseline 15.00%</p>	<p>CAASPP 11th gr. Students w/Disabilities in Reading - Near Standard Soledad High School, Pinnacles High not included in this data - 33.33% (Graph from caaspp.cde)</p> <p>READING: How well do students understand stories and information that they read?</p>  <table border="1"> <thead> <tr> <th>Area Performance Level</th><th>Grade 11</th></tr> </thead> <tbody> <tr> <td>Above Standard ⓘ</td><td>0.00 %</td></tr> <tr> <td>Near Standard ⓘ</td><td>33.33 %</td></tr> <tr> <td>Below Standard ⓘ</td><td>66.67 %</td></tr> </tbody> </table>	Area Performance Level	Grade 11	Above Standard ⓘ	0.00 %	Near Standard ⓘ	33.33 %	Below Standard ⓘ	66.67 %
Area Performance Level	Grade 11								
Above Standard ⓘ	0.00 %								
Near Standard ⓘ	33.33 %								
Below Standard ⓘ	66.67 %								
<p>Metric/Indicator % of Students who Passed AP Exam with a 3 or higher Soledad High</p> <p>19-20 25%</p> <p>Baseline 15%</p>	<p>% of Students who Passed AP Exam with a 3 or higher @ Soledad High - 62.4%</p>								

Expected	Actual																				
	<table><tr><th colspan="4">ADVANCED PLACEMENT</th></tr><tr><th>School Year</th><th># of Students who took AP Classes</th><th>Total Students who took AP Exams</th><th>Total Students who passed with a 3 or higher</th></tr><tr><td>2017-18</td><td>505</td><td>183</td><td>81</td></tr><tr><td>2018-19</td><td>556</td><td>250</td><td>156</td></tr><tr><td>2019-20</td><td>460</td><td>219</td><td>74</td></tr></table>	ADVANCED PLACEMENT				School Year	# of Students who took AP Classes	Total Students who took AP Exams	Total Students who passed with a 3 or higher	2017-18	505	183	81	2018-19	556	250	156	2019-20	460	219	74
	ADVANCED PLACEMENT																				
	School Year	# of Students who took AP Classes	Total Students who took AP Exams	Total Students who passed with a 3 or higher																	
	2017-18	505	183	81																	
	2018-19	556	250	156																	
	2019-20	460	219	74																	
Metric/Indicator EL Reclassification Rates (Grades 7-12)	EL Reclassification Rates (Grades 7-12) - 51.4%																				
19-20 22%																					
Baseline 29.83%																					



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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</p> <p>Digital Media (film and broadcasting)</p> <p>Woodworking</p> <p>Education</p> <p>Culinary</p> <p>Dental Service</p> <p>STEM</p> <p>Robotics</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$961,758</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$397,901</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$979,281</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$385,156</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Floristry NJROTC</p> <p>Action provides for salary/benefits of pathway teachers.</p> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>		
<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> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$402,135</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$190,771</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$389,528</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$183,800</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$750</p>
<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>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$98,500</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$40,620</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$50,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>		
<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, (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</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$59,118</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$36,924</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$2,799</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>		
<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> <p>This Action supports PIR Suspension Indicator - Poor Social Skills / Rapport with Students & Staff and Special Skills / Developing Appropriate Relationships.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$2,500.00</p>	<p>5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$2,117</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$1,134</p>
<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>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$500</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$105</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,009</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action provides for hourly compensation and professional services.</p> <p>This Action addresses the PIR Post-School Outcomes Indicator.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,395</p>	
<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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$25,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$13,966</p>
<p>1.8 Participation in Academic Activities (Site-Based Action)</p> <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>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$2,500</p>	<p>5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$1,296</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to purchase supplemental instructional materials, staff training distance learning training costs, and instructional support materials for parents to take home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The District was able to re-align various LCAP actions to streamline services, provide additional support to improve home connectivity, and continue to conduct PDs for Integrated-ELD (7th-12th, Math.) Multiple services which were scheduled to be provided in-person were successfully shifted to remote services (US Santa Cruz GEAR-UP, Monterey County Behavior Health, Sun Street Center, Harmony at Home, etc.) District leaders were able to maintain communication with parents remotely and teachers were supported to establish connection with students. Of particular note was that despite the current lockdown the counselors were able to meet with students via ZOOM, google meets, Google or phone calls.

Even in the midst of the COVID-19 pandemic and having to adjust to distance learning, SHS was able to maintain support to students who were enrolled in the following college/career pathways:

- Ag Business (52 students)
- Ag Woodworking (92)
- Agricultural Mechanics (64)
- Agriscience (241)
- Animal Science (183)
- Careers In Education (34)
- Computer Science (158)
- Culinary Arts (88)
- Cybersecurity (24)
- Film & Broadcasting (85)
- Floral Design (211)
- Health Science &
Dental Careers (241)
- Horticulture (37)
- Naval Science (235)
- Sports Medicine (37)

In addition:

At Soledad HS:

A majority of SHS students have a current four plan completed in Aeries.

FAFSA for 2020-2021 - 101 submitted FAFSA with 87 Completed FAFSA.

For the 2019-2020 school year over \$35,000 in scholarships were awarded. As of 11/30/2020 the counselors have completed over 170 four year plans with the current 9th graders.

For the 2020-2021 school year all counselors attended virtually the UC/CSU conferences.

34 students/intern candidates were enrolled in Future Educators/Education Pathway.

609 students were enrolled in SHS AP courses

251 students were registered for AP exams

There were a total of 376 exams registered for.

At Main Street MS:

Counselors provided academic and distance learning support, including but not limited to: Rostering, COST meetings, SEL, IEP meetings, attendance support engagement activities.

MESA:

MESA MOU with UCSC was maintained, with MESA classes at Main Street MS and Soledad HS held daily, (MSMS) 130 students enrolled in MESA classes, Project-based learning conducted, students were able to use school-distributed materials as well as materials from home to complete projects, (SHS) 195 total students enrolled, majority 9th grade working on hands-on projects, with pre-made project kits provided, and student presentations were conducted via Zoom.

Challenges:

The prolonged closures of schools prevented numerous district and school activities from taken place. Many co-curricular in-person activities (NJROTC, Agriculture, Digital Media (film and broadcasting), Woodworking Education, Culinary, Dental Service, STEM, Robotics, Floristry; College-aspiring services and activities for middle school and high school students including workshops, presentations, college club, support services, tutoring, college test preparation; Science field trips, Summer enrichment programs, Parent engagement nights, VAPA performing events, and individual and team sports programs) were either severely limited or suspended.

Goal 2

Proficiency For ALL: SUSd will provide a high quality and comprehensive instructional program

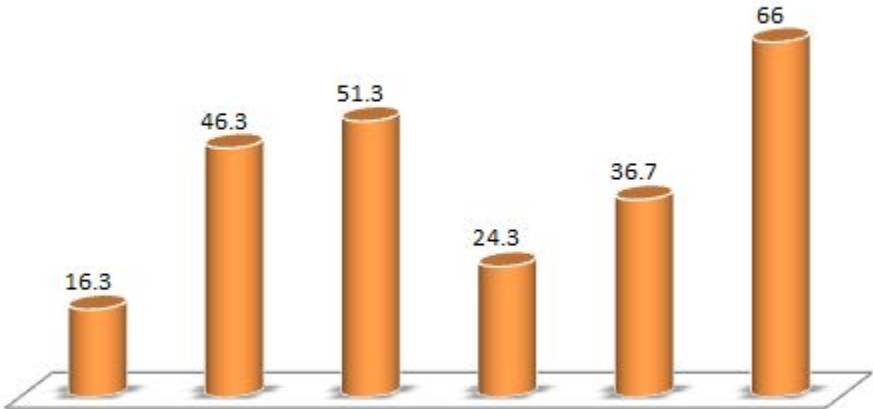
State and/or Local Priorities addressed by this goal:

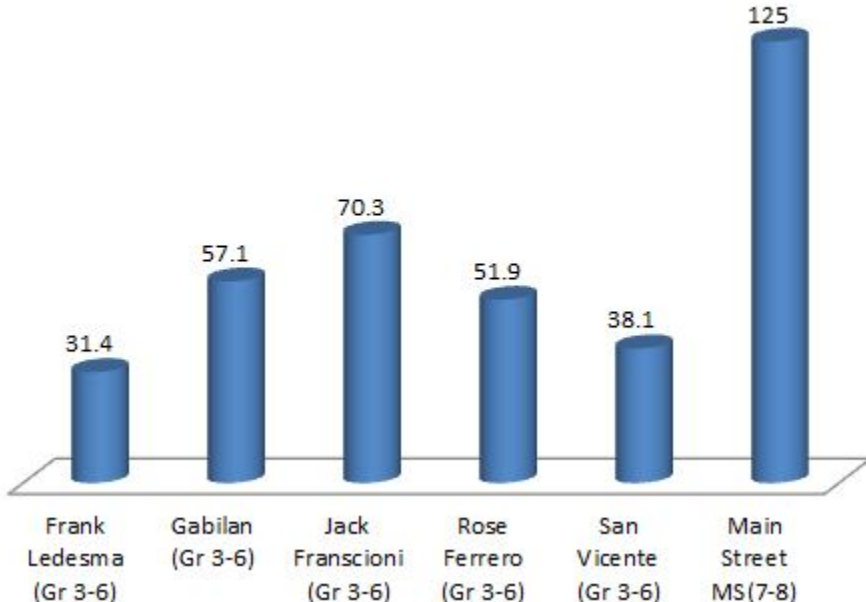
State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)










Local Priorities:

Annual Measurable Outcomes










Expected	Actual
Metric/Indicator ELA CAASPP -Dashboard (Grades 3--8) Distance from 3	ELA CAASPP -Dashboard (Grades 3--8) Distance from 3 - -40.15 - Results in graph below indicate negative (-) scores from the standard.
19-20 -20.00 points	
Baseline -51.00 points	

Expected	Actual														
	<p data-bbox="1325 175 1673 215" style="text-align: center;">ELA CAASPP 2019</p>  <table border="1" data-bbox="1073 722 1940 829"> <thead> <tr> <th>School</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Frank Ledesma (Gr 3-6)</td> <td>16.3</td> </tr> <tr> <td>Gabilan (Gr 3-6)</td> <td>46.3</td> </tr> <tr> <td>Jack Francioni (Gr 3-6)</td> <td>51.3</td> </tr> <tr> <td>Rose Ferrero (Gr 3-6)</td> <td>24.3</td> </tr> <tr> <td>San Vicente (Gr 3-6)</td> <td>36.7</td> </tr> <tr> <td>Main Street MS(7-8)</td> <td>66</td> </tr> </tbody> </table>	School	Score	Frank Ledesma (Gr 3-6)	16.3	Gabilan (Gr 3-6)	46.3	Jack Francioni (Gr 3-6)	51.3	Rose Ferrero (Gr 3-6)	24.3	San Vicente (Gr 3-6)	36.7	Main Street MS(7-8)	66
School	Score														
Frank Ledesma (Gr 3-6)	16.3														
Gabilan (Gr 3-6)	46.3														
Jack Francioni (Gr 3-6)	51.3														
Rose Ferrero (Gr 3-6)	24.3														
San Vicente (Gr 3-6)	36.7														
Main Street MS(7-8)	66														
<p data-bbox="109 862 348 894">Metric/Indicator</p> <p data-bbox="109 898 945 930">Math CAASPP -Dashboard - (Grades 3--8) Distance from 3</p> <p data-bbox="109 948 191 980">19-20</p> <p data-bbox="109 984 294 1016">-50.00 points</p> <p data-bbox="109 1034 239 1066">Baseline</p> <p data-bbox="109 1070 277 1102">-72.8 points</p>	<p data-bbox="1056 852 1984 956">Math Caaspp -Dashboard - (Grades 3--8) Distance from 3 - -62.3 - Results in graph below indicate negative (-) scores from the standard.</p>														

Expected	Actual														
	<p style="text-align: center;">Math CAASPP 2019</p>  <table border="1"> <thead> <tr> <th>School</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Frank Ledesma (Gr 3-6)</td> <td>31.4</td> </tr> <tr> <td>Gabilan (Gr 3-6)</td> <td>57.1</td> </tr> <tr> <td>Jack Francioni (Gr 3-6)</td> <td>70.3</td> </tr> <tr> <td>Rose Ferrero (Gr 3-6)</td> <td>51.9</td> </tr> <tr> <td>San Vicente (Gr 3-6)</td> <td>38.1</td> </tr> <tr> <td>Main Street MS (7-8)</td> <td>125</td> </tr> </tbody> </table>	School	Score	Frank Ledesma (Gr 3-6)	31.4	Gabilan (Gr 3-6)	57.1	Jack Francioni (Gr 3-6)	70.3	Rose Ferrero (Gr 3-6)	51.9	San Vicente (Gr 3-6)	38.1	Main Street MS (7-8)	125
School	Score														
Frank Ledesma (Gr 3-6)	31.4														
Gabilan (Gr 3-6)	57.1														
Jack Francioni (Gr 3-6)	70.3														
Rose Ferrero (Gr 3-6)	51.9														
San Vicente (Gr 3-6)	38.1														
Main Street MS (7-8)	125														
<p>Metric/Indicator NWEA Spring 3rd grade Math</p> <p>19-20 35.00%</p> <p>Baseline 20.00%</p>	<p>I-Ready Spring Diagnostic Placement Summary - 3rd grade Math - Tier 1 & 2 - 55%</p> <table border="1"> <thead> <tr> <th data-bbox="1060 992 1247 1079">GRADE 3</th> <th data-bbox="1251 992 2001 1079">Overall Grade-Level Placement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 1083 1247 1313"> <div>4%</div> <div></div> </td> <td data-bbox="1251 1083 2001 1313"> <div>51%</div> <div>45%</div> <div></div> </td> </tr> </tbody> </table>	GRADE 3	Overall Grade-Level Placement	<div>4%</div> <div></div>	<div>51%</div> <div>45%</div> <div></div>										
GRADE 3	Overall Grade-Level Placement														
<div>4%</div> <div></div>	<div>51%</div> <div>45%</div> <div></div>														
<p>Metric/Indicator NWEA Spring 3rd grade Reading proficient & advanced</p> <p>19-20 50.00%</p>	<p>I-Ready Spring Diagnostic Placement Summary - 3rd grade Reading - Tier 1 & 2 - 51%</p>														

Expected	Actual				
Baseline 36.00%	<table border="1"> <tr> <td data-bbox="1062 164 1247 250">GRADE 3</td><td data-bbox="1251 164 1992 250">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 253 1992 483"> <div> <div>30%</div> <div>21%</div> <div>49%</div> </div>  </td></tr> </table>	GRADE 3	Overall Grade-Level Placement	<div> <div>30%</div> <div>21%</div> <div>49%</div> </div> 	
GRADE 3	Overall Grade-Level Placement				
<div> <div>30%</div> <div>21%</div> <div>49%</div> </div> 					
Metric/Indicator NWEA Spring 4th grade Math proficient & advanced 19-20 40.00% Baseline 18.00%	I-Ready Spring Diagnostic Placement Summary - 4th grade Math - Tier 1 & 2 - 55% <table border="1"> <tr> <td data-bbox="1062 651 1247 737">GRADE 4</td><td data-bbox="1251 651 1992 737">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 740 1992 971"> <div> <div>12%</div> <div>43%</div> <div>44%</div> </div>  </td></tr> </table>	GRADE 4	Overall Grade-Level Placement	<div> <div>12%</div> <div>43%</div> <div>44%</div> </div> 	
GRADE 4	Overall Grade-Level Placement				
<div> <div>12%</div> <div>43%</div> <div>44%</div> </div> 					
Metric/Indicator NWEA Spring 4th grade Reading proficient & advanced 19-20 45.00% Baseline 31.00%	I-Ready Spring Diagnostic Placement Summary - 4th grade Reading - Tier 1 & 2 - 58% <table border="1"> <tr> <td data-bbox="1062 1073 1247 1159">GRADE 4</td><td data-bbox="1251 1073 1992 1159">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 1162 1992 1385"> <div> <div>22%</div> <div>36%</div> <div>42%</div> </div>  </td></tr> </table>	GRADE 4	Overall Grade-Level Placement	<div> <div>22%</div> <div>36%</div> <div>42%</div> </div> 	
GRADE 4	Overall Grade-Level Placement				
<div> <div>22%</div> <div>36%</div> <div>42%</div> </div> 					
Metric/Indicator NWEA Spring 5th grade Math proficient & advanced	I-Ready Spring Diagnostic Placement Summary - 5th grade Math - Tier 1 & 2 - 55%				

Expected	Actual				
<p>19-20 45.00%</p> <p>Baseline 30.80%</p>	<table border="1"> <tr> <td data-bbox="1062 162 1245 248">GRADE 5</td><td data-bbox="1249 162 1992 248">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 251 1992 483"> <div> <div>14%</div> <div>41%</div> <div>46%</div> </div> </td></tr> </table>	GRADE 5	Overall Grade-Level Placement	<div> <div>14%</div> <div>41%</div> <div>46%</div> </div>	
GRADE 5	Overall Grade-Level Placement				
<div> <div>14%</div> <div>41%</div> <div>46%</div> </div>					
<p>Metric/Indicator NWEA Spring 5th grade Reading proficient & advanced</p> <p>19-20 55.00%</p> <p>Baseline 40.00%</p>	<p>I-Ready Spring Diagnostic Placement Summary - 5th grade Reading - Tier 1 & 2 - 46%</p> <table border="1"> <tr> <td data-bbox="1062 581 1245 667">GRADE 5</td><td data-bbox="1249 581 1992 667">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 670 1992 893"> <div> <div>22%</div> <div>24%</div> <div>55%</div> </div> </td></tr> </table>	GRADE 5	Overall Grade-Level Placement	<div> <div>22%</div> <div>24%</div> <div>55%</div> </div>	
GRADE 5	Overall Grade-Level Placement				
<div> <div>22%</div> <div>24%</div> <div>55%</div> </div>					
<p>Metric/Indicator NWEA Spring 6th grade Math proficient & advanced</p> <p>19-20 40.00%</p> <p>Baseline 25.40%</p>	<p>I-Ready Spring Diagnostic Placement Summary - 6th grade Math - Tier 1 & 2 - 46%</p> <table border="1"> <tr> <td data-bbox="1062 993 1245 1079">GRADE 6</td><td data-bbox="1249 993 1992 1079">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 1083 1992 1305"> <div> <div>14%</div> <div>32%</div> <div>54%</div> </div> </td></tr> </table>	GRADE 6	Overall Grade-Level Placement	<div> <div>14%</div> <div>32%</div> <div>54%</div> </div>	
GRADE 6	Overall Grade-Level Placement				
<div> <div>14%</div> <div>32%</div> <div>54%</div> </div>					
<p>Metric/Indicator NWEA Spring 6th grade Reading proficient & advanced</p> <p>19-20 50.00%</p>	<p>I-Ready Spring Diagnostic Placement Summary - 6th grade Reading - Tier 1 & 2 - 39%</p>				

Expected	Actual				
Baseline 36.80%	<table border="1"> <tr> <td data-bbox="1062 164 1247 250">GRADE 6</td><td data-bbox="1251 164 1992 250">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 253 1247 480"> <div> <div>20%</div> <div>19%</div> <div>61%</div> </div>  </td></tr> </table>	GRADE 6	Overall Grade-Level Placement	<div> <div>20%</div> <div>19%</div> <div>61%</div> </div> 	
GRADE 6	Overall Grade-Level Placement				
<div> <div>20%</div> <div>19%</div> <div>61%</div> </div> 					
Metric/Indicator NWEA Spring 7th grade Math proficient & advanced 19-20 40.00% Baseline 18.00%	I-Ready Spring Diagnostic Placement Summary - 7th grade Math - Tier 1 & 2 - 41% <table border="1"> <tr> <td data-bbox="1062 578 1247 664">GRADE 7</td><td data-bbox="1251 578 1992 664">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 667 1247 886"> <div> <div>13%</div> <div>28%</div> <div>59%</div> </div>  </td></tr> </table>	GRADE 7	Overall Grade-Level Placement	<div> <div>13%</div> <div>28%</div> <div>59%</div> </div> 	
GRADE 7	Overall Grade-Level Placement				
<div> <div>13%</div> <div>28%</div> <div>59%</div> </div> 					
Metric/Indicator NWEA Spring 7th grade Reading proficient & advanced 19-20 45.00% Baseline 30.00%	I-Ready Spring Diagnostic Placement Summary - 7th grade Reading - Tier 1 & 2 - 35% <table border="1"> <tr> <td data-bbox="1062 987 1247 1073">GRADE 7</td><td data-bbox="1251 987 1992 1073">Overall Grade-Level Placement</td></tr> <tr> <td colspan="2" data-bbox="1062 1076 1247 1295"> <div> <div>21%</div> <div>14%</div> <div>64%</div> </div>  </td></tr> </table>	GRADE 7	Overall Grade-Level Placement	<div> <div>21%</div> <div>14%</div> <div>64%</div> </div> 	
GRADE 7	Overall Grade-Level Placement				
<div> <div>21%</div> <div>14%</div> <div>64%</div> </div> 					
Metric/Indicator NWEA Spring 8th grade Math proficient & advanced 19-20 45.00%	I-Ready Spring Diagnostic Placement Summary - 8th grade Math - Tier 1 & 2 - 40%				

Expected	Actual						
Baseline 29.00%	<table><tr><td>GRADE 8</td><td>Overall Grade-Level Placement</td></tr><tr><td colspan="2"><div><div>20%</div><div>20%</div><div>60%</div></div><div><div></div><div></div><div></div></div></td></tr></table>	GRADE 8	Overall Grade-Level Placement	<div><div>20%</div><div>20%</div><div>60%</div></div> <div><div></div><div></div><div></div></div>			
	GRADE 8	Overall Grade-Level Placement					
<div><div>20%</div><div>20%</div><div>60%</div></div> <div><div></div><div></div><div></div></div>							
Metric/Indicator NWEA Spring 8th grade Reading proficient & advanced 19-20 55.00% Baseline 39.00%	<table><tr><td colspan="2">I-Ready Spring Diagnostic Placement Summary - 8th grade Reading - Tier 1 & 2 - 39%</td></tr><tr><td>GRADE 8</td><td>Overall Grade-Level Placement</td></tr><tr><td colspan="2"><div><div>26%</div><div>13%</div><div>61%</div></div><div><div></div><div></div><div></div></div></td></tr></table>	I-Ready Spring Diagnostic Placement Summary - 8th grade Reading - Tier 1 & 2 - 39%		GRADE 8	Overall Grade-Level Placement	<div><div>26%</div><div>13%</div><div>61%</div></div> <div><div></div><div></div><div></div></div>	
	I-Ready Spring Diagnostic Placement Summary - 8th grade Reading - Tier 1 & 2 - 39%						
GRADE 8	Overall Grade-Level Placement						
<div><div>26%</div><div>13%</div><div>61%</div></div> <div><div></div><div></div><div></div></div>							

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Class Size Reduction 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 Continue to fund at a 25:1 student to teacher ratio. This Action includes salaries/benefits.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$554,994 3000-3999: Employee Benefits Supplemental/Concentration \$244,445	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$544,048 3000-3999: Employee Benefits Supplemental/Concentration \$241,919

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.2 District-Wide Assessment</p> <p>Student services will implement testing programs to support formative and summative assessments for all students including IReady for Grades 1st - 8th grade, CPAA (Grades K--1), Interim Assessment Block, Illuminate, Renaissance Learning, (Accelerated Reader), Reading Inventory, adoption-embedded assessments, and others. Provides for the training of teachers in the 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>The 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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$15,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$3,080</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$150,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,331</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$547</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$55</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$143,725</p>
<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 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>4000-4999: Books And Supplies Supplemental/Concentration \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$147000</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$51,671</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$19,598</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$12,724</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>Supplemental/Concentration \$92,177</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$42,137</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$82,010</p>
<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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$445,018</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$172,082</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$461,310</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$171,382</p>
<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. The action also provides for training for instructional aide support of small</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$487,510</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$544,311</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>group instruction including use of I- Ready and 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>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$220,508</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$241,290</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,140</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$1,388</p>
<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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$30,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$7,000</p>
<p>2.7 Educational Technology</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$53</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>Supplemental/Concentration \$115,158</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$532,497</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$294,713</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$513,000</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$10</p>
<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 and software programs such as Reading Eggs and Math Seeds.. Funds may also be used for hourly/substitutes and professional services.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$623</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$126</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$3,187</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$7,004</p>
<p>2.9 District Support for Administrators and Instructional Leaders</p> <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>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$133,610</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$164,240</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$50,660</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$114,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$67</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$41,833</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$136,138</p>
<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 the I-Ready program and phonics instruction, licenses. The Action also provides for a consultant to train and support Read 180 teachers in the middle school.</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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$99,925</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$27,673</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$67,402</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 35,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$104,442</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$27,307</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$26,451</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$21,100</p>
<p>2.11 Science (District)</p> <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>4000-4999: Books And Supplies Supplemental/Concentration \$60,178</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$59,456</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This Action includes funding for substitute compensation, materials/supplies, and professional services including travel/conference.</p>	<p>Supplemental/Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$822</p>	<p>Supplemental/Concentration \$25,028</p>
<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 Accelerated Readers and book purchases.</p> <p>This action includes funding for salaries/benefits as well as materials and supplies</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$257,242</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$148,673</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$26,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$256,241</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$149,318</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$21,314</p>
<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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$10,785</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,215</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$10,552</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,990</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$138</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$4,561</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>		
<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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$513</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$98</p>
<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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,807</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$1,193</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$400</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,600</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,600</p>
<p>2.16 Mathematics Instruction</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 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>	<p>Supplemental/Concentration \$16,590</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$3,410</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$8,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$32,000</p>	<p>Supplemental/Concentration \$12,216</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,115</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$462</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$63,760</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to purchase supplemental instructional materials, staff training distance learning training costs, and instructional support materials for parents to take home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The District was able to continue with the adoption of 7th-12th Math programs (completed), institute iReady© (ELA and Math) Diagnostics K-8th to (temporarily) substituting for the SBA-suspended CAASPP-SBAC assessments, implement READ180© (7th-8th), Reading Inventory (9th-12th), Math Diagnostic Testing Project (MDTP 9th-12th), ReadingEGGS© and MathSEEDS© assessment

modules (Pre-school), support TK-3rd class-size reduction, and maintain social emotional support for students (provided by counseling staff); implement the Math Elevate program (Silicon Valley Math Initiative®, Summer 2020 and 2021); conduct Solution Tree® Math PD; and conduct Constructing Meaning® training (Math.)

In addition, Music Education was sustained during COVID with SmartMusic® software purchased for Music distance learning. At SHS, 67 students enrolled in SHS Band classes. At MSMS student participated in Mariachi (31 students), Beginning Band (25), Choir (35), Guitar (38) Advanced Band (47), Strings (28). At Jack Francioni ES 14 students were in Elementary Strings Program.

Challenges:

The prolonged closures of schools prevented numerous district and school activities from taken place. Many core PD supports for teachers and multiple in-person supports for students were less effective or suspended when shifted to remote setting (Adoption of NGSS Science; Intervention activities for English Learners, Students with Disabilities and struggling learners; Teacher instructional strategies based on Common Core's 8 Mathematical Practice standards; Teacher strategies focusing on Number Talks, Collaborative Conversations, and Complex Instruction; J-Kindergarten program; After-school programs; etc.)

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspensions 19-20 350 days Baseline 329 days	2019-20 Suspension Rate for Soledad Unified School District - 4.5% (Graphic from DataQuest)

Expected	Actual																																																																																																									
	<table><tr><th>Name</th><th>Cumulative Enrollment</th><th>Total Suspensions</th><th>Unduplicated Count of Students Suspended</th><th>Suspension Rate</th><th>Percent of Students Suspended with One Suspension</th><th>Percent of Students Suspended with Multiple Suspensions</th></tr><tr><td>Frank Ledesma Elementary</td><td>534</td><td>20</td><td>7</td><td>1.3%</td><td>28.6%</td><td>71.4%</td></tr><tr><td>Gabilan Elementary</td><td>498</td><td>16</td><td>9</td><td>1.8%</td><td>66.7%</td><td>33.3%</td></tr><tr><td>Jack Francioni Elementary</td><td>575</td><td>20</td><td>16</td><td>2.8%</td><td>81.3%</td><td>18.8%</td></tr><tr><td>Main Street Middle</td><td>837</td><td>129</td><td>88</td><td>10.5%</td><td>67.0%</td><td>33.0%</td></tr><tr><td>Pinnacles High</td><td>70</td><td>2</td><td>2</td><td>2.9%</td><td>100.0%</td><td>0.0%</td></tr><tr><td>Rose Ferrero Elementary</td><td>490</td><td>8</td><td>5</td><td>1.0%</td><td>80.0%</td><td>20.0%</td></tr><tr><td>San Vicente Elementary</td><td>567</td><td>11</td><td>10</td><td>1.8%</td><td>90.0%</td><td>10.0%</td></tr><tr><td>Soledad High</td><td>1,594</td><td>146</td><td>91</td><td>5.7%</td><td>61.5%</td><td>38.5%</td></tr><tr><td>Soledad Preschool Center</td><td>1</td><td>0</td><td>0</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td colspan="7">Report Totals</td></tr><tr><th>Name</th><th>Cumulative Enrollment</th><th>Total Suspensions</th><th>Unduplicated Count of Students Suspended</th><th>Suspension Rate</th><th>Percent of Students Suspended with One Suspension</th><th>Percent of Students Suspended with Multiple Suspensions</th></tr><tr><td>Soledad Unified</td><td>5,081</td><td>352</td><td>227</td><td>4.5%</td><td>66.5%</td><td>33.5%</td></tr><tr><td>Monterey County</td><td>77,276</td><td>3,157</td><td>2,173</td><td>2.8%</td><td>74.3%</td><td>25.7%</td></tr><tr><td>Statewide</td><td>5,624,643</td><td>221,843</td><td>145,994</td><td>2.6%</td><td>72.4%</td><td>27.6%</td></tr></table>	Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Frank Ledesma Elementary	534	20	7	1.3%	28.6%	71.4%	Gabilan Elementary	498	16	9	1.8%	66.7%	33.3%	Jack Francioni Elementary	575	20	16	2.8%	81.3%	18.8%	Main Street Middle	837	129	88	10.5%	67.0%	33.0%	Pinnacles High	70	2	2	2.9%	100.0%	0.0%	Rose Ferrero Elementary	490	8	5	1.0%	80.0%	20.0%	San Vicente Elementary	567	11	10	1.8%	90.0%	10.0%	Soledad High	1,594	146	91	5.7%	61.5%	38.5%	Soledad Preschool Center	1	0	0	0.0%	0.0%	0.0%	Report Totals							Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Soledad Unified	5,081	352	227	4.5%	66.5%	33.5%	Monterey County	77,276	3,157	2,173	2.8%	74.3%	25.7%	Statewide	5,624,643	221,843	145,994	2.6%	72.4%	27.6%
Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions																																																																																																				
Frank Ledesma Elementary	534	20	7	1.3%	28.6%	71.4%																																																																																																				
Gabilan Elementary	498	16	9	1.8%	66.7%	33.3%																																																																																																				
Jack Francioni Elementary	575	20	16	2.8%	81.3%	18.8%																																																																																																				
Main Street Middle	837	129	88	10.5%	67.0%	33.0%																																																																																																				
Pinnacles High	70	2	2	2.9%	100.0%	0.0%																																																																																																				
Rose Ferrero Elementary	490	8	5	1.0%	80.0%	20.0%																																																																																																				
San Vicente Elementary	567	11	10	1.8%	90.0%	10.0%																																																																																																				
Soledad High	1,594	146	91	5.7%	61.5%	38.5%																																																																																																				
Soledad Preschool Center	1	0	0	0.0%	0.0%	0.0%																																																																																																				
Report Totals																																																																																																										
Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions																																																																																																				
Soledad Unified	5,081	352	227	4.5%	66.5%	33.5%																																																																																																				
Monterey County	77,276	3,157	2,173	2.8%	74.3%	25.7%																																																																																																				
Statewide	5,624,643	221,843	145,994	2.6%	72.4%	27.6%																																																																																																				
Metric/Indicator Expulsions 19-20 0 Baseline 0	2019-20 Expulsion Rate for Soledad Unified School District - 0% (Graph from DataQuest)																																																																																																									

Expected	Actual																																																																											
	<table><tr><th>Name</th><th>Cumulative Enrollment</th><th>Total Expulsions</th><th>Unduplicated Count of Students Expelled</th><th>Expulsion Rate</th></tr><tr><td>Frank Ledesma Elementary</td><td>534</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Gabilan Elementary</td><td>498</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Jack Francioni Elementary</td><td>575</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Main Street Middle</td><td>837</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Pinnacles High</td><td>70</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Rose Ferrero Elementary</td><td>490</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>San Vicente Elementary</td><td>567</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Soledad High</td><td>1,594</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td>Soledad Preschool Center</td><td>1</td><td>0</td><td>0</td><td>0.00%</td></tr><tr><td colspan="5">Report Totals</td></tr><tr><th>Name</th><th>Cumulative Enrollment</th><th>Total Expulsions</th><th>Unduplicated Count of Students Expelled</th><th>Expulsion Rate</th></tr><tr><td>Soledad Unified</td><td>5,081</td><td>0</td><td>0</td><td>0.0%</td></tr><tr><td>Monterey County</td><td>77,276</td><td>25</td><td>25</td><td>0.03%</td></tr><tr><td>Statewide</td><td>5,624,643</td><td>3,111</td><td>3,094</td><td>0.06%</td></tr></table>	Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate	Frank Ledesma Elementary	534	0	0	0.00%	Gabilan Elementary	498	0	0	0.00%	Jack Francioni Elementary	575	0	0	0.00%	Main Street Middle	837	0	0	0.00%	Pinnacles High	70	0	0	0.00%	Rose Ferrero Elementary	490	0	0	0.00%	San Vicente Elementary	567	0	0	0.00%	Soledad High	1,594	0	0	0.00%	Soledad Preschool Center	1	0	0	0.00%	Report Totals					Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate	Soledad Unified	5,081	0	0	0.0%	Monterey County	77,276	25	25	0.03%	Statewide	5,624,643	3,111	3,094	0.06%
	Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate																																																																							
	Frank Ledesma Elementary	534	0	0	0.00%																																																																							
	Gabilan Elementary	498	0	0	0.00%																																																																							
	Jack Francioni Elementary	575	0	0	0.00%																																																																							
	Main Street Middle	837	0	0	0.00%																																																																							
	Pinnacles High	70	0	0	0.00%																																																																							
	Rose Ferrero Elementary	490	0	0	0.00%																																																																							
	San Vicente Elementary	567	0	0	0.00%																																																																							
	Soledad High	1,594	0	0	0.00%																																																																							
	Soledad Preschool Center	1	0	0	0.00%																																																																							
	Report Totals																																																																											
	Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate																																																																							
	Soledad Unified	5,081	0	0	0.0%																																																																							
	Monterey County	77,276	25	25	0.03%																																																																							
Statewide	5,624,643	3,111	3,094	0.06%																																																																								
Metric/Indicator Suspension Rate (as contrasted with days suspended) 19-20 350 days / 4.2 Baseline 329 days / 4.3% rate	2019-20 Suspension Days - 570.5 (Data from AERIES/SWIS)																																																																											

Expected	Actual																					
	<div>2019-20 Suspension Days</div> <table border="1"><thead><tr><th>School</th><th>Suspension Days</th></tr></thead><tbody><tr><td>Frank Ledesma School</td><td>22</td></tr><tr><td>Gabilan School</td><td>24.5</td></tr><tr><td>Jack Franscioni School</td><td>31</td></tr><tr><td>Rose Ferrero School</td><td>9</td></tr><tr><td>San Vicente School</td><td>19</td></tr><tr><td>Main Street Middle School</td><td>221</td></tr><tr><td>Soledad High School</td><td>236</td></tr><tr><td>Pinnacles High School</td><td>8</td></tr></tbody></table>	School	Suspension Days	Frank Ledesma School	22	Gabilan School	24.5	Jack Franscioni School	31	Rose Ferrero School	9	San Vicente School	19	Main Street Middle School	221	Soledad High School	236	Pinnacles High School	8			
School	Suspension Days																					
Frank Ledesma School	22																					
Gabilan School	24.5																					
Jack Franscioni School	31																					
Rose Ferrero School	9																					
San Vicente School	19																					
Main Street Middle School	221																					
Soledad High School	236																					
Pinnacles High School	8																					
<div>Metric/Indicator</div> <div>Middle School Dropouts</div> <div>19-20</div> <div>0</div> <div>Baseline</div> <div>0</div>	<div>Middle School Dropouts - 0% (2019-20) (Graph from Calpads)</div> <table><tr><th colspan="7">Dropouts</th></tr><tr><th>School Name</th><th>Title III Eligible Immigrants</th><th>Gifted and Talented Education</th><th>Title I Part C Migrant</th><th>Students with Disabilities</th><th>English Learner</th><th>Socio-Economically Disadvantaged</th></tr><tr><td>Main Street Middle</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	Dropouts							School Name	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	English Learner	Socio-Economically Disadvantaged	Main Street Middle	0	0	0	0	0	0
Dropouts																						
School Name	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	English Learner	Socio-Economically Disadvantaged																
Main Street Middle	0	0	0	0	0	0																
<div>Metric/Indicator</div> <div>High School Dropouts</div>	<div>High School Dropouts - 16 (2019-20) (Graph from Ed-Data)</div>																					

Expected	Actual												
<div>19-20</div> <div>6</div> <div>Baseline</div> <div>5</div>	<div><div>All Students</div><div><div>#</div><div>%</div></div><div><div>Number of Students</div><div><div>20</div><div>15</div><div>10</div><div>5</div><div>0</div></div><div><div>2015-16</div><div>2016-17</div><div>2017-18</div><div>2018-19</div><div>2019-20</div></div></div><div><div>View Table Data</div></div><table><tr><th>Cohort Dropouts</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All Students</td><td>N/A</td><td>12</td><td>12</td><td>10</td><td>16</td></tr></table></div>	Cohort Dropouts	2015-16	2016-17	2017-18	2018-19	2019-20	All Students	N/A	12	12	10	16
Cohort Dropouts	2015-16	2016-17	2017-18	2018-19	2019-20								
All Students	N/A	12	12	10	16								
<div>Metric/Indicator</div> <div>Schools Maintained in Good Repair</div>	<div>2019-20 Schools Maintained in Good Repair</div>												

Expected	Actual	
	2019-20 OVERALL SCHOOL FACILITY REPAIR STATUS	
	Frank Ledesma School	Good
	Gabilan School	Good
	Jack Franscioni School	Good
	Rose Ferrero School	Good
	San Vicente School	Exemplary
	Main Street Middle School	Exemplary
	Soledad High School	Exemplary
	Pinnacles High School	Exemplary

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Provide for Safe School Climate</p> <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>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5,500</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 2,721</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,522</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6,569</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>4000-4999: Books And Supplies Supplemental/Concentration 10,500.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 85,500</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 5,500</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$1,660</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$6,347</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$102,099</p>
<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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$68,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$44,334</p>
<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> <p>This Action includes funding for classified salaries/benefits, materials, equipment and professional services.</p>	<p>7000-7439: Other Outgo Supplemental/Concentration \$1,317,521</p>	<p>7000-7439: Other Outgo Supplemental/Concentration \$1,317,521</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$16,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$5,579</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12,107</p>
<p>3.5 Support for Student Mental Health</p> <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</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$39,999</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$38,713</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$14,285</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$309,000</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$13,227</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$309,503</p>
<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>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$57,425</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$47,588</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,971</p>
<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> <p>Action includes funding for salaries/benefits, hourly and professional services.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$260,802</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$89,088</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$323,506</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$88,449</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$209,502</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$117,961</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$322,612</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$165,578</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$9,992</p>
No ExpendituresTotal	0.00	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to secure materials and supplies to keep the schools safe and in good standing and to meet Williams standards.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

SunStreet® Center MOU successfully implemented with services being provided virtually. Services included the following classes/topics: Pre-Diversion Program, (MSMS) Vaping 101, Prescription Drugs, etc.;

SWIS Data© Tracking system implemented

Harmony at Home® implemented

Sprigeo® Licenses purchased

MCBH Services sustained, with services being provided virtually;

PBIS incentive programs sustained;

All counselors in place for the start of the 2020-21 school year;

Counselors continued to facilitate 504s, SSTs, CRTs;

Counselors participated in COST meetings and PBIS activities;

Pupil supervisors assisting with outreach;

SHS Security team assisted with phone calls for students with multiple absences and were active participants in COST meetings; and District nurses provided critical services in developing and maintaining health and safety procedures and protocols during COVID.

-

Challenges:

The prolonged closures of schools prevented numerous district and school activities from taken place: Of note were the suspension of the School Resource Officer program and Student Transportation.

Goal 4

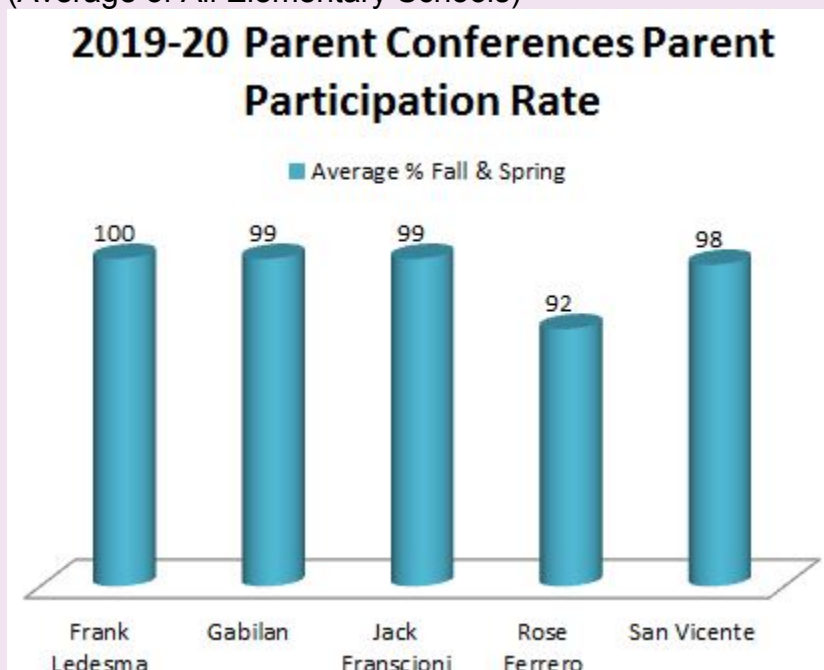
Parent and Family Engagement: Parents and students will be actively engaged and involved in school sites.

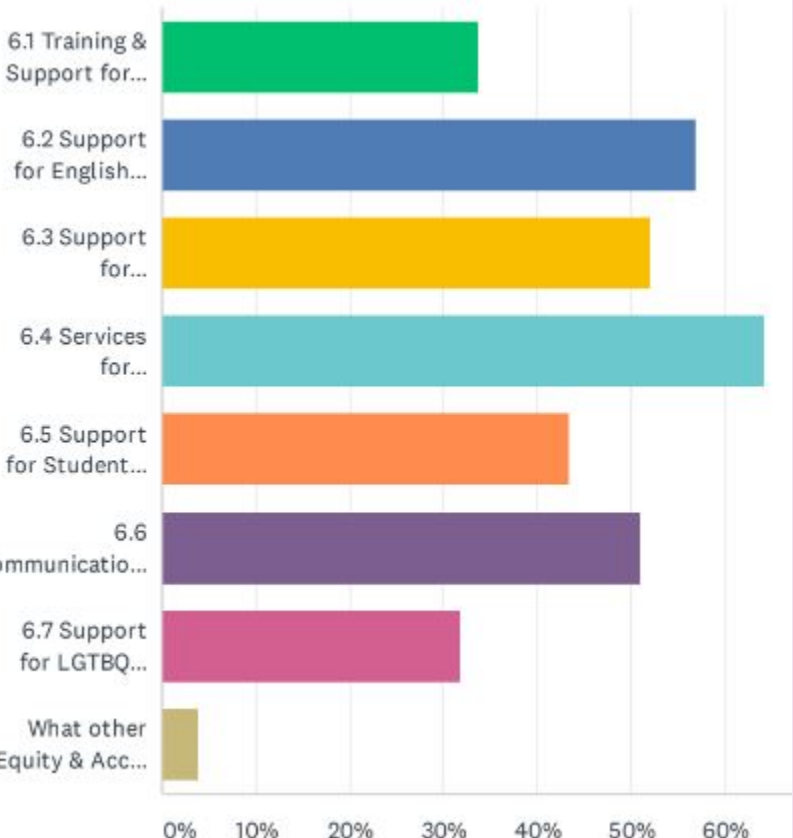
State and/or Local Priorities addressed by this goal:

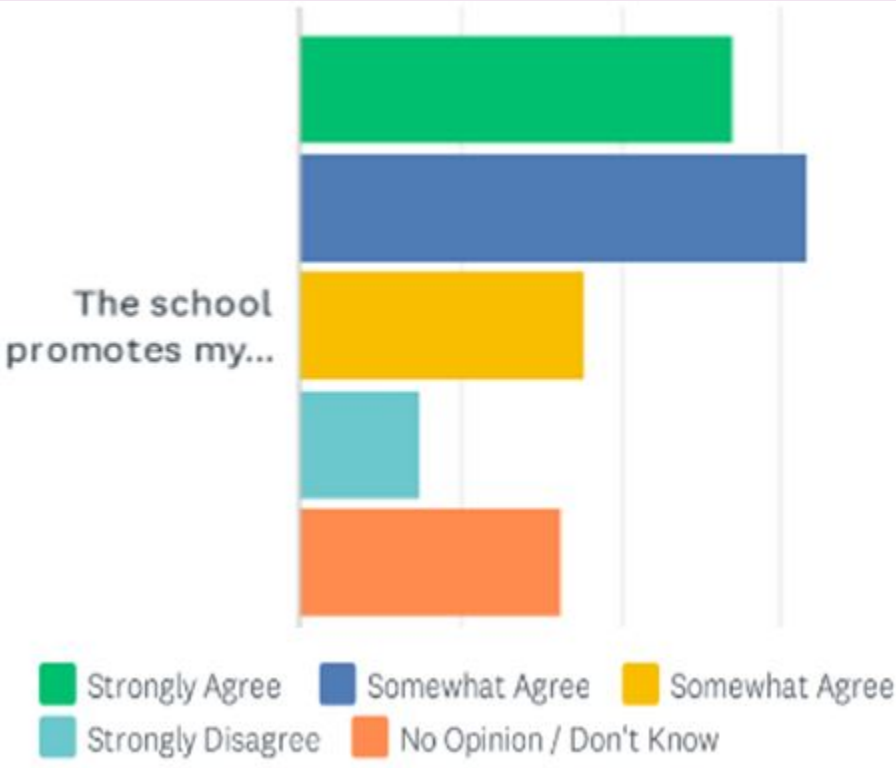
State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

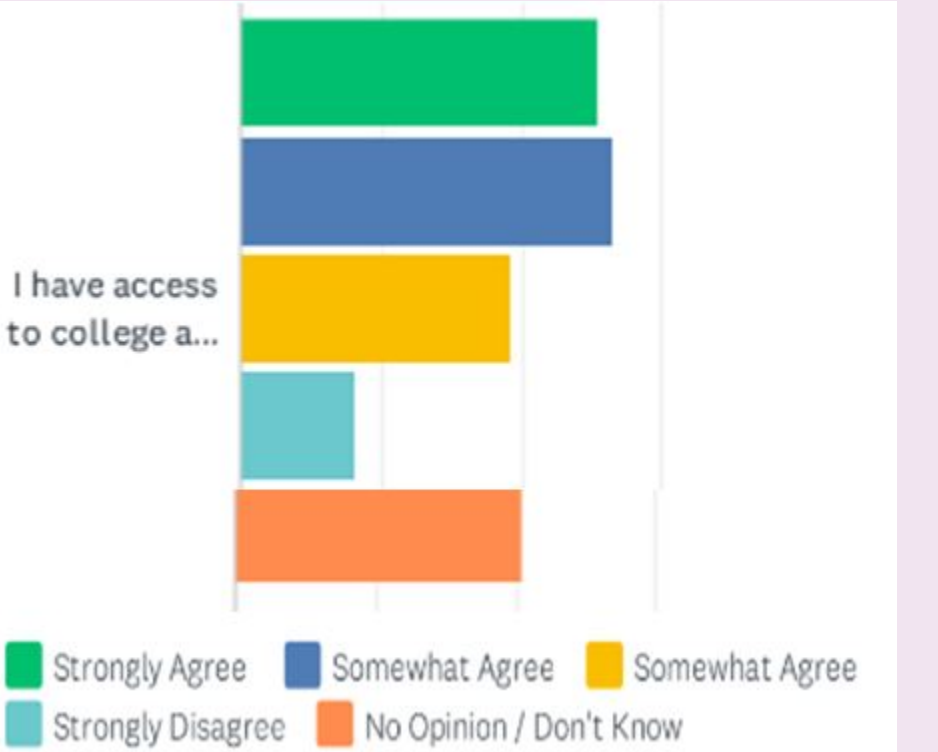
Local Priorities:

Annual Measurable Outcomes

Expected	Actual												
Metric/Indicator Parent Conferences - Parent Participation Rate 19-20 100.00 Baseline 98.00	2019-20 Parent Conferences - Parent Participation Rate - 97.4% (Average of All Elementary Schools)  <table border="1"> <caption>2019-20 Parent Conferences Parent Participation Rate</caption> <thead> <tr> <th>School</th> <th>Participation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Frank Ledesma</td> <td>100</td> </tr> <tr> <td>Gabilan</td> <td>99</td> </tr> <tr> <td>Jack Francioni</td> <td>99</td> </tr> <tr> <td>Rose Ferrero</td> <td>92</td> </tr> <tr> <td>San Vicente</td> <td>98</td> </tr> </tbody> </table>	School	Participation Rate (%)	Frank Ledesma	100	Gabilan	99	Jack Francioni	99	Rose Ferrero	92	San Vicente	98
School	Participation Rate (%)												
Frank Ledesma	100												
Gabilan	99												
Jack Francioni	99												
Rose Ferrero	92												
San Vicente	98												

Expected	Actual																		
<p>Metric/Indicator Survey- Parents feel Welcome to Participate</p> <p>19-20 95.00</p> <p>Baseline 61.24</p>	<p>Survey- Parents feel Welcome to Participate - Spring 2020 - LCAP Parent Stakeholder Survey Results - 50.98% (6.6 Support for Parent Participation)</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Support (%)</th> </tr> </thead> <tbody> <tr> <td>6.1 Training & Support for...</td> <td>34%</td> </tr> <tr> <td>6.2 Support for English...</td> <td>57%</td> </tr> <tr> <td>6.3 Support for...</td> <td>52%</td> </tr> <tr> <td>6.4 Services for...</td> <td>64%</td> </tr> <tr> <td>6.5 Support for Student...</td> <td>44%</td> </tr> <tr> <td>6.6 Communicatio...</td> <td>51%</td> </tr> <tr> <td>6.7 Support for LGBTQ...</td> <td>32%</td> </tr> <tr> <td>What other Equity & Acc...</td> <td>4%</td> </tr> </tbody> </table>	Category	Support (%)	6.1 Training & Support for...	34%	6.2 Support for English...	57%	6.3 Support for...	52%	6.4 Services for...	64%	6.5 Support for Student...	44%	6.6 Communicatio...	51%	6.7 Support for LGBTQ...	32%	What other Equity & Acc...	4%
Category	Support (%)																		
6.1 Training & Support for...	34%																		
6.2 Support for English...	57%																		
6.3 Support for...	52%																		
6.4 Services for...	64%																		
6.5 Support for Student...	44%																		
6.6 Communicatio...	51%																		
6.7 Support for LGBTQ...	32%																		
What other Equity & Acc...	4%																		
<p>Metric/Indicator Survey- School Promotes Academic Success for All Students</p> <p>19-20 95.00</p> <p>Baseline 73.60</p>	<p>Survey- School Promotes Academic Success for All Students - Spring 2020 - LCAP Secondary Student Survey Results (Question 11) - 58.52% (Strongly Agree & Somewhat Agree)</p>																		

Expected	Actual
	 <p>The school promotes my...</p> <p>Strongly Agree Somewhat Agree Somewhat Agree Strongly Disagree No Opinion / Don't Know</p>
Metric/Indicator Survey- Planning for College or Vocational School 19-20 75.00 Baseline 70.34	Survey- Access to College and Career Counseling & Guidance - Spring 2020 - Secondary Student Survey Results (Question 11) - 52.05% (Strongly Agree & Somewhat Agree)

Expected	Actual
	 <p>I have access to college a...</p> <p> Strongly Agree Somewhat Agree Somewhat Agree Strongly Disagree No Opinion / Don't Know </p>
Metric/Indicator Student Attendance Rate 19-20 97.00 Baseline 95.55	2018-19 Student Attendance Rate - 94.2%, 2019-20 Not Available (Graph from Ed-Data)

Expected	Actual																								
	<div><div><div><div>Census Day Enrollment</div><div>Soledad Unified</div><div>CDS Code 27-75440-0000000</div></div><div><div>View by grade, student group, charter status, etc.</div><div><div><div><div>5,000</div><div>4,000</div><div>3,000</div><div>2,000</div><div>1,000</div><div>0</div></div><div><div>2015-16</div><div>2016-17</div><div>2017-18</div><div>2018-19</div><div>2019-20</div></div></div></div><div><div>View Table Data</div><table><tr><th>Census Day Enrollment</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>Total</td><td>4,861</td><td>4,856</td><td>4,882</td><td>4,905</td><td>4,871</td></tr></table></div></div></div><div><div>Average Daily Attendance (ADA)</div><div>Soledad Unified</div><div>CDS Code 27-75440-0000000</div></div><div><div>View Table Data</div><div><div><div><div>5,000</div><div>4,000</div><div>3,000</div><div>2,000</div><div>1,000</div><div>0</div></div><div><div>2015-16</div><div>2016-17</div><div>2017-18</div><div>2018-19</div><div>2019-20</div></div></div></div><div><div>View Table Data</div><table><tr><th>Average Daily Attendance (ADA)</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>ADA</td><td>4,641</td><td>4,618</td><td>4,634</td><td>4,622</td><td>N/A</td></tr></table></div></div></div>	Census Day Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20	Total	4,861	4,856	4,882	4,905	4,871	Average Daily Attendance (ADA)	2015-16	2016-17	2017-18	2018-19	2019-20	ADA	4,641	4,618	4,634	4,622	N/A
Census Day Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20																				
Total	4,861	4,856	4,882	4,905	4,871																				
Average Daily Attendance (ADA)	2015-16	2016-17	2017-18	2018-19	2019-20																				
ADA	4,641	4,618	4,634	4,622	N/A																				

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>2000-2999: Classified Personnel Salaries Supplemental/Concentration 343,111</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 188,529</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$380,779</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$197,949</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$46
<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>	7000-7439: Other Outgo Supplemental/Concentration 962,515	7000-7439: Other Outgo Supplemental/Concentration \$962,522
<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>	<p>4000-4999: Books And Supplies Supplemental/Concentration 15,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 30,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$4,613</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$27,928</p>
<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,</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 101,702</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$120,417</p> <p>2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>	<p>Supplemental/Concentration 183,823</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 76,764</p>	<p>Supplemental/Concentration \$146,145</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$43,315</p>
<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>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 35,141</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 15,341</p> <p>4000-4999: Books And Supplies Supplemental/Concentration 1,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$37,621</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$16,760</p>
<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 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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 199,439</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 10,502</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 78,203</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$209,566</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$21,479</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$66,303</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental/Concentration 5,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 4,000	4000-4999: Books And Supplies Supplemental/Concentration \$3,599 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$353
<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>	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 23,800	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$18,396
<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>	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 4,000 2000-2999: Classified Personnel Salaries Supplemental/Concentration 3,000 3000-3999: Employee Benefits Supplemental/Concentration 1,113	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$603 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$8,599 3000-3999: Employee Benefits Supplemental/Concentration \$1,018

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental/Concentration 2,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1,887	4000-4999: Books And Supplies Supplemental/Concentration \$1,445 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$1,698
4.9 Parent Education 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. The District will provide training and presentations to the SWD Parent group with meets monthly. Topics will be based upon parent input. This Action includes funding for hourly pay (childcare and translation), materials/supplies and professional services.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 30,250	0001-0999: Unrestricted: Locally Defined Supplemental/Concentration \$808 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,304 3000-3999: Employee Benefits Supplemental/Concentration \$283 4000-4999: Books And Supplies Supplemental/Concentration \$3,760 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$11,989
Moved to 4.8	No ExpendituresTotal	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to secure materials and supplies to keep the schools safe and in good standing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

All Parent/Family Liaison positions were filled and deployed at the start of 2020-2021 to successfully (and remotely) provide the following services:

Student outreach support and communication with parents;
Participating in SART (Student Attendance Review Teams);
Assisting with home visits and parent meetings;
Supporting PBIS activities and COST meetings; and
Assisting (37) parents to enroll in SunStreet® Life-Skills program.

Challenges:

The prolonged closures of schools prevented numerous district and school activities from effectively taken place. For 2019-2020 and 2020-2021 the number of parents participating in (remote) PD/classes had been low.

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Highly Qualified Teachers 19-20 96% Baseline 90%	2020-21 Highly Qualified Teachers = 92.6% 2019-20 Highly Qualified Teachers = 91.3% Graph below indicates the number of teachers with each type of credential.

Expected	Actual																												
	<table><tr><th rowspan="3">Teacher Credentials</th><th colspan="4">District</th></tr><tr><th>Year</th><th>Year</th><th>Year</th><th>Year</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th><th>2020-21</th></tr><tr><td>With Full Credential</td><td>198</td><td>224</td><td>206</td><td>202</td></tr><tr><td>Without Full Credential</td><td>15</td><td>14</td><td>18</td><td>15</td></tr><tr><td>Teaching Outside Subject Area of Competence (with full credential)</td><td>8</td><td>3</td><td>7</td><td>8</td></tr></table>	Teacher Credentials	District				Year	Year	Year	Year	2017-18	2018-19	2019-20	2020-21	With Full Credential	198	224	206	202	Without Full Credential	15	14	18	15	Teaching Outside Subject Area of Competence (with full credential)	8	3	7	8
Teacher Credentials	District																												
	Year		Year	Year	Year																								
	2017-18	2018-19	2019-20	2020-21																									
With Full Credential	198	224	206	202																									
Without Full Credential	15	14	18	15																									
Teaching Outside Subject Area of Competence (with full credential)	8	3	7	8																									
Metric/Indicator Retention Rate- Hired 63 New Teachers 19-20 25.00 Baseline 36.00	2020-21 Retention Rate = 7.8% 2019-20 Retention Rate = 18.75% The number of certificated staff remaining in the District continues to show marked improvement. The graph below indicates the number of new staff hired for each school year.																												

Expected	Actual
	<div data-bbox="1058 159 1965 802"> <p>Certificated Staff Hired</p> <p>2020-21 School Year: 16</p> <p>2019-20 School Year: 42</p> <p>2018-19 School Year: 51</p> <p>2017-18 School Year: 70</p> </div>
<p>Metric/Indicator Access to Standards-aligned materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Access to Standards-aligned materials - 100% Overall All Schools (Data from 2020-21 SARC Reports)</p>

Expected	Actual																				
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1062 162 1986 277">2019-20 OVERALL ACCESS TO STANDARDS-ALIGNED MATERIALS</th></tr> </thead> <tbody> <tr> <td data-bbox="1062 280 1478 358">Frank Ledesma School</td><td data-bbox="1482 280 1986 358">100%</td></tr> <tr> <td data-bbox="1062 362 1478 440">Gabilan School</td><td data-bbox="1482 362 1986 440">100%</td></tr> <tr> <td data-bbox="1062 443 1478 521">Jack Franscioni School</td><td data-bbox="1482 443 1986 521">100%</td></tr> <tr> <td data-bbox="1062 524 1478 602">Rose Ferrero School</td><td data-bbox="1482 524 1986 602">100%</td></tr> <tr> <td data-bbox="1062 605 1478 683">San Vicente School</td><td data-bbox="1482 605 1986 683">100%</td></tr> <tr> <td data-bbox="1062 686 1478 764">Main Street Middle School</td><td data-bbox="1482 686 1986 764">100%</td></tr> <tr> <td data-bbox="1062 768 1478 846">Soledad High School</td><td data-bbox="1482 768 1986 846">100%</td></tr> <tr> <td data-bbox="1062 849 1478 927">Pinnacles High School</td><td data-bbox="1482 849 1986 927">100%</td></tr> <tr> <td colspan="2" data-bbox="1062 930 1986 992">Data from 2020-21 SARC Reports</td></tr> </tbody> </table>	2019-20 OVERALL ACCESS TO STANDARDS-ALIGNED MATERIALS		Frank Ledesma School	100%	Gabilan School	100%	Jack Franscioni School	100%	Rose Ferrero School	100%	San Vicente School	100%	Main Street Middle School	100%	Soledad High School	100%	Pinnacles High School	100%	Data from 2020-21 SARC Reports	
2019-20 OVERALL ACCESS TO STANDARDS-ALIGNED MATERIALS																					
Frank Ledesma School	100%																				
Gabilan School	100%																				
Jack Franscioni School	100%																				
Rose Ferrero School	100%																				
San Vicente School	100%																				
Main Street Middle School	100%																				
Soledad High School	100%																				
Pinnacles High School	100%																				
Data from 2020-21 SARC Reports																					
Metric/Indicator Implementing Standards 19-20 100% Baseline 100%	Full Implementation of Standards - 4 out of 5 - Spring 2019 (Data from caschooldashboard.org)																				

Expected	Actual												
	<p>Implementation of Standards</p> <p>Progress implementing each of the following academic standards adopted by the State Board of Education for all students.</p> <table> <tr> <td>Career Technical Education</td><td>Health Education Content Standards</td></tr> <tr> <td>4 Full Implementation</td><td>4 Full Implementation</td></tr> <tr> <td>Physical Education Model Content Standards</td><td>Visual and Performing Arts</td></tr> <tr> <td>4 Full Implementation</td><td>4 Full Implementation</td></tr> <tr> <td>World Language</td><td></td></tr> <tr> <td>4 Full Implementation</td><td></td></tr> </table>	Career Technical Education	Health Education Content Standards	4 Full Implementation	4 Full Implementation	Physical Education Model Content Standards	Visual and Performing Arts	4 Full Implementation	4 Full Implementation	World Language		4 Full Implementation	
Career Technical Education	Health Education Content Standards												
4 Full Implementation	4 Full Implementation												
Physical Education Model Content Standards	Visual and Performing Arts												
4 Full Implementation	4 Full Implementation												
World Language													
4 Full Implementation													

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 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>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$300,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$35,332</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$258,508</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental/Concentration \$7,500 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$186,000	3000-3999: Employee Benefits Supplemental/Concentration \$16,675 4000-4999: Books And Supplies Supplemental/Concentration \$11,385 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$126,200
<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>	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$281,511 3000-3999: Employee Benefits Supplemental/Concentration \$74,334 4000-4999: Books And Supplies Supplemental/Concentration \$12,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$42,400	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$221,115 3000-3999: Employee Benefits Supplemental/Concentration \$58,995 4000-4999: Books And Supplies Supplemental/Concentration \$219 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$46,894
5.3 Peer Assistance Review	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This Action resources assistance for struggling tenured teachers to provide coaching support for the teacher, release time and the PAR panel</p> <p>This action includes hourly compensation and substitutes for teacher release time.</p>	<p>Supplemental/Concentration \$5,661</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$1,097</p>	<p>Supplemental/Concentration \$2,317</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$435</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$333</p>
<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>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$35,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,097</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6,996</p>
<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 McCreel 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>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.6 Careers in Education Pathway</p> <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>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$70,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$6,750</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$27,802</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,578</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to secure materials and supplies to keep the schools safe and in good standing and to meet Williams standards.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

All teaching positions were filled as of the start of the year;
The number of new teachers needing to be hired decreased for the 4th year in a row;
New teacher orientation and training activities were successfully held virtually;
Regular support meetings and PD are being held virtually for induction teachers and emergency credential teachers."The McREL® License (to align staff evaluation with CTC standards) was renewed and implemented;
Several significant district-wide PDs were conducted virtually: Focusing on Effective Distance Learning, Zoom, SEL, Self-Care, Assessment and the Distance Learning Playbook, and COVID Safety Practices.
One administrator participating in ACSA SPED Institute.
No teachers were referred to PAR.

-

Challenges:

Difficulties in filling vacancies (that sometimes arise during the school year);
Recruiting qualified personnel in areas such as Math and SPED; and
Being unable to meet in-person reduced the district's ability to build a culture of support for new teachers.

Goal 6

Support for Student Subgroups: The District will provide services and support for English Learners, Foster-Homeless Youth, and Students with Disabilities as well as other student populations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

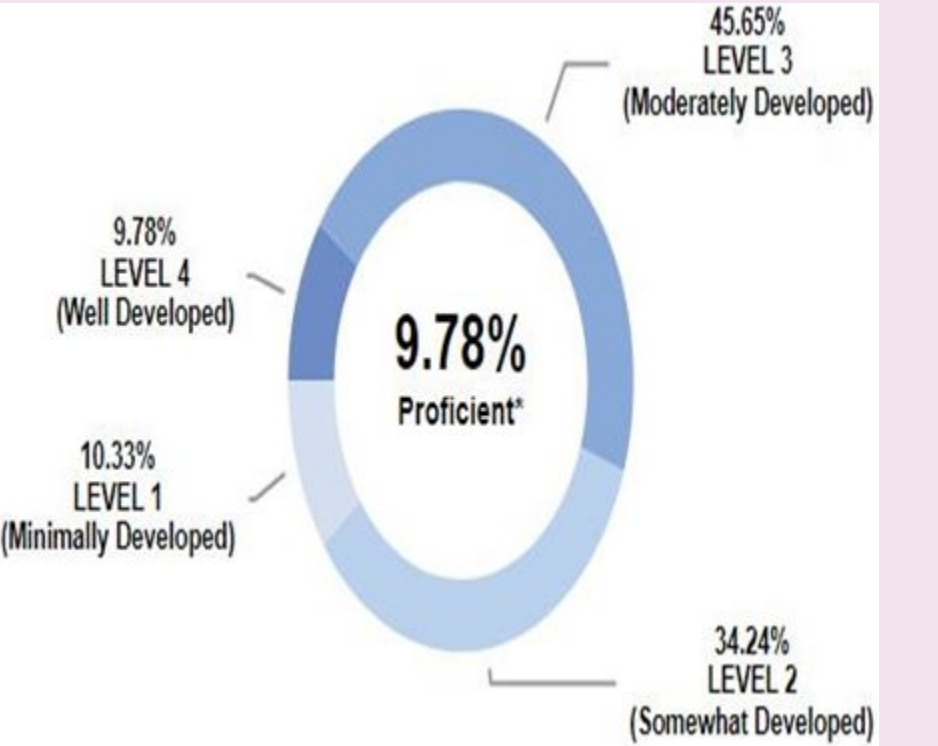
Local Priorities:

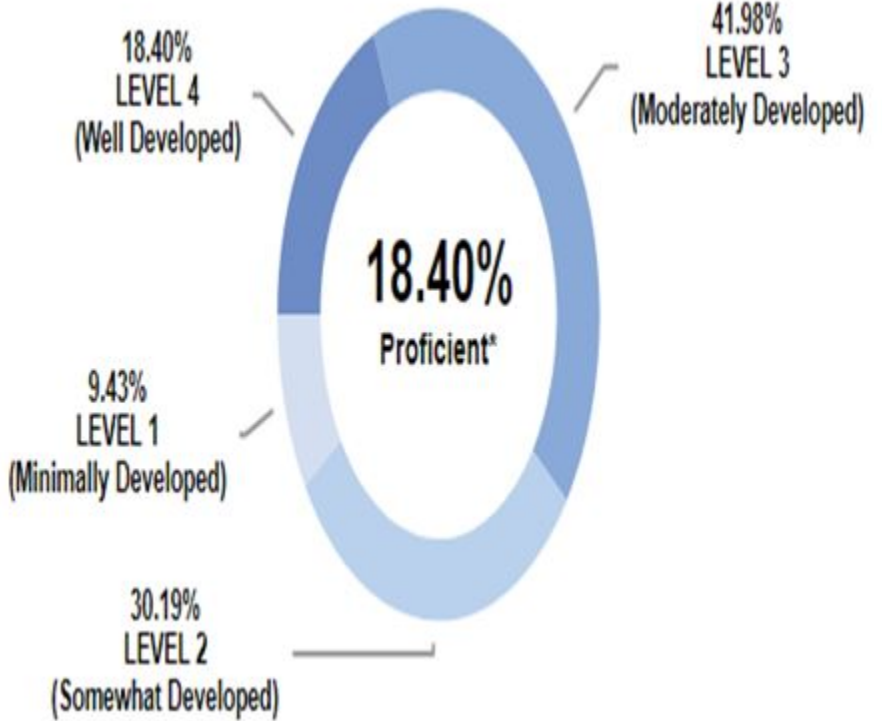
Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress Dashboard - Soledad Unified 19-20 70.0 Baseline 72.5	English Learner Progress Dashboard - Soledad Unified - 41.6% (Graph from CA Dashboard)

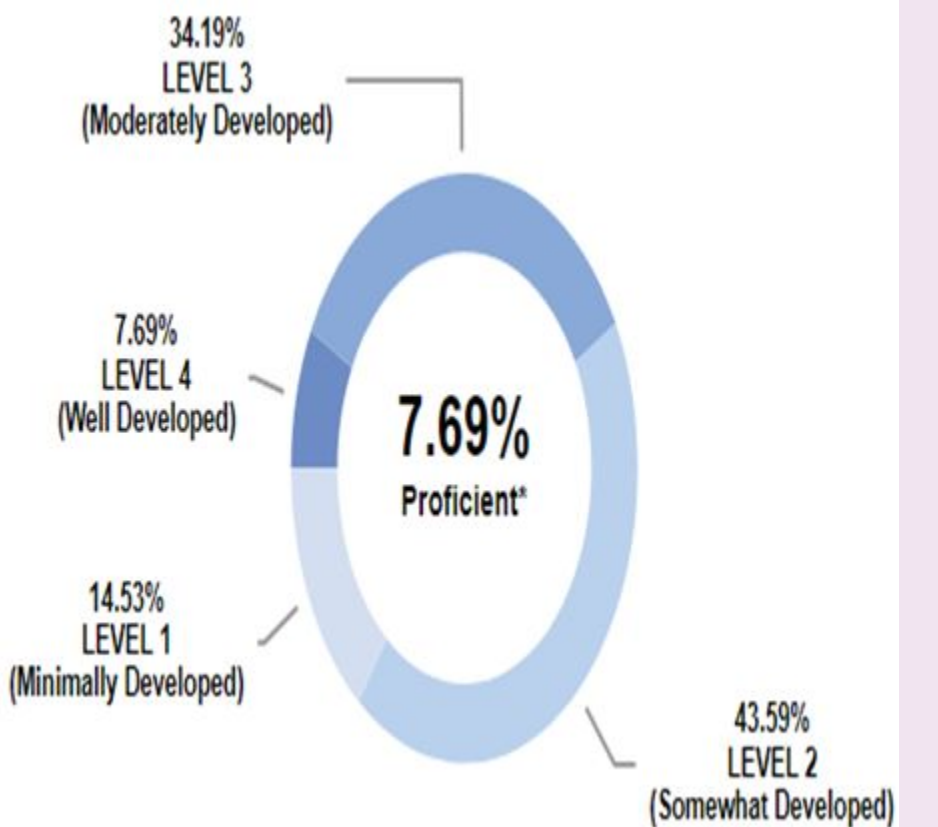
Expected	Actual
	<div data-bbox="1058 159 1612 787"> <p>English Learner Progress</p> <div> <div>All Students</div> <div>State</div> </div> <p>41.6% making progress towards English language proficiency</p> <p>Number of EL Students: 1,110</p> <p>Performance Level</p> <p>Low</p> </div>
<p>Metric/Indicator Reclassification - Soledad Unified</p> <p>19-20 22.00%</p> <p>Baseline 19.00%</p>	<p>Reclassification - Soledad Unified - 2019-20 - 12.62% (Graph from Ed-Data)</p>

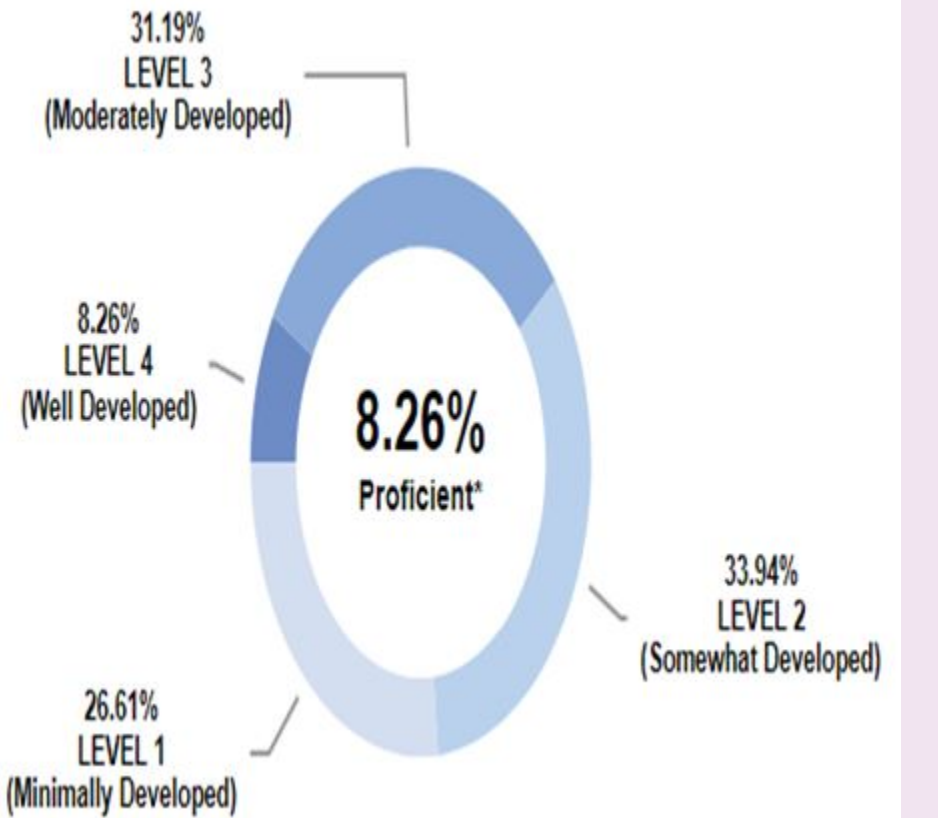
Expected	Actual												
	<div><h3>Redesignated Fluent English Proficient</h3><p>Soledad Unified CDS Code 27-75440-0000000</p><div><div>#</div><div>%</div><table><thead><tr><th>Redesignated Flu-ent English Proficient</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr></thead><tbody><tr><td>Redesignated FEP</td><td>3.1 %</td><td>15.2 %</td><td>14.6 %</td><td>22.55 %</td><td>12.62 %</td></tr></tbody></table></div></div>	Redesignated Flu-ent English Proficient	2015-16	2016-17	2017-18	2018-19	2019-20	Redesignated FEP	3.1 %	15.2 %	14.6 %	22.55 %	12.62 %
Redesignated Flu-ent English Proficient	2015-16	2016-17	2017-18	2018-19	2019-20								
Redesignated FEP	3.1 %	15.2 %	14.6 %	22.55 %	12.62 %								
Metric/Indicator Proficient on CELDT-/Well Developed ELPAC Rose Ferrero 19-20 22% Baseline 13.00%	Well Developed ELPAC Rose Ferrero - 2018-19 - 9.78% (Graph from caaspp-elpac)												

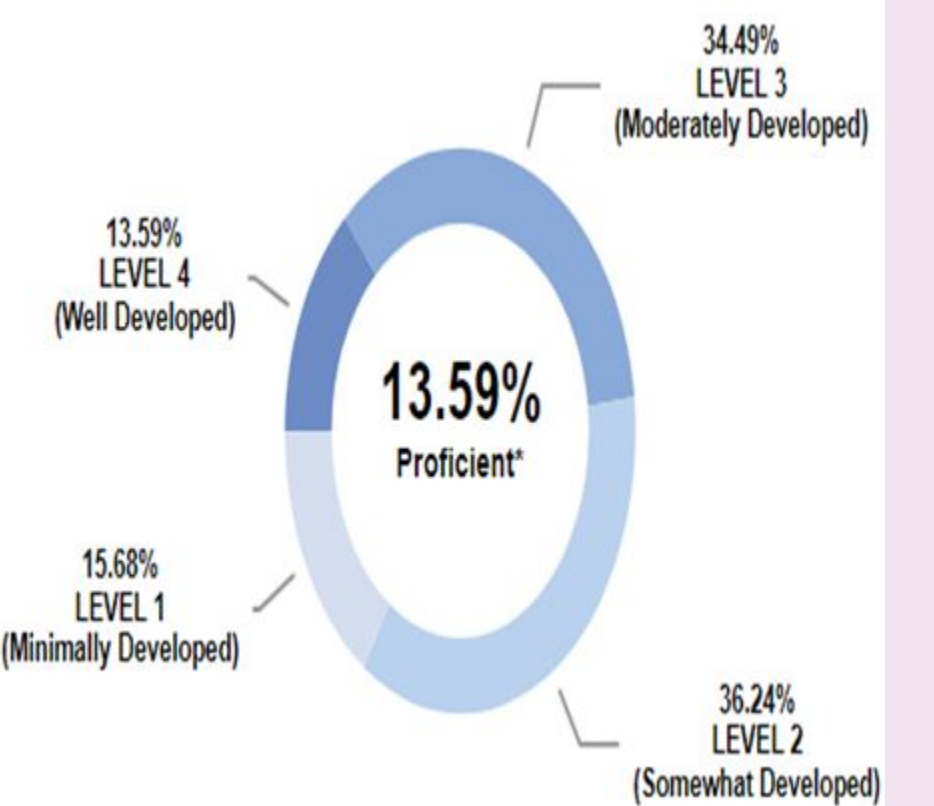
Expected	Actual
	 <p>45.65% LEVEL 3 (Moderately Developed)</p> <p>9.78% LEVEL 4 (Well Developed)</p> <p>10.33% LEVEL 1 (Minimally Developed)</p> <p>34.24% LEVEL 2 (Somewhat Developed)</p> <p>9.78% Proficient*</p>
<p>Metric/Indicator Proficient on CELDT/Well Developed ELPAC- Frank Ledesma</p> <p>19-20 31%</p> <p>Baseline 27.00%</p>	<p>Well Developed ELPAC- Frank Ledesma - 2018-19 - 18.40% (Graph from caaspp-elpac)</p>

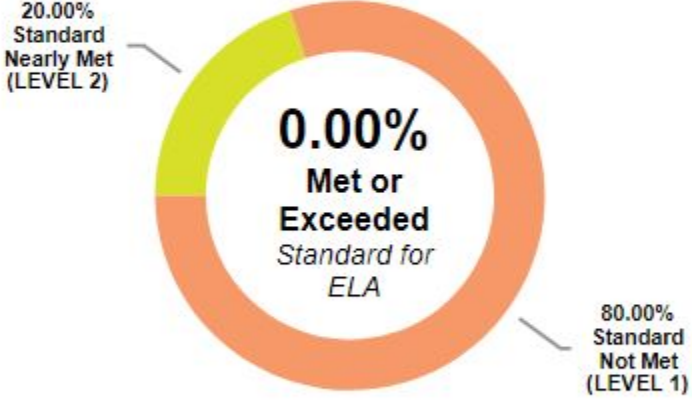
Expected	Actual															
	 <table><thead><tr><th>Level</th><th>Description</th><th>Percentage</th></tr></thead><tbody><tr><td>LEVEL 3</td><td>(Moderately Developed)</td><td>41.98%</td></tr><tr><td>Proficient*</td><td></td><td>18.40%</td></tr><tr><td>LEVEL 2</td><td>(Somewhat Developed)</td><td>30.19%</td></tr><tr><td>LEVEL 1</td><td>(Minimally Developed)</td><td>9.43%</td></tr></tbody></table>	Level	Description	Percentage	LEVEL 3	(Moderately Developed)	41.98%	Proficient*		18.40%	LEVEL 2	(Somewhat Developed)	30.19%	LEVEL 1	(Minimally Developed)	9.43%
Level	Description	Percentage														
LEVEL 3	(Moderately Developed)	41.98%														
Proficient*		18.40%														
LEVEL 2	(Somewhat Developed)	30.19%														
LEVEL 1	(Minimally Developed)	9.43%														
Metric/Indicator Proficient on CELDT/Well Developed ELPAC -Jack Franscioni	Well Developed ELPAC -Jack Franscioni - 2018-19 - 12.97% (Graph from caaspp-elpac)															
19-20 25%																
Baseline 28.00%																

Expected	Actual
	 <p>12.97% LEVEL 4 (Well Developed)</p> <p>43.78% LEVEL 3 (Moderately Developed)</p> <p>7.03% LEVEL 1 (Minimally Developed)</p> <p>36.22% LEVEL 2 (Somewhat Developed)</p> <p>12.97% Proficient*</p>
<p>Metric/Indicator Proficient on CELDT-/Well Developed ELPAAC Main Street</p> <p>19-20 15%</p> <p>Baseline 26.00%</p>	<p>Well Developed ELPAAC Main Street - 2018-19 - 7.69% (Graph from caaspp-elpac)</p>

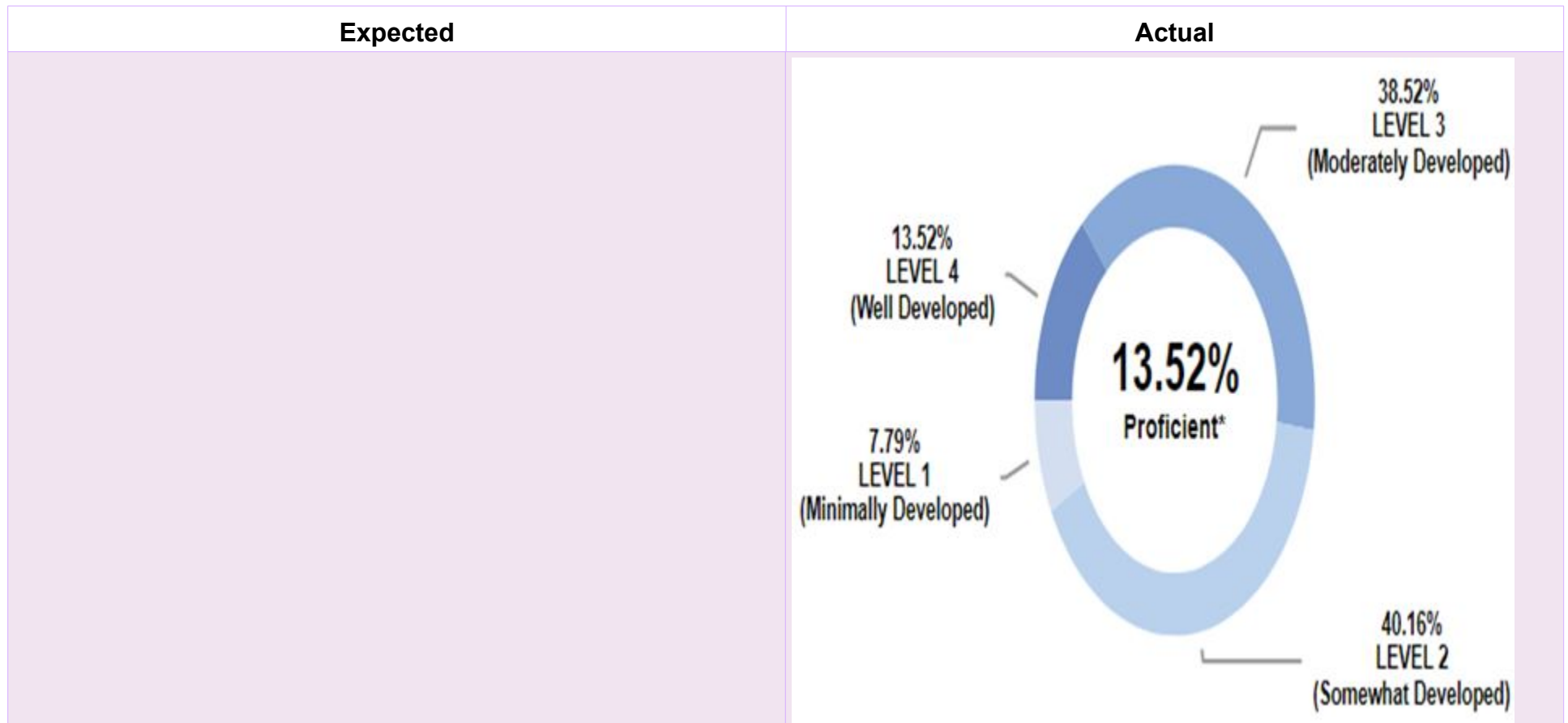
Expected	Actual																		
	 <table><thead><tr><th>Level</th><th>Percentage</th><th>Description</th></tr></thead><tbody><tr><td>LEVEL 3</td><td>34.19%</td><td>(Moderately Developed)</td></tr><tr><td>LEVEL 4</td><td>7.69%</td><td>(Well Developed)</td></tr><tr><td>LEVEL 1</td><td>14.53%</td><td>(Minimally Developed)</td></tr><tr><td>LEVEL 2</td><td>43.59%</td><td>(Somewhat Developed)</td></tr><tr><td>Proficient*</td><td>7.69%</td><td></td></tr></tbody></table>	Level	Percentage	Description	LEVEL 3	34.19%	(Moderately Developed)	LEVEL 4	7.69%	(Well Developed)	LEVEL 1	14.53%	(Minimally Developed)	LEVEL 2	43.59%	(Somewhat Developed)	Proficient*	7.69%	
Level	Percentage	Description																	
LEVEL 3	34.19%	(Moderately Developed)																	
LEVEL 4	7.69%	(Well Developed)																	
LEVEL 1	14.53%	(Minimally Developed)																	
LEVEL 2	43.59%	(Somewhat Developed)																	
Proficient*	7.69%																		
Metric/Indicator Proficient on CELDT/Well Developed ELPAC- Pinnacles 19-20 N/A Baseline 36.00%	Well Developed ELPAC- Pinnacles 2018-19 - N/A (Data Suppressed 10 or fewer students tested)																		
Metric/Indicator Proficient on CELDT/Well Developed ELPAC -Soledad High 19-20 N/A Baseline	Well Developed ELPAC -Soledad High 2018-19 - 8.26% (Graph from caaspp-elpac)																		

Expected	Actual																		
22.00%	 <table><caption>ELPAAC Proficiency Levels Data</caption><thead><tr><th>Level</th><th>Description</th><th>Percentage</th></tr></thead><tbody><tr><td>LEVEL 3</td><td>(Moderately Developed)</td><td>31.19%</td></tr><tr><td>LEVEL 4</td><td>(Well Developed)</td><td>8.26%</td></tr><tr><td>LEVEL 2</td><td>(Somewhat Developed)</td><td>33.94%</td></tr><tr><td>LEVEL 1</td><td>(Minimally Developed)</td><td>26.61%</td></tr><tr><td colspan="2">Proficient*</td><td>8.26%</td></tr></tbody></table>	Level	Description	Percentage	LEVEL 3	(Moderately Developed)	31.19%	LEVEL 4	(Well Developed)	8.26%	LEVEL 2	(Somewhat Developed)	33.94%	LEVEL 1	(Minimally Developed)	26.61%	Proficient*		8.26%
Level	Description	Percentage																	
LEVEL 3	(Moderately Developed)	31.19%																	
LEVEL 4	(Well Developed)	8.26%																	
LEVEL 2	(Somewhat Developed)	33.94%																	
LEVEL 1	(Minimally Developed)	26.61%																	
Proficient*		8.26%																	
Metric/Indicator Proficient on CELDT-/Well Developed ELPAC San Vicente 19-20 32% Baseline 14.00%	Well Developed ELPAC San Vicente 2018-19 - 13.59% (Graph from caaspp-elpac)																		

Expected	Actual
	 <p>13.59% LEVEL 4 (Well Developed)</p> <p>34.49% LEVEL 3 (Moderately Developed)</p> <p>36.24% LEVEL 2 (Somewhat Developed)</p> <p>15.68% LEVEL 1 (Minimally Developed)</p> <p>13.59% Proficient*</p>
<p>Metric/Indicator 11th grade ELs on 2016 ELA CAASPP nearly met Soledad Unified</p> <p>19-20 20.00%</p> <p>Baseline 27.00%</p>	<p>11th grade ELs on 2019 ELA CAASPP nearly met - Soledad Unified - 20.00% (Graph from caaspp.sbac)</p>

Expected	Actual
	<p>ELA</p> <p>Percent of students within each achievement level</p>  <p>20.00% Standard Nearly Met (LEVEL 2)</p> <p>0.00% Met or Exceeded Standard for ELA</p> <p>80.00% Standard Not Met (LEVEL 1)</p> <p>Standard Met is 0.00% Standard Exceeded is 0.00%</p>
<p>Metric/Indicator 11th grade ELs on 2016 ELA CAASPP standard not met Soledad Unified</p> <p>19-20 75.00%</p> <p>Baseline 73.00%</p>	<p>11th grade ELs on 2019 ELA CAASPP standard not met Soledad Unified - 80.00% (Graph from caaspp-sbac)</p>

Expected	Actual
	<p>ELA</p> <p>Percent of students within each achievement level</p>  <p>20.00% Standard Nearly Met (LEVEL 2)</p> <p>0.00% Met or Exceeded Standard for ELA</p> <p>80.00% Standard Not Met (LEVEL 1)</p> <p>Standard Met is 0.00% Standard Exceeded is 0.00%</p>
<p>Metric/Indicator Proficient on CELDT/Well Developed ELPAC Gabilan</p> <p>19-20 32%</p> <p>Baseline 25%</p>	<p>Well Developed ELPAC Gabilan 2018-19 - 13.52% (Graph from caaspp-elpac)</p>



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.1 Professional Support and Development for Teachers of English Learners</p> <p>This action provides professional development, coaching and support to certificated and classified employees providing services to English Learners. Services are provided by English Learner Teachers on Special Assignment placed at each of seven regular education school sites.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$652,040</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$290,844</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$648,858</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$267,335</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action includes funding for salary/benefits for TOSAs placed at 7 school sites		
<p>6.2 Support for English Learners</p> <p>This action provides materials and support for English Learners, Long-Term English Learners and Newcomer students. This action also supports professional development for teachers of ELs in Integrated and Designated ELD. Specifically, this action resources teachers participating in Constructing Meaning Training through E.L. Achieve eventually leading to EL Trainer Certification, which will enable certified teachers to provide training to colleagues in the district. The action also supports teacher scoring of the ELPAC as a PD activity. This action also supports the Dual Language Immersion implementation (DLI).</p> <p>This action includes funding for materials/supplies, hourly, substitutes, professional services and travel/conference.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$10,400</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,627</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$75,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$16,773</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$2,995</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$16,219</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$61,817</p>
<p>6.3 - Support for Inclusionary Practices</p> <p>This action provides support for teachers to ensure best practices in serving students with disabilities, in general education classrooms. Teachers will be provided professional development and coaching, instructional supplies and co-planning time. This action also provides training for teachers in Universal Design for Learning to make standards-based instruction accessible to students at a variety of learning levels.</p> <p>The District will ensure that school site master schedules allow for SWDs to access standards based core curriculum as well as receive their SPED services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$27,480</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$5,561</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,631</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,819</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$1,551</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$28,250</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action includes funding for hourly compensation, substitutes, materials, professional services and travel/conference.</p> <p>(The previous Action 6.3 - Response to Intervention was moved to Goal 2, becoming Action 2.5 Response to Intervention.)</p> <p>This Action addresses DA ELA Indicator: Barriers - Access & Equity and Individual Learning Needs - Instructional Strategies.</p> <p>This Action addresses DA Math Indicator: Instructional Practices - UDL & Access and Mindset - Teacher & Students - Create an Environment where All Students Can Achieve at High Levels.</p> <p>This Action addresses PIR ELA Indicator: Achievement - English Language Arts & Mathematics.</p>		
<p>6.4 Services for Transitional Youth (Homeless and Foster Students)</p> <p>This action provides materials, supplies and other Resources to Homeless/Foster Youth, and their families. A portion of Special Projects Coordinator position is paid for through this action. Services are provided to parents/guardians of Foster Youth including updated and enhanced Foster/Homeless intake protocols, presentations on human trafficking, social emotional learning and other issues.</p> <p>This action includes funding for salaries/benefits, hourly, materials/supplies, and professional services</p> <p>(This Action also supported by Title I funding)</p> <p>(Prior Action 2.5 - Services for Homeless/Foster Youth has been consolidated into this action)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$83,701</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$39,441</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$1,500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,500</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$85,980</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$38,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.5 Support for Student Success</p> <p>This action provides for school-site Clerk/Typist positions to support students needing intervention through coordination of Student Study Teams and IEPs.</p> <p>This action includes funding for salaries/benefits.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 182,605</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$122,833</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$217,761</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$130,297</p>
<p>6.6 Communication with Parents</p> <p>This Action provides support for parent groups such as ELAC, School Site Councils and other parent groups through Childcare, Hospitality, Interpretation and Meeting Incentives.</p> <p>This action includes funding for hourly compensation and materials/supplies.</p> <p>(Funding will be allocated to sites.)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,840</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$1,160</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$4,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$128</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$703</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$100</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$2,778</p>
<p>6.7 Support for LGBTQ Students</p> <p>This action supports student participation in LGBTQ and Youth Awareness Activities for secondary students.</p> <p>This action provides funds for materials/supplies, hourly compensation, student travel and professional services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,500</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$516</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$1,500</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,116</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration \$6,200	
	No ExpendituresTotal \$0.00	
Drop this action as it is covered in 6.3.	No ExpendituresTotal	
	No Expenditures Total	
Drop this action as it is addressed in 6.5 and 6.1.	No Expenditures Total \$0.00	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCFF Supplemental funding that was not utilized for the stated actions and services were used to secure materials and supplies to keep the schools safe and in good standing and to meet Williams standards.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

PD provided to ELD teachers
 DLI program successfully rolling forward--now in its 2nd year (Kindergarten & 1st grade);
 EL TOSAs meeting ELPAC assessment deadlines;
 Constructing Meaning© is in its 3rd year of implementation. (There are now 8 certified teacher trainers, In addition, the 4th CM cohort is in progress with 11 high school and middle school teachers);
 Past and current Trainees are practicing CM strategies in their classrooms this year;
 Thinking in Common© - inclusionary training is scheduled once per week for the remainder of the school year for teachers teaching in co-taught classrooms; and
 Services to Transitional Youth being provided virtually.

-

Challenges:

Inconsistent attendance sometimes when PDs are provided virtually;

Difficulties in reaching out to homeless students and their families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Read 180 for middle school and students with disabilities at Main Street Middle School. Read 180 is a targeted program which helps students who are two or more years behind become active, accomplished readers. Supports English Learners who are below grade-level readers with increased services to get them to grade level in their reading.	\$21,840	\$27,303	Yes
iReady online assessment of students in grades K-8 - Provides assessment of students to measure learning loss due to school closure in spring 2020. Improves services for low income students who experienced a greater impact due to school closure. Supports English Learners since the iReady results will be used for reclassification.	\$60,853	\$60,853	Yes
Addition of a School Nurse FTE for generating lessons and protocols for student safety and support safe, healthy in-person learning environments	\$184,960	\$184,556	No
Purchase of PPE, Shields, Thermometers, disinfectant, hand-sanitizer, hand-washing stations, touchless towel dispenser, etc.	\$151,000	\$112,235	No
MESA (Math Science Engineering Achievement) - Program for secondary students (grades 7-12) which provides co-curricular activities and in-class curriculum to underserved students to increase college-going rates and interest in science. Supports low-income and homeless students	\$14,000	\$13,652	Yes
Illuminate Assessment & Data System - Provides a standards-based assessment bank for teachers in grade-level/subject-area PLCs to	\$45,365	\$37,365	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
create common formative assessments to measure student learning. Illuminate also provides teacher access to student diagnostics, formative and summative assessment data from local assessments and state assessments. Action includes \$37,365 for licenses and \$8,000 for training.			
Advanced Placement Testing Fees - High school students enrolled in AP classes have their fees paid for. Supports low-income and homeless students	\$21,000	\$14,226	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All district instructional offerings for the 2020-2021 Learning Continuity and Attendance Plan took place in either a distance learning (March 2020-May 2021) or hybrid mode (May 2021-present).. All of the above 2020-2021 budgeted items/actions were implemented as planned. There are no substantive differences between the planned actions/budgeted expenditures and their actual implementation.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

All district instructional offerings for the 2020-2021 Learning Continuity and Attendance Plan took place in either a distance learning (March 2020-May 2021) or hybrid mode (May 2021-present).

The following actions, originally designed to support in-person instruction, were implemented in a distance learning setting (due to restrictions decreed by the Monterey County Public Health Department):

READ180® for 7th and 8th,
iReady® Diagnostics for K-8th,
1 additional FTE School Nurse,
Purchasing of PPEs,
MESA MOU for 7th-12th,
PD for staff using Illuminate® Assessment & Data System, and
Fees waiver/coverage for AP Testing.

As of May 2021, READ180®, Reading Inventory®, MDTP and iReady® results showed substantive learning gaps developing in ELA and Math. In addition, iReady® completion rates were inconsistent from site to site. Additional dialogues regarding the scopes and sequences of a district-wide assessment plan had begun in 2021 and will continue into 2021-2022 school year. As to the main challenge encountered during the closure of schools (March 2020 through April 2021): The implementation of a district-wide new instructional system, i.e., from in-person to distance learning, usually takes 2 to 3 years to pilot, train, and implement. Staff had only a few weeks for training and implementation during a pandemic where there was no face to face training. Teachers struggled with learning the new distance learning system in such a short amount of time and also to implement it virtually with their students was also a challenge. Although it was a “short runway” staff were able to accomplish the task of training all teachers and support staff in using virtual tools such as Zoom and Google Meet. Students with high needs (ELs, 504s and IEPs, Homeless, and Living in non-connectivity areas) were having challenges in attendance and keeping up with academic and technical demands.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom Enhanced Licenses allowing teachers to use breakout rooms and record lessons	\$4,800	\$1,965	No
Enhanced SeeSaw Licenses - Instructional platform for use with Kindergarten - 3rd grade students	\$9,405	\$9,405	No
Construction of 2 LTE Towers to provide internet access for up to 1,200 students via district-issued devices. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.	\$283,750	0.00	Yes
SmartMusic to enable music instruction, online. SmartMusic is a web-based suite of music education tools that support efficient practice, helping students to develop and grow their musical instrument skills.	\$5,120	\$5,120	No
Leasing of up to 1,000 Hotspots to provide students with access to the internet at home until LTE tower project is operational. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.	\$300,000	\$165,200	Yes
iCEV Licenses to enable students enrolled in Career Technical Education classes to continue their learning.	\$6,300	\$2,240	No
Casey Printing for instructional materials and mailings related to distance learning program. This action supports low-income students whose parents/family are not able to access the electronic versions of district communications and instructional materials. This action sustains distance learning for those low-income students unable to access the internet from home.	\$26,528	\$39,437	Yes
Student Supplies distributed to students for Distance Learning - School supplies including pencils, crayons, markers, journals, etc. This action supports low-income students to ensure they have all of the necessary materials to fully participate in distance learning.	\$49,000	\$49,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stylus for students to use with iPads. Stylus's improve the student interface with the iPad and enhances instruction and learning. This action supports low-income students who might not be able to afford the purchase of a stylus on their own.	\$5,000	\$3,077	Yes
iPads for Kindergarten, state preschool, SDC students. This action makes it possible for young learners including English Learners and low-income students who do not have a device and cannot afford one, to fully participate in distance learning.	\$356,737	\$356,737	Yes
Adapters & Chargers for Kindergarten iPads. This action makes it possible for young learners including English Learners and low-income students who do not have a device and cannot afford one, to fully participate in distance learning.	\$10,000	\$29,037	No
Tech Support Help Center Staffing to sustain devices and tech support during distance learning.	\$61,830	\$4,279	No
Community WiFi located at the Soledad High School parking lot, for students who do not have wifi access at home and who do not live in an area where hotspots work. This action makes it possible for young learners including English Learners, low-income students and homeless/foster youth to access the internet in order to participate in distance learning.	\$65,000	\$0.00	Yes
Screencastify, Learning Tool for Teachers - enables the creation of visual lessons with teacher narration.	\$4,800	\$4,800	No
New Teacher Training - for teachers new to the district, this year had a distance learning focus.	\$7,342	\$7,342	No
Art supplies for secondary students enrolled in Art classes. This enables low-income, foster and homeless students who cannot afford to purchase supplies to participate in art classes.	\$18,440	\$17,230	Yes
Photoshop software for middle school and high school photography courses.	\$2,500	\$2,500	No
Licensing for CDE-issued Chromebooks. CDE is providing 700 Chromebooks to the District. In order for the Chromebooks to be used, the district will have to purchase a license for each unit.	\$24,500	\$19,031	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks will be used by classified staff providing support to students with disabilities. Chromebooks will be used for conducting academic and psychological assessment of students being considered for Special Education Services. Chromebooks will be checked out to kindergarten and preschool students for use until iPad orders arrive.			
Apple device chargers - for Kindergarten and other grade	\$28,927	\$29,038	No
Teacher hotspots. The district is providing hotspots for teachers who are teaching from home, and do not have adequate home wifi networks to support distance learning.	\$48,000	\$2,500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The actual cost of construction of 2 LTE Towers to provide internet access for up to 1,200 students via district-issued devices required more time and funding. This action was not implemented and alternatives regarding providing connectivity to low-income, foster and homeless students who cannot access or afford wifi in their homes are being considered.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All district instructional offerings for the 2020-2021 Learning Continuity and Attendance Plan took place in either a distance learning (March 2020-May 2021) or hybrid mode (May 2021-present).

The following actions were successfully implemented/acquired/set up:

Zoom Enhanced Licenses,
Enhanced SeeSaw Licenses,
SmartMusic,
Leasing of up to 1,000 Hotspots to provide students with access to the internet at home,
iCEV Licenses,
Casey Printing contract for instructional materials and mailings related to distance learning program,

Student Supplies distributed to students for Distance Learning (including pencils, crayons, markers, journals, etc.),
Stylus for students to use with iPads,
iPads for Kindergarten/state preschool/SDC students,
Adapters & Chargers for Kindergarten iPads,
Tech Support Help Center Staffing,
Community WiFi located at the Soledad High School parking lot,
ScreenCastify Learning Tool for Teachers,
New Teacher Training,
Art supplies for secondary students enrolled in Art classes,
Photoshop software for middle school and high school photography courses,
Licensing for CDE-issued Chromebooks,
Apple device chargers - for Kindergarten and other grade, and
Teacher hotspots.

The implementation of the above actions supports the continuity of instruction, provide equal access to devices and connectivity, enhance student participation and academic progress, support staff training in distance learning, clarify staff roles and responsibilities and provide equitable services for students with 504s or IEPs.

So far, READ180®, Reading Inventory®, MDTP and iReady® results showed substantive learning gaps developing in ELA and Math. In addition, iReady® completion rates were inconsistent from site to site. Additional dialogues regarding the scopes and sequences of a district-wide assessment plan had begun in 2021 and will continue into 2021-2022 school year. As to the main challenge encountered during the closure of schools (March 2020 through April 2021): The implementation of a district-wide new instructional system, i.e., from in-person to distance learning, usually takes 2 to 3 years to pilot, train, and implement. Staff had only a few weeks for training and implementation during a pandemic where there was no face to face training. Teachers struggled with learning the new distance learning system in such a short amount of time and also to implement it virtually with their students was also a challenge. Although it was a “short runway” staff were able to accomplish the task of training all teachers and support staff in using virtual tools such as Zoom and Google Meet. Students with high needs (ELs, 504s and IEPs, Homeless, and Living in non-connectivity areas) were having challenges in attendance and keeping up with academic and technical demands.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady for assessment of student learning loss based upon essential standards. This action supports English Learners as iReady data is used for the reclassification process.	\$ 60,853	\$60,853	Yes
Summer School - Distance Learning Program utilizing iReady. This action supports ELs and low-income students by providing access to learning remediation and next grade readiness opportunities.	\$1,500	\$0	Yes
Summer School (Title 1 funded)	\$135,877	\$153,212	Yes
Illuminate - Assessment and Data System - Allows PLC teams to build standards-based assessments for use as Common Formative Assessments for students. Illuminate also provides access to assessment data for teachers.	\$45,365	\$37,365	No
MDTP - secondary math assessment. Students in grades 9-12 will be assessed with the Mathematics Diagnostic Testing Project to determine students' need for math support classes.	\$0	\$0	No
Reading Inventory - Secondary Reading Assessments. The Reading Inventory would be used as a screener for secondary students to determine need for enrollment in Read 180 (middle school students) or ELA support classes (high school students). The Reading Inventory results would be used for reclassification of ELs.	\$23,000	\$26,950	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All district instructional offerings for the 2020-2021 Learning Continuity and Attendance Plan took place in either a distance learning (March 2020-May 2021) or hybrid mode (May 2021-present).. All of the above 2020-2021 budgeted items/actions were implemented as planned. There are no substantive differences between the planned actions/budgeted expenditures and their actual implementation.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The district implementation of:

iReady® to support English acquisition for ELs, provide Summer 2020 instruction (pilot) for several elementary schools, provide K-8th assessments in ELA and Math;

Illuminate® Assessment and Data System to support non-iReady® schools to utilize their PLC time to build standards-based assessments for use as Common Formative Assessments detect and address students learning losses; and

Math Diagnostic Testing Project and Reading Inventory© to identify 9th-12th students gaps in learning;

supports the identification of student learning loss and provide data for on-going mitigation to address these losses.

During the 2020-21 school year the method of delivery of high school credit recovery for Soledad High students was previously delivered through an online curriculum, Acellus®, so students were familiar with the delivery system and the learning curve was similar to years past. The fatigue and motivation this year, however, was significantly more for students. Additionally the face-to-face contact in previous years is really what helped so many students succeed. For many students that personal contact was the driving force that led to graduation. With that missing, the job of credit recovery became much more difficult during the pandemic year. Further, some students that had previously never failed a class were now falling behind and feeling they also may not be able to attain their high school goals. Many students this year found themselves in need of credit recovery. Fortunately, with highly motivated and dedicated teachers, staff were able to reach out to many of these struggling students and they were able to remediate classes and achieve success. These dedicated teachers went the extra mile, by contacting students on a regular basis, reaching out to families and being available to listen to concerns beyond just academics which is what really helped many of these students succeed during this difficult time.

To date, READ180®, Reading Inventory©, MDTP and iReady© results showed substantive learning gaps developing in ELA and Math. In addition, iReady© completion rates were inconsistent from site to site. Additional dialogues regarding the scopes and sequences of a district-wide assessment plan had begun in 2021 and will continue into 2021-2022 school year. As to the main challenge encountered during the closure of schools (March 2020 through April 2021): The implementation of a district-wide new instructional system, i.e., from in-person to distance learning, usually takes 2 to 3 years to pilot, train, and implement. Staff had only a few weeks for training and implementation during a pandemic where there was no face to face training. Teachers struggled with learning the new distance learning system in such a short amount of time and also to implement it virtually with their students was also a challenge. Although it was a “short runway” staff were able to accomplish the task of training all teachers and support staff in using virtual tools such as Zoom and Google Meet. Students with high needs (ELs, 504s and IEPs, Homeless, and Living in non-connectivity areas) were having challenges in attendance and keeping up with academic and technical demands.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The District was able to safely re-open school in a hybrid mode on May 6, 2021. The District plans to begin systematically address the monitoring and supporting mental health and social emotional well being of students and staff beginning in the Summer of 2021. Several options are being considered/implemented:

- (1) Provide staff information regarding trauma and other impacts of COVID-19 including the Employee Assistance Program (help with depression, stress, substance abuse, child/elder care, and budget planning/debt management) and virtual courses such as the Coping with the Individual and Collective Experience of Trauma three-part series;
- (2) During Fall of 2021, self-paced courses could be made available including Creating Opportunities through Relationships, Support for Teachers Affected by Trauma, Social Emotional Learning Three Signature Practices, Trauma-Informed Resilient Schools and Developing SEL Capacity Pathway;
- (3) School counselors to conduct a needs assessment to assess the needs of students and followed up with students that needed support. In addition, counselors will meet to plan a lesson for all students that included an overview of their counseling services, how students can refer themselves and their peers using an online counseling referral. The school counselors will include their contact information on their counseling website.
- (4) A parent letter will be sent to all parents outlining the role of the counselor and how parents can reach the counselors and make referrals.
- (5) Staff will receive training to recognize signs of at-risk students indicators so they will know when to refer students for counseling support.
- (6) Staff will analyze the CA Healthy Kids survey results and the SUSD SEL student survey results to begin setting up a district-wide system of SEL support for students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes in implementing pupil and family engagement and outreach in the 2020-2021 school year have been increased surveying and focus group meetings in English and Spanish to gather parent feedback on what worked and didn't in the spring of 2020 to be able to refine reopening plans and programs and services for the 2020-2021 year. In December, 2020, a parent survey was distributed in English and Spanish and XXX responses were received. Feedback indicated that teachers and schools were viewed as doing a good job with health and safety guidelines and with distance learning.

Elementary feedback showed XX% strongly agreed or agreed that their child is learning.
Middle school feedback showed XX% strongly agreed or agreed that their child is learning.
High school feedback showed XX% strongly agreed or agreed that their child is learning.

Staff also saw virtual participation increase at the LCAP Stakeholders Input meetings in February. Results from these LCAP Stakeholders Input show the following as the most consequential concerns: COVID-19 Safety, Academic Engagement and Intensive Tutoring, After-school programs, SEL services, Communications, and Social Services.

Tiered reengagement strategies for students who were absent from distance learning or unengaged in distance instruction included a variety of outreach strategies that included phone call outreach by school staff (teachers, administrators and support staff) who made personal contact to communicate and offer support. District technical support staff and other site support staff assisted with device and connectivity issues. School staff provided targeted intervention programs. Academic counselors held weekly check-ins, and attendance contracts were developed. The School Attendance Review Board (SARB) process was also utilized.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For distance learners and community children, the District's Food Services staff started serving meal kits curbside daily. Staff realized this was a bit much for families so staff pivoted to twice per week and then weekly.

The on campus meal service started once IPI-ELO hybrid students returned to campus (May 6, 2021.) Secondary meal service successes have been that lunch and breakfast service is not very different than normal. Staff are still able to serve from windows, counters and carts with a streamlined menu. Challenges at this level have been the low volume of students due to hybrid schedules and the distance learning option and overall low on-campus enrollment. In addition, fluctuation in daily hybrid attendance caused some challenges for Food Services staff to forecast and produce accurately.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	District agreement with Monterey County Behavioral Health to fund 2 therapists to provide counseling services to general education students experience mental health issues. Program will offer virtual services. This action supports homeless and foster students experiencing trauma from the COVID pandemic. This action supports low-income students with mental health needs, whose families might not otherwise be able to afford services. This action supports homeless and foster youth who may be experiencing trauma due to their circumstances.	\$212,000	\$120,481	Yes
Mental Health and Social and Emotional Well-Being	District agreement with Harmony at Home to support Sticks & Stones anti-bullying programs and Community Counseling family support services for elementary students. Program will offer virtual services. This action supports homeless and foster secondary students experiencing trauma from the COVID pandemic.	\$65,000	\$65,000	Yes
Mental Health and Social and Emotional Well-Being	District agreement with Sun Street Centers to support STEPS, Life Skills and Peer Leaders programs for students with substance abuse issues. Program will offer virtual services. This action supports homeless and foster elementary students experiencing trauma from the COVID pandemic.	\$14,038	\$14,038	Yes
Pupil Engagement and Outreach	School Messenger - Parent Texting Application. This app enables schools to text messages and links to informational fliers to parents. The app also	\$13,345	\$12,445	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	notifies a parent when their student is absent from school			
Mental Health and Social and Emotional Well-Being	Sprigeo Anti-bullying and Tip Line Reporting App for student devices. Students are able to report instances when they feel unsafe. The reports are viewed by school administrators / or support staff and who respond to and/or investigate the report.	\$5,500	\$5,500	No
Distance Learning Program (Access to Devices and Connectivity)	Hourly compensation for EdTech overtime to support network, device programing and distribution, and hotspots programing and distribution. Support includes tech support for parents and students offered in English and Spanish. This action supports low income, homeless and foster students	\$9,000	\$15,062	Yes
Distance Learning Program (Continuity of Instruction)	Summer Math Elevate program supports students in rising grades 3-9 with next grade level readiness mathematics in standards-based mathematics. Program provides low-income, ELs and homeless foster youth the opportunity to make up for learning loss in mathematics, due to to the COVID pandemic.	\$32,000	\$91,200	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Early Learning professional development for teachers in grades 1-2. Teacher training in early literacy supports young English Learners with language acquisition instruction essential for academic achievement in 3rd grade and beyond.	\$2,400	\$1,625	Yes
Distance Learning Program (Pupil Participation and Progress)	Accelerated Reader program engages students with high-interest books at specific reading grade-levels. Program assesses students after each book has been completed and gives a grade-level reading score to guide the next book selection. This activity supports English Learner interest and participation in reading. It supports homeless and	\$45,961	\$37,564	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	foster students in providing accessibility to interest books.			
Distance Learning Program (Access to Devices and Connectivity)	iPad Leases - renewal of lease agreement for iPads, 1:1 for all elementary students. This supports families of low income, foster and homeless students who might not be able to afford a device a device.	\$496,000	\$485,396	Yes
Mental Health and Social and Emotional Well-Being	PBIS - Positive Behavior Supports and Interventions provide training for teachers in promoting positive behavior amongst there students and incentives for students demonstrating positive behavior.	\$16,250	\$7,000	No
Mental Health and Social and Emotional Well-Being	SWIS data system works in tandem with the PBIS program. It generates data on student behavior issues, frequency, location and type of behavior problem enabling teachers and administrators to be proactive and responsive in student behavior management and intervention.	\$5,500	\$5,500	No
Pupil Engagement and Outreach	School Messenger program enables school staff to text parents with specific messages and announcements about school activities and events. It includes attendance alert, which text parents if a students is absent, allowing them to excuse the absence or let the school know that the student should be in attendance. This supports low-income parents who may be working during the day and unable to go to the school or phone the school regarding student attendance.	\$12,445	\$12,445	Yes
Pupil Engagement and Outreach	Web Hosting and improvement. Ensures the district website is available, user friendly and ADA compliant.. Web site also included Spanish language versions of district documents including resources for parents to support student learning.	\$5,100	\$5,100	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Constructing Meaning provides training for secondary teachers in providing integrated English Language Development in core content courses. Training will be provided virtually, and will focus upon best practices in an online context. Training also provides for certification of program completers through summer institutes allowing them to training apprentices. CM supports English Learners by providing core content ELD instructional strategies for secondary teachers.	\$14,000	\$43,191	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Thinking in Common will provide training and coaching to elementary teachers teaching in a co-teacher setting. Originally offered in an in-person format for in-person instruction. Training will shift to virtual delivery and focus on best practices for the distance learning co-taught classroom. Training for regular education teachers and educational specialists in Universal Design for Learning, making instruction accessible to students with disabilities and all learners.	\$10,000	\$0	Yes
Mental Health and Social and Emotional Well-Being	Resources for LGTBQ students. Originally included in the LCAP to provide for materials and student travel to LGTBQ-related activities, resources will be used to support online collaborative work with advisors and students. Action supports low-income, foster and homeless LGTBQ youth, providing resources necessary for their participation in activities, which they could not afford on their own.	\$1,500	\$2,226	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Mandatory training for certificated and classified staff on McKinney-Vento laws which require district staff identify and provide services of Homeless. Certificated and Classified staff will learn on how to identify and support homeless students.	\$1,500	\$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	<p>Counselors:</p> <p>Elementary Counselors provide ongoing support to students in grades JK/TK-6th grade, including social-emotional support, coordination of student support services.</p> <p>Secondary Counselors provide guidance for students to college and career postsecondary opportunities, scholarships and financial aid, student 4-6 year plans, social-emotional support and crisis intervention.</p>	\$1,170,000	\$120,422	No
Pupil Engagement and Outreach	Family Liaisons at each school site who ensure parents are able to connect with school staff and receive support needed for student success. Liaisons support parents and students through outreach and scheduling of meetings.	\$520,000	\$156,836	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Typist/Clerks coordinate scheduling of IEPs and Student Success Teams to support parents and school staff meeting on behalf of students in need of support and intervention. This action supports ELs, students with disabilities and homeless/foster students who have a higher degree of need for support and intervention.	\$427,000	\$381,183	Yes
Distance Learning Program (Distance Learning Professional Development)	TOSAs (Teachers on Special Assignment provide professional development, coaching and support for teachers including use of Education Technology and teaching in an online learning environment.	\$390,000	\$185,105	No
Distance Learning Program (Supports for Pupils with Unique Needs)	EL TOSAs - Provide for EL assessment (ELPAC), support and reclassification as well as data entry for ELs, and homeless/foster students.	\$426,000	\$422,499	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The above planned actions are being implemented and with some delays due to the difficulties of recruiting additional personnel. However, there are no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

For 2021-2024 LCAP planning, all of the above actions are being carried forward into the next three school years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All learning loss as measured by READ180®, Reading Inventory®, iReady© Diagnostics and MDTP will be embedded in the LCAP 2021-2024 6 District Goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. However, per input from the LCAP Stakeholders Engagement meetings there will be strong emphasis on the following 6 areas: COVID-19 Safety; Academic Learning, Engagement and Intensive Tutoring; After-school programs; SEL services; Communications; and Social Services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on an analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan, staff, parents and students worked collaboratively to pivot to distance learning in the spring of 2020 and both distance (August 2020-May 2021) and hybrid (May 2021-present) learning options during the 2020-2021 school year. Staff worked hard to continue celebrations and traditions and held drive through graduations for the graduating class of 2020 and 2021. An incredible effort was made to distribute iPads, Chromebooks and hotspots to ensure student access to learning. The 2021-2022 through 2023-2024 LCAP includes continued focus on teaching and learning, communication with parents and guardians, staff, and students, and a focus on facilities and learning environment. Actions focus on increasing student outcomes and include additional student support and intervention, co-curricular activities, school and college and career counselors, Career Pathways, Language Immersion supports, translation and interpretation services for parents to access information and engage in two-way communication to support their child's education, Google Certification training, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and Cultural Proficiency. In addition, the following areas of focus will also be addressed (in collaboration with other programs including IPI-ELO grants, ESSER III, etc.) COVID-19 Safety and Longterm Impact; Academic Learning, Engagement and Intensive Tutoring; After-school programs; MTSS/SEL services; Communications; and Social Services.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	14,937,444.00	13,196,807.00
	0.00	0.00
Supplemental/Concentration	14,937,444.00	13,196,807.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	14,937,444.00	13,196,807.00
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	808.00
1000-1999: Certificated Personnel Salaries	4,571,390.00	4,326,387.00
2000-2999: Classified Personnel Salaries	2,585,075.00	2,319,870.00
3000-3999: Employee Benefits	2,964,888.00	2,581,692.00
4000-4999: Books And Supplies	339,905.00	301,110.00
5000-5999: Services And Other Operating Expenditures	2,196,150.00	1,335,294.00
5700-5799: Transfers Of Direct Costs	0.00	5,111.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	46,492.00
7000-7439: Other Outgo	2,280,036.00	2,280,043.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	14,937,444.00	13,196,807.00
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental/Concentration	0.00	808.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	4,571,390.00	4,326,387.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	2,585,075.00	2,319,870.00
3000-3999: Employee Benefits	Supplemental/Concentration	2,964,888.00	2,581,692.00
4000-4999: Books And Supplies	Supplemental/Concentration	339,905.00	301,110.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	2,196,150.00	1,335,294.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	0.00	5,111.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	46,492.00
7000-7439: Other Outgo	Supplemental/Concentration	2,280,036.00	2,280,043.00
		2,280,036.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,148,183.00	2,088,880.00
Goal 2	5,223,504.00	3,671,392.00
Goal 3	2,614,304.00	2,823,877.00
Goal 4	2,317,120.00	2,289,298.00
Goal 5	1,068,585.00	791,549.00
Goal 6	1,565,748.00	1,531,811.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$499,018.00	\$450,190.00
Distance Learning Program	\$1,317,979.00	\$747,938.00
Pupil Learning Loss	\$266,595.00	\$278,380.00
Additional Actions and Plan Requirements	\$3,894,539.00	\$2,189,818.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,978,131.00	\$3,666,326.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$381,325.00	\$334,156.00
Distance Learning Program	\$189,024.00	\$98,226.00
Pupil Learning Loss	\$45,365.00	\$37,365.00
Additional Actions and Plan Requirements	\$1,600,595.00	\$335,972.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,216,309.00	\$805,719.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$117,693.00	\$116,034.00
Distance Learning Program	\$1,128,955.00	\$649,712.00
Pupil Learning Loss	\$221,230.00	\$241,015.00
Additional Actions and Plan Requirements	\$2,293,944.00	\$1,853,846.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,761,822.00	\$2,860,607.00