



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Prelude: Beginning in mid-March 2020 through early May 2021, due to COVID-19 pandemic mandates, the Soledad Unified School District's schools were closed down and all activities shifted to remote/distance/online mode of interaction. The following passages were drafted prior to the closure of schools; however, the information contained therein is accurate and is included here since it is a true representation of Soledad Unified School District, of who we are and what we are about.

Our Community: Soledad (Spanish for Solitude)-- with a total population of 26,437 (2019)-- is located at the entrance of the Pinnacles National Park in the county of Monterey, California. This true rural city is the home of 3,938 families, working and moving forward on a modest median household income of \$58,933. Soledad population is 14% White, 8% African American, 73% Hispanic/Latino, 2% Asian, and 3% Others. 74% of homes have broadband Internet, and 34% of all housing units are built in 2000 or newer. 79% of residents live in single-family homes--although housing pressure will find multiple families living in the same house-- and 21% in rental apartment units. AS of

December 2019, 28.1% of Soledad's working population are not in the labor force (Un-employed). Of those who are participating in the labor force, 17.1% are engaged in Management/ Business / Science / and Arts careers with higher income as compared to 15.4% in Service, 16.4 in Sales, 30.1 in construction, and 21% in food production, The city population comprised with 45.6% with less than a High School Diploma, 25.*% with a HS Diploma, 19.5% having some College credits, and 9% attained a 4-year degree. Additional Resources: Geverdt, D. and Nixon, L. (2018). Sidestepping the box: Designing a supplemental poverty indicator for school neighborhoods (NCES 2017-039) (1.54 MB). U.S. Department of Education. Washington, DC: National Center for Education Statistics; Gribov, A. & Krivoruchko, K. (2020). Empirical Bayesian kriging implementation and usage. Science of the Total Environment. 722 (2020), 137290. <https://doi.org/10.1016/j.scitotenv.2020.137290>; and Krivoruchko, K. & Gribov, A. (2019). Evaluation of empirical Bayesian kriging. Spatial Statistics. 32 (2019), 100368. <https://doi.org/10.1016/j.spasta.2019.100368>

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

The district enrollment of approximately 5,000 (4,871 - 2019-20 Data) students is comprised of 90.7% Free and Reduced Lunch, 31.8% English Learners, and .1% Foster Youth. The district's students are 94.5% Hispanic or Latino, 2.4% White, 1.1% Filipino, 0.5% African American, 0.9% Asian, 0.1% American Indian or Alaskan, 0.1% Pacific Islander, 0.3% Two or more races, and 0.1% Not Reported. Approximately 13.7% of students are in Special Education and 3.3% are designated as Migrant. The number of parents without a high school diploma is 31%. Our graduation rate is 93.9%.

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

Vision Statement:

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

Mission Statement:

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

Students:

Increasing levels of success on standards-based achievement measures.

Staff:

Employ and retain administrators, teachers, and support staff who are highly qualified, dedicated, and effective, hold themselves and

students to high personal and academic expectations and demonstrate continuous self-improvement that drives program and student success.

Educational Program:

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

Facilities, equipment, and materials:

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

Learning environment:

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

Strategic partnerships:

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

The District endeavors to maximize student learning by utilizing effective, research-based strategies. The district has ongoing initiatives including Gradual Release of Responsibility, weekly teacher collaboration, teachers on special assignment for English Learners, Education Technology and Academics, Read 180 (reading intervention), Accelerated Readers, Professional Learning Communities, and Multi-Tiered Systems of Support. In the 2018-19 school year, the District began additional supports for student learning including the Professional Learning Community model for weekly collaboration, the Constructing Meaning for integrated ELD at the secondary level, and Multi-Tiered Systems of Support. Principals, district administrators, and TOSAs participated in Collaborative Leadership and training with Peter DeWitt. The Peter DeWitt training continued in the 2019-2020 school year.

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

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

In the 2018-19 school year, the last year that CAASPP-SBAC was administered before the closure of schools due to COVID-19 restrictions, the District undertook activities to determine the efficacy of its initiatives. These activities included the accreditation and mock WASC

visitations process for Soledad High School, the Tiered Fidelity Inventory for PBIS implementation, the Fidelity Inventory Assessment for MTSS, Root Cause Analysis for SBAC performance levels.

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

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

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

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

Reflections: Successes

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

In the 2018-19 school year, the last year that CAASPP-SBAC was administered before the closure of schools due to COVID-19 restrictions, the SUSD continued to take steps to improve instructional support for students. Several LCAP actions including provision of resources for literacy and reading, parent engagement, music education, and Positive Behavior Intervention and Support (PBIS) were designated as site-based. In order to support our LCAP work, the Monterey County Office of Education (MCOE) staff reviewed the analysis of all the District Initiatives and Systems. School board members, District office, site administrators, staff members from across the district attended workshop sessions to discuss what is working well, and areas of growth and improvement. Their input from the sessions resulted in decisions that will support students as we continue into the 2021-2022 school year.

Goal 1: Graduation Rate

The graduation rate on the dashboard for SUSD indicates an increase of 2% from 2018-19 school year. There was a combined total of 357 students, 331 from Soledad High and 26 from Pinnacles High. A total of 164 graduates met UC/CSU requirements and 44 graduates received the California State Seal of Biliteracy in Spanish Language. Our greatest progress was made by:

The continued offering of Advanced Placement (AP) courses. For example, during the 2017-18 school year, an additional 12 AP courses were offered in a total of 18 sections. 505 students participated in these classes, of which 81 students passed with a 3 or higher. For the

2018-19 school year, the number of AP courses increased by 14 for a total of 22 sections. There were 556 students enrolled, with 156 students passing with a 3 or higher. In the 2019-20 school year, there were 11 AP courses offered with 19 sections. There were 460 students enrolled, with 74 students who passed AP exams with a 3 or higher.

SUSD continued with the Pathways program, which is staffed with highly qualified teachers. There were 163 students enrolled in Pathway Completer courses such as Agricultural Mechanics, Agri-science, Animal Science, Floral Design, Film & Broadcasting, Woodworking, Education, Patient Care and Culinary Arts. Acellus classes are offered for credit recovery so that students can graduate. The Gear Up program is intact with the starting of a new cohort for 7th graders to be continued as students need academic support through the first year college.

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

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

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

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

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

The 12 African American students ranked in the high range, at 26 points above level 3.

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

Math:

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

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

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

Our greatest progress was made by:

The District implemented i-Ready, an online assessment and instruction program at the elementary and middle school level to help teachers provide all students with a path to proficiency and growth in reading and mathematics.

Continue to provide, implement, and train teachers on the new ELA & Math adoption materials to help with student progress in ELA & Math.

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

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

District-wide Student Study Team (SST) process to help identify students struggling in reading & math.
Continue to implement a district-wide assessment plan to constantly use data to help inform instruction.

Goal 3: Safety - (Suspension Rate)

The suspension rate on the dashboard for SUSD indicates an increase of 0.2% from 2017-18 school year. There was a total of 250 students that were suspended in 2018-19, which resulted in a rank in the Orange (high) performance level. This level was maintained at a High range of 4.9%.

The English Learner students ranked in the Yellow (medium) range with 69 students being suspended. This level was maintained at 4.1%.
The Foster Youth students ranked in the Green (medium) range at 3.8% with 1 student being suspended. This was a decline of 10.4%.
The African American students ranked in the Green (medium) range at 3.2% with 1 student being suspended. This was a decline of 2.3%.

Our greatest progress was made by:

Offering PBIS training & implementation for all our K-12 schools resulting in a decrease in office discipline referrals.
Providing Tier II and Tier III behavioral interventions for students that need support.

Goal 4: Parent Involvement

Our greatest progress was made by:

Events showcasing students' work and performances lead to an increase in parent participation.
Continuing to have a great turn out for Parent Conferences at 97.4%.
Offering Parents In Quality Education (PIQE) Classes at Main Street Middle School.
Sending home Surveys for feedback from both parents and students
Continuing to hold Parent Trainings at each site given by the Intervention Coordinator/Site Liaisons.

Goal 5: Hire Highly Qualified Teachers & Retaining them

Our greatest progress was made by:

Incorporating an aggressive recruitment plan by utilizing more local venues.
Use of incentives & signing bonuses to attract new teachers.
Increased participation of Soledad teachers in the Recruitment Fairs process.
Continued implementation of induction, training, and mentoring for our new teachers.
The number of teachers which had to be hired has dropped over the years from 70 in 2017-18, 51 in 2018-19, 42 in 2019-20, and 16 in 2020-21 school year.

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

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

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

The graduation rate among English Learners was 86.4%.
The graduation rate among Socioeconomically Disadvantaged students was 94.2%.
The graduation rate among Students with Disabilities was 82.5%.
In College & Career Readiness 146 of our Socioeconomically Disadvantaged students were 94.8% Prepared.

A significant number of English Learners continue to be re-designated to RFEP (Re-designated Fluent English Proficient): 199 students in 2019-20, 405 students were re-designated in 2018-19, an increase from 2017-2018 data where 300 English Learners were re-designated.

Our greatest progress was made by:
Providing professional development training to teachers
Providing sites with English Learner Teachers On Special Assignments (TOSA) to support students and coach teachers.
Supporting the sites with their ELPAC testing.
Supporting the students with reclassification.
Continue to implement English 3D for students in grades 4th-8th.
We plan to continue our progress through the aforementioned actions.

Reflections: Identified Need

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

NOTE: The 2018-19 school year, the last year that CAASPP-SBAC was administered before the closure of schools due to COVID-19 restrictions, the following metrics were introduced into the LCAP 2020-2021:

Goal 1: Graduation Rate-

The Greatest Needs for the Graduation Rate are with the Students with Disabilities group. The Students with Disabilities placed in the Low status level in 2018-19. Although 73.8% of them graduated this reflected a decline of 9.0% from 2017-18. In 2019-20 the graduation rate increased for Students with Disabilities to 82.5% with 33 students graduating out of 40.

Our Greatest needs in Goal 1 are:

Continue to support the students with disabilities to help them graduate by their 12th grade year. In 2019-20 there was 1 Fifth Year Graduate in the Students with Disabilities category.

Goal 2: Proficiency for All-

English Language Arts:

The Dashboard shows that in ELA overall all students are in the Yellow Performance level which means that we have 2,487 students in the Low range, -44.5 points from the standard. They increased 7.3 points.

The English Learners are in the Yellow which includes 1,398 students. They are in the Low range at -68.3 points from the standard. They increased 4.7 points.

The Socioeconomically Disadvantaged students are in the Yellow Performance level. We have 2,296 students who are in the Low range at -47.3 points from the standard. They increased 7.8 points.

The Hispanic students are in the Yellow which includes 2,368 students. They ranked in the Low range at -45.6 points from the standard. They increased 8.6 points.

The Students with Disabilities are in the Orange Performance level. We have 403 students with disabilities that are in the Very Low status at -116 points from the standard. They increased 6.4 points.

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

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

The Asian students are in the Low Performance level which includes 18 students. They ranked -68.5 points from the standard. They declined significantly -28.9 points.

The Filipino students are in the Low Performance level which includes 25 students. They ranked -27.5 points from the standard. They declined significantly -25.4 points.

Math:-

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

The Socioeconomically Disadvantaged students are in the Yellow performance level, which includes 2,291 students. They are -86.8 points from the standard and have increased 3.4 points.

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

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

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

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

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

The Asian students are in the Very Low Performance level which includes 17 students. They ranked -97.3 points from the standard. They declined significantly -63.6 points.

The Filipino students are in the Low Performance level which includes 25 students. They ranked -54.2 points from the standard. They declined significantly -26.5 points.

Our Greatest needs in Goal 2 are:

Providing students with effective interventions.

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

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

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

Goal 3: Safety

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

The Greatest need is with Homeless students in the area of Suspension. Homeless students are in the Red which includes 17 students.

They ranked in the Very High range at 8.6% and increased significantly 4.4%.

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

Our Greatest Need is:

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

Address the needs of our trauma-affected students

Utilize data to address the needs of Students with Disabilities

Identifying our Students with Disabilities

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

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

Goal 4: Parent Involvement

Our Greatest Need for Goal 4 is:

Accommodate parents by holding meetings at convenient times.

Provide translation and child care during meetings.

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

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

Goal 5: Hiring Highly Qualified Teachers & Retaining them

Our Greatest Need for Goal 5 is:

Continue to provide PD and support for new teachers.

Continue to recruit locally and aggressively.

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

Goal 6: Supporting EL learners and other subgroups

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

Our Greatest Need for Goal 6 is:

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

Implement a Newcomer Program for 4th grade and up.

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

Purchase English Language Development materials to supplement as needed.

Provide coaching on Integrated English Learner strategies.

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

LCAP Highlights

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

NEW ACTIONS/ POST-Pandemic:

The 2021-2024 LCAP included new actions which sought to enhance our instructional services to students. These included:

>Additional psychologist staffing to support elementary students' mental health

>Addition of a Reading Intervention Specialist (TOSA) to support Read 180 teachers and early intervention

>Coordination other social/ emotional support services via Expanded Learning Opportunity and ESSER/ COVID-19 Grants

The 2021-2024 LCAP Plan was built on services to students, parents and staff by

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

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

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

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

>Adding bullying remote intervention and restorative justice services at our schools

>Adding additional Monterey County Mental Health Services

>Providing training for our staff in student deescalation

>Augmenting our current Parent Messaging System with additional features to increase communications with parents

- >Providing training and coaching for general and special education teachers in best practices for co-teaching
- >Adding a specific action for job-alike professional development for all classified staff members

GOAL-SPECIFIC HIGHLIGHTS OF THE 2019-2020 LCAP/ and the 2020-2021 Learning Continuity and Attendance Plan

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

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

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

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

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

Goal 6 - Support for Student Subgroups: Continue TOSA services for English Learners at all school sites, expand professional development for teachers of English Learners, continue services for transitional (foster and homeless) youth and families, continue clerical services to

support student success and IEP team meetings, support for parent engagement and education at the school sites, add training and coaching for general and special education teachers in co-taught classrooms, and resources for LGBTQ student activities.

Comprehensive Support and Improvement

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

Schools Identified

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

Main Street Middle School was identified for CSI.

Support for Identified Schools

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

Main Street Middle School (CSI-identified) participated with other district school sites in an ongoing process to evaluate school and district systems through root cause analysis protocols. Prior to the closure of schools in 2020, MSMS participated in a systems analysis with the other SUSD school sites. This analysis determined that challenges include an over-identification of students for SPED services and consistently underperformance in mathematics on local and state assessments. In a follow-up meeting, a root cause analysis was completed for these challenges. A list of factors contributing to low math performance and SPED over-identification were developed for each challenge along with a list of recommendations.

The systems analysis and root cause analysis protocols were followed up this year with MTSS training. It is noted that the training was not followed up with implementation due to COVID-19 closure of schools. Nevertheless, MSMS participated, along with other SUSD school sites in Scaling Up to Multi-Tiered Systems of Support (MTSS/SUMS) training, Cohort 3. The MSMS team attending SUMS training developed focus areas for planning and implementation to address challenges at MSMS. These included but were not limited to Social Emotional Learning, as MSMS MTSS team members feel that SEL is essential to students' academic success. Subsequently an updated root cause analysis was completed for 4 data-based topics: Under performance of SWDs on CAASPP English Language Arts and Mathematics as well as Suspensions and Post-School Readiness.

In addition to the MTSS/SUMS work, Main Street Middle School along with all schools in the Soledad USD have remotely held multiple Local Control and Accountability stakeholder engagement meetings with parents, English Learner Advisory Council, students, labor leaders/representatives, staff and the School Site Council to help identify critical student learning needs as well as areas in which teachers and parents can be provided additional support. School site and district administration are conducting analysis of local and state assessment data to help determine what actions will need to be taken to increase student achievement. Dashboard Analysis indicates that in addition to mathematics, MSMS students are underperforming in English Language Arts.

The Soledad USD has been exploring data-analysis options to timely provide change and growth data, and formatted to enable determination of how programs are working. These include:

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

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

Monitoring and Evaluating Effectiveness

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

MSMS is on an annual basis prepares a school summit report which contains all data related to academic achievement, behavior and social emotional learning. This summit is presented to public audiences as well as the District Leadership team and allows for a transparent process for monitoring student progress.

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

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

MSMS will use locally adopted assessments to measure student academic growth. These include iReady© Diagnostics, Illuminate (Standards-based assessments) , IAB (CAASPP digital library). MSMS will also utilize data from specific assessments from Read 180, Accelerated Reader (STAR), English 3D to track student progress. MSMS will also monitor the numbers of students referred for Special Education Assessment.

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Stakeholder Engagement

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

GENERAL INFORMATION:

The District website has a LCAP Goals and Documents link on the homepage which provides stakeholders with information regarding the process for the LCAP development, relevant data, related events and activities, and schedule of associated actions. The website can be found at:

<https://soledadusd.org/community/lcap-lcff-resouces/>

<https://soledadusd.org/after-school-program-information/>

<https://soledadusd.org/town-hall-recordings/>

<https://soledadusd.org/parent-town-hall-questions-and-responses/>

<https://soledadusd.org/wp-content/uploads/2021/04/EMPLOYEE-QUESTIONS-FROM-TOWNHALL-3-1.pdf>

<https://drive.google.com/file/d/12g64QONAQ4opUV8wbraWRs79RhFipxge/view>

Multiple Stakeholder Engagement Protocols such as the:

District LCAP Advisory Committee Meetings (monthly, Feb-Jun 2021)

District LCAP Steering Committee Meetings (monthly, Feb-Jun 2021)

Site-specific LCAP Stakeholder Engagement Meetings (Each site held a virtual site-specific stakeholder meeting in Feb and Mar 2021)

Site-specific SSC-ELAC Meetings (Each site held virtual site-specific SCC-ELAC meetings, Feb-May 2021)

District/Main Street MS CSI Meetings (monthly, Jan-Jun 2021)

District Leadership Council Meetings (monthly, Oct 2020-Jun 2021)

District Curriculum Leadership Meetings (monthly, Oct 2020-Jun 2021)

District Town Hall Meetings (4 meetings held in April and May 2021)

District English Learners Advisory Meetings (3 times during 2020-2021 school year)

These meetings were designed to gather input from stakeholders to help inform the development of the 2021-2024 LCAP Plan.

All Soledad USD schools have remotely held multiple Local Control and Accountability stakeholder engagement meetings with parents, English Learner Advisory Council, students, labor leaders/representatives, staff and the School Site Council to help identify critical student learning needs as well as areas in which teachers and parents can be provided additional support. School site and district administration are conducting analysis of local and state assessment data to help determine what actions will need to be taken to increase student achievement.

Dashboard Analysis indicates that in addition to mathematics, MSMS students are underperforming in English Language Arts.

Over 300 parents, students, and staff members participated (remotely) in one or more Stakeholder Engagement sessions.

In addition, multiple online electronic survey links were sent to District employees, students and parents; and four TownHall Meetings were held remotely to speak directly with parents.

Consultation with SELPA executive director, Kenyon Hopkins, complete.

A summary of the feedback provided by specific stakeholder groups.

The following describes and summarizes the stakeholder feedback provided by:

1. Parents, ELAC, and District Leadership, Staff members had the same specific feedback about wanting to continue to the following areas of focus:

- Safety
- Academic
- Social Emotional Well Being for Students, Families, and Staff
- After-school Programs
- Communications
- Social Services

2. Students:

- Digital Skills to be updated for Teaching, Learning, and Communicating
- Relationship Building/Re-building

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

The aspects of the LCAP that were influenced by stakeholder Input/Requests is as follows:

1. Safety --- addressed in Community Liaison Officer (LCAP Goal 3. Action 2), School Facilities (3.3)
2. Academic Support --- addressed in Career in Education Pathway (1.6), Reading Intervention (2.8)
3. Social-Emotional Well-being --- addressed in Social-emotional needs (1.2), MCBH (3.5)
4. Communications --- addressed in Educational Technology (2.6), Communication with the Public (4.3)
5. After-school --- addressed in ASES (2.5)
6. Social Services--- To be provided via ELO or COVID-19 programs

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Soledad USD developed this goal to support the Graduation Rate for all students; currently, the All Student group performance level is acceptable. However, even though the English Learner and Students with Disabilities student groups made progress there is still a gap between the All Students group. As a result of this data, the following actions and services will increase a strong instructional program with a focus on preparing students for college or career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HS Graduation Rate - Soledad Unified	87.10%				95%
EL Graduation Rate - Soledad Unified	76.20				90%
College and Career Ready Not Prepared - Soledad Unified	25%				15%
Gr 11 ELPAC Well Developed - Soledad Unified	15%				25%
CAASPP ELA -11th grade - Standard Met Level 3 Soledad High School, (Pinnacles High not included in this data.)	32.00%				40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math- 11th grade - Standard Met Level 3 Soledad High School, (Pinnacles High not included in this data.)	15.00%				40%
CAASPP- 11th grade Students with Disabilities: Math - Standard Met Level 3, Soledad High School, (Pinnacles High not included in this data.)	0.00%				15%
NWEA-11th grade Reading = or > 41% (at or greater than) Includes Average, High Average, High (Soledad High)	56.00%				67%
NWEA-11th grade LA = or > 41% (at or greater than) Includes Average, High Average, High (Soledad High)	57.00%				67%
CAASPP- 11th grade Students w/Disabilities: Reading - Near Standard Soledad High School, (Pinnacles High not included in this data.)	15.00%				45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students who Passed AP Exam with a 3 or higher Soledad High	15%				35%
EL Reclassification Rates (Grades 7-12)	29.83%				45%
4: D. The percentage of pupils that have successfully completed a-g requirements or CTE pathways (added 8/16/21)	<p>29.4% of pupils have successfully completed CTE courses, based on 2019 Dashboard Data-files.</p> <p>There were $121/365=33\%$ CTE Completers in the 2019-2020 School year at Soledad H.S.</p> <p>The percentage of pupils that have successfully completed a-g requirements: $155/365 = 42\%$</p>				<p>CTE course completion - 40%</p> <p>CTE Completers - 146 students (10% increase each year)</p> <p>Graduates meeting UC A-G requirements - 187 (10% growth each year)</p>
8: A. Pupil outcomes: Course access (added 8/16/21)	For 2019-2020, $37/365=10\%$ of graduates received the Seal of Biliteracy				Goal for 2023-24 school year Increase number by 15% per year to 49 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Program Support	<p>1.1 Instructional Program Support:</p> <p>Soledad USD will provide classes at secondary school sites to support College/Career Pathways for high school students to increase post-school outcomes.</p> <p>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>Floristry</p> <p>NJROTC</p> <p>Action provides for:</p> <p>Salary/benefits of Pathway teachers.</p> <p>This action addresses the PIR Post-School Outcomes Indicator.</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>NA</p>	\$2,736,161.00	Yes
2	Counseling Services-Secondary (7th-12th Grades)	<p>1.2 Counseling Services-Secondary (7th-12th Grades):</p> <p>Soledad USD will 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</p>	\$773,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, travel/conferences for counselors.</p> <p>Action provides funding for:</p> <p>Counselors salaries</p> <p>This action addresses the PIR Post-School Outcomes indicator.</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>		
3	Credit Recovery & Intervention	<p>1.3 Credit Recovery & Intervention:</p> <p>Soledad USD will provide credit recovery and intervention programs to enable students to graduate on schedule, and college/career ready.</p> <p>Supported programs include Acellus® (online credit recovery-purchased through 2022) and Elevate Math® (summer mathematics program). Elevate Math® provides robust professional development for the summer school teachers teaching summer mathematics.</p> <p>Action includes funding for:</p> <p>Professional services.</p> <p>Action addresses DA Mathematics Indicator:</p> <p>Instructional Practices - Actively Engaged in Relevant Learning & Mindset - Teachers and Students - Create Environment Where All Students Can Achieve & Student Goal Setting.</p> <p>2021-2022 Proposed Operational Budget Allocation:</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NA		
4	College & Career Readiness (Site-Based Action)	<p>1.4 College & Career Readiness (Site-Based Action):</p> <p>Soledad USD will provide college and career instructional services which will prepare students for college admission, meeting UC A-G requirements, and support Advanced Placement course enrollment, exam registration and passage rates.</p> <p>Action includes support for:</p> <p>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). PSAT for all 10th grade students ACT preparation SAT for all 11th grade students Advanced placement exams for all students</p> <p>Additionally students will be provided career-oriented services and activities including career awareness field trips 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>2021-2022 Proposed Operational Budget Allocation: MATERIAL 21000 AP</p> <p>***PSAT(400 stu x \$15ea) \$6000</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL 27,000</p>	\$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Student Pathway Enhancement	<p>1.5 Student Pathway Enhancement (District & Site-Based Action)</p> <p>Soledad USD will provide students with co--curricular opportunities to expand their learning through enhancements to programs and pathways of studies including:</p> <p>MESA NJROTC FFA/AG Skills USA Other co-curricular activities as appropriate Stipends Professional Services Student Travel</p> <p>2021-2022 Proposed Operational Budget Allocation: MESA MOUs 21670</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 21670</p>	\$389,395.00	Yes
6	Careers in Education Pathways	<p>1.6 Careers in Education Pathways</p> <p>Soledad USD will provide Careers in Education pathways at Soledad High School to support students who are on the way to becoming futures teachers.</p> <p>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 40 (Future Teachers Pathway</p>	\$44,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students/ Content-Specific Support Providers) 2021-2022 Proposed Operational/Personnel (New) Budget Allocation: HOURLY PAY FOR 40 (Future Teachers Pathway Students/ Content-Specific Support Providers) • -- SUBTOTAL 44,390		
8				

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After a review of the Fall 2018 CA School Dashboard's Performance Overview Reports for the District, performance for the All Students group was strong overall. Although Soledad's particular strengths identified are in the college/career and graduation rate indicators English learners and students receiving services through an IEP are still lagging in ELA and Math. The District would like to emphasize the focus on Proficiency for All as Soledad is now introducing the 2021-2024 plan, to point out the continuous need to monitor and promote progress for all students. The actions listed below will ensure a high-quality comprehensive instructional program, and the metics will monitor student progress towards this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP -Dashboard (Grades 3--8) Distance from 3	--51.00 points				-25
Math CAASPP -Dashboard - (Grades 3--8) Distance from 3	--72.8 points				-30
NWEA Spring 3rd grade Math	20.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 3rd grade Reading proficient & advanced	36.00%				NWEA Will Longer Be Used for 2021-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Spring 4th grade Math proficient & advanced	18.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 4th grade Reading proficient & advanced	31.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 5th grade Math proficient & advanced	30.80%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 5th grade Reading proficient & advanced	40.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 6th grade Math proficient & advanced	25.40%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 6th grade Reading proficient & advanced	36.80%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 7th grade Math proficient & advanced	18.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 7th grade Reading proficient & advanced	30.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 8th grade Math proficient & advanced	29.00%				NWEA Will Longer Be Used for 2021-2024
NWEA Spring 8th grade Reading proficient & advanced	39.00%				NWEA Will Longer Be Used for 2021-2024
I Ready Final Diagnostic	30% 2021				Increase by 10% each year:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who are reading at or above Grade Level (green)					2024
I Ready Final Diagnostic % of English Learners who are reading at or above Grade Level (green)	17% 2021				Increase by 12.5% each year: 2024
I Ready Final Diagnostic % of Special Education Students who are reading at or above Grade Level (green)	7% 2021				Increase by 12.5% each year: 2024
I Ready Final Diagnostic % of students who are at or above Grade Level in Math (green)	22% 2021				Increase by 5% each year: 2024
I Ready Final Diagnostic % of English Learners who are at or above Grade Level in Math (green)	11% 2021				Increase by 8% each year: 2024
I Ready Final Diagnostic	6% 2021				Increase by 8% each year:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Special Education Students who are at or above Grade Level In Math (green)					2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Class Size Reduction	<p>2.1 Class Size Reduction:</p> <p>Soledad USD will maintain class size reduction for TK-3 at 25 students in order to meet state requirements and to provide a lower teacher-to-student ratio to support student academic, social-emotional, and behavioral growth.</p> <p>This provides for eight (8) additional teachers to meet the state requirement. Continue to fund at 25:1. 8 teachers are in place for class size reduction</p> <p>This action includes:</p> <p>Salaries/Benefits.</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$667,132.00	Yes
2	District-wide Assessment Plan	<p>2.2 District-wide Assessment Plan:</p> <p>Soledad USD will implement and support the use of formative and summative assessments to disaggregate data and best measure student growth and acceleration.</p>	\$157,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student Services Department will implement testing programs to support formative and summative assessments for all students including, CPAA (K--1), SBAC Interim Assessments (Comprehensive and Block, ELA and Math), Illuminate® PLC-based assessments, Renaissance Learning® (Accelerated Reader), Reading Inventory® (9-12), MDTP (9-12), curriculum adoption-embedded assessments and others. The goal is to disaggregate data to best measure unduplicated student growth and acceleration.</p> <p>Provides for training of teachers in administration of assessments and use of data including:</p> <p>Professional services Materials/supplies Illuminate®, Renaissance Learning MOU, Reading Inventory, and US Physical Fitness MOUs Subs/hourly</p> <p>NOTE: For 2021-2022 SUSD will continue refining District-wide Assessment Plan to further enhance formative assessments.</p> <p>This action addresses:</p> <p>DA ELA Indicator: Individual Learning Needs - Data Informed Assessments & PIR ELA Indicator: Achievement - English Language Arts</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 1000 TIMESHEET 4862</p> <p>***Mat&Sup-DW Benchmark assessment-ELA&Math Addt'l \$4000 ***Support DW Benchmark assessment-ELA&Math \$48000</p> <p>• --</p>		

Action #	Title	Description	Total Funds	Contributing
		SUBTOTAL: 5862		
3	Participation in Academic Activities (Site-Based Action)	<p>2.3 Participation in Academic Activities (Site-Based Action):</p> <p>Soledad USD will maintain co-curricular and academic activities to enhance academic study and exploration for students.</p> <p>Includes: Author's Festivals, Mathletics®, Science Fairs and History Day Other activities as appropriate</p> <p>Action includes funding for:</p> <p>Materials Transportation and/or professional services.</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>***Fieldtrips-Hartnell, CSUMB & UCSC \$15000</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: N/A</p>	\$15,000.00	Yes
4	Response to Intervention (RTI)	<p>2.4 Response to Intervention (RTI):</p> <p>Soledad USD will provide Response to Intervention supports through social-emotional and academic counseling services for students in Grades TK--6.</p> <p>Action includes: Counselors salaries/benefits</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, each Elementary School Counselor receives a stipend to work up to 10 additional days per year (includes STRS)</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>		
5	After School Program	<p>2.5 After School Program: After-school opportunities will be provided for students to support all students including subgroups with academic intervention, enrichment, and physical activity.</p> <p>After-School Programs are funded primarily through the state ASES programs.</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$0.00	Yes
6	Educational Technology	<p>2.6 Educational Technology:</p> <p>Purchases, supports and maintains educational technology to support teaching, learning and assessment throughout the District.</p> <p>This action provides for:</p> <p>Salaries (and Benefits) of the Director of Technology and EdTech Staff District EdTech Committee work Presenter fees and attendance at CUE Other Ed Tech conferences Substitute costs (for teacher participation in training) iPad leases and other equipment acquisition District-wide Google Certification (3-year plan) Training 21st Century Classrooms (Pilot)</p>	\$1,596,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2021-2022 Proposed Operational Budget Allocation:</p> <p>Materials Supplies 0</p> <p>Conference 0</p> <p>Subs for Google Cert.(COVID-19 funded)</p> <p>TIMESHEET 4862</p> <p>HOURLY for TECH 4013</p> <p>PD/CONSULTANT MOU 2000</p> <p>SCREENCASTIFY MOU 5000</p> <p>SEESAW MOU 9500</p> <p>NEW ED TECH STAFF (Classified/Confidential) 75000 (To be COVID-19 funded)</p> <p>****Subs for Cert-Google Certification</p> <p>M&S for Google Certification</p> <p>Tech Tosa-M/S</p> <p>Tech Tosa-Salaries</p> <ul style="list-style-type: none"> • -- <p>SUBTOTAL: 25,375</p>		
7	Early Learning Programs	<p>2.7 Early Learning Programs:</p> <p>Supports Early Learning programs for Preschool, Transitional Kindergarten, and Kindergarten teachers.</p> <p>Implement and enhance a robust early learning program by purchasing materials to support preschool, TK and K teachers.</p> <p>This action includes funding for:</p> <p>Instructional materials</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>NA Programs will be paid out of ELO</p> <p>****M&S to support TK and K (Rose Ferrero & Gabilan)</p>	\$12,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		M&S for Pre School DW Reading Eggs Math Seeds		
8	Reading Intervention (District)	<p>2.8 Reading Intervention (District):</p> <p>This action provides for reading instruction and intervention for elementary and middle school students. The primary service provided is READ180®/System 44® reading and phonics instruction and licenses. This action also provides for a consultant to train and support READ180® teachers.</p> <p>This action includes funding for:</p> <p>Certificated salary/benefits Substitute compensation Instructional materials Professional services</p> <p>This action addresses:</p> <p>DA ELA Indicator: Individual Learning Needs Data Informed Assessments & Instructional Strategies.</p> <p>2021-2022 Proposed Operational Budget Allocation: (ADDING) PERSONNEL 1 Reading Intervention Specialist (/TOSA) 135000 (COVID-19 Funded) READ180® PD 2000 SUBS for READ180® PD 875 • -- SUBTOTAL: 2875</p>	\$16,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Science (District)	<p>2.9 Science (District):</p> <p>Students will be provided instruction aligned with Next Generation Science Standards (NGSS).</p> <p>This action supports NGSS teacher training, STEMScopes replacement costs and training.</p> <p>This action includes funding for:</p> <p>Professional services Materials/supplies</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 0 TIMESHEET 0 Science needs to be addressed with El Camino Grant R9022</p> <p>*****Cert-HRLY to support Science Adoption M&S-Support Science Adoption Travel&Conference-NGSS St Conf PD-Science Adoption • -- SUBTOTAL: 0</p>	\$25,292.00	Yes
10	Library Media Specialists	<p>2.10 Library Media Specialists:</p> <p>Provides library media services for each school site. Support to include Library Media Technicians and funds for printed-materials purchases. This action also provides resources for staff to begin investigating digital options to further enhance library services and accessibility.</p> <p>This action includes funding for:</p>	\$410,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Salaries/benefits Materials & Supplies (printed and digital) 2021-2022 Proposed Operational Budget Allocation: MATERIALS 0 TIMESHEET 3646 ****M/S-Library (Site) • -- SUBTOTAL: 3646		
11	Essential Standards & Grading	2.11 Essential Standards & Grading: Provides for identification of Essential Standards and Learning Targets to support Professional Learning Community (PLC) work. Action also provides for updating of report card forms and grading system (6th grade) to align with middle and high school grading systems. This action includes funding: Hourly compensation Professional services. This action addresses: DA ELA Indicator: Individual Learning Needs & Professional Development – Data Informed Assessments & Supports, DA Mathematics Indicator: Intervention - More Targeted Intervention Time & Tier 1 Flexible Groupings. PIR ELA Indicator: Achievement - English Language Arts & Mathematics. 2021-2022 Proposed Operational Budget Allocation: TIMESHEET 3000 PD/CONSULTANT 0	\$19,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>****Cert-HRLY to support, Impl & update grading system Materials and Supplies Travel&Conference Professional/Consulting</p> <ul style="list-style-type: none"> • -- <p>SUBTOTAL: 3000</p>		
12	Research Best Practices	<p>2.12 Research Best Practices:</p> <p>Soledad USD will visit Lighthouse Districts to analyze Best Practices for all sites, including RTI models and Constructing Meaning to support teacher learning.</p> <p>This action is suspended for 2021-2022 (consideration for 2022-2023 will be pending regarding compliance with future COVID-19 restrictions.)</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$0.00	Yes
13	Training for Curriculum Adoptions	<p>2.13 Training for Curriculum Adoptions:</p> <p>This action provides for piloting and training on the adoption of curriculum materials to support a broad course of study for students. For 2021-2022, the district is scheduled to pilot NGSS-Aligned Science publisher's materials.</p> <p>This action includes funding for:</p> <p>Substitutes Hourly compensation (Science Only)</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional services 2021-2022 Proposed Operational Budget Allocation: TIMESHEET 3646 • -- SUBTOTAL: 3646		
14	Mathematics Instruction	2.14 Mathematics Instruction: This new action will provide for a comprehensive approach to Mathematics Instruction to support teachers in developing effective math lessons for all students. 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. This action includes funding for: Substitutes Hourly compensation for Math PD Professional services This action addresses: DA Mathematics Indicator: Assessment, Instructional Practices, and Mindset - Teachers & Students & Intervention. PIR ELA Indicator: Achievement - Mathematics. 2021-2022 Proposed Operational Budget Allocation: TIMESHEET 3646 PD/CONSULTANT 2000	\$19,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>****Salaries & Benefits-Cert.HRLY ongoing debriefing of Math Curr Implem Professional/Consulting</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 5646</p>		
15	Support for Student Success	<p>2.15 Support for Student Success:</p> <p>This action provides additional supports for students needing intervention through Clerk/Typist positions, which assist with the coordination of student success team meetings (SSTs) and documentation.</p> <p>This action includes funding for:</p> <p>Salaries/benefits</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$389,112.00	Yes
16	Student Enrichment	<p>2.16 Student Enrichment:</p> <p>The district will provide students with opportunities to expand their learning through enhancements to visual and performing arts programs. This action provides music education, instrument purchase and repair, as well as sheet music. Action also supports co-curricular activities at the secondary level including attendance at musical performances and participation in competition.</p> <p>This action supports the South County Strings program at elementary and middle school sites.</p> <p>This action provides funding for:</p>	\$370,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student travel Materials, equipment and PD</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 11000 TIMESHEET 3015 PD/CONSULTANT 30000 REPAIR 5000</p> <p>****Travel & Conference • -- SUBTOTAL: 49015</p>		
17	Academic Teacher on Special Assignment	Soledad USD will provide a teacher on special assignment to support a high quality instructional program.	\$132,386.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Soledad is ensuring that a safe learning environment will continue to be a district priority. The actions included in this goal will create a safe and secure learning environment for students, staff, and families, and the metrics below will measure the effectiveness of these actions. The actions will sustain progress exemplified in the metrics by creating safe, engaging communities, and thus, increasing attendance and decreasing suspensions/expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions	329 days				300
Expulsions	0				0
Suspension Rate (as contrasted with days suspended)	329 days / 4.3% rate				3.0%
Middle School Dropouts	0				0
High School Dropouts	5				3
Schools Maintained in Good Repair	Good				Good
5: B. Chronic absenteeism rates (added 8/16/2021)	The 2019-20 CALPADs report of				Chronic Absentee rate of 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	chronic absenteeism rate 11.6%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide for Safe School Campuses	<p>3.1 Provide for Safe School Campuses:</p> <p>Soledad USD will provide for Crisis Response, Behavior Intervention, and Restorative Justice Practices for students at all campuses.</p> <p>Support includes:</p> <p>PBIS Training (include Certificated and Classified Staff with MCOE Materials and Supplies Anti-bullying workshops (student and parent) Sticks & Stones® Services (Harmony at Home) Sprigeo® (license) Online Bullying and Reporting Protocol Crisis Intervention training & other services Safety-related data & surveying- CA Healthy Kids Survey (CHKS), Suspension/expulsion data (SWIS), Tiered Fidelity Inventory (TFI) Hourly compensation, Substitutes Materials, Supplies, and Professional Services.</p> <p>This action addresses:</p> <p>PIR Post-School Outcomes Indicator</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$87,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Campus Safety	<p>3.2 Campus Safety:</p> <p>Soledad USD will provide for a part-time Community Liaison Officer who provides public safety and law enforcement/community engagement services to schools; supports prevention, intervention and investigation related to incidents on campuses; and provides controlled substances deterrents through random safety canine campus inspections.</p> <p>2021-2022 Proposed Operational Budget Allocation: PD/CONSULTANT 75000</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 75000</p>	\$75,000.00	Yes
3	School Facilities	<p>3.3 School Facilities:</p> <p>Soledad USD will ensure that school facilities are kept in safe and healthy conditions to create a necessary environment where students can be in school, engage, and learn.</p> <p>The MOTF adheres to the facility standards as contained in the Williams Case Facilities Inspection Tool.</p> <p>This action includes funding for:</p> <p>Classified salaries/benefits Materials Equipment and Professional services.</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$2,093,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Social Emotional Learning and Wellness	<p>3.4 Social Emotional Learning and Wellness:</p> <p>Soledad USD will provide Social Emotional Learning supports to 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 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>This action provides:</p> <p>Drug intervention and prevention services through Sun Street® Center and other NGOs.</p> <p>Services to include Gateway Drug Trainings General Overview of Drugs and Addiction Life Skills Training Evidence-Based Curriculum Self-Esteem, Peer Pressure, Anger Management SEL training for teachers in other grade levels</p> <p>Hourly/Substitutes</p> <p>2021-2022 Proposed Operational Budget Allocation: TIMESHEET 0 Will be provided by ELO grant</p> <p>***Cert-HRLY SEL Trauma-Informed Training M&S-SEL Trauma-Informed PD Training Travel & Conference</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 0</p>	\$72,331.00	Yes
5	Support for Student Mental Health	3.5 Support for Student Mental Health:	\$363,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Soledad USD will provide Social--Emotional and Mental Support to all students. The support includes Behavioral Health Therapists through the Monterey County Behavioral Health Department. This Action also provides District Psychologist Services for students while a referral to county-provided services is determined.</p> <p>This Action addresses the PIR Suspension and Expulsion Indicator.</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p> <p>*****Mo. Co. Dept of Health-Mental Health Division Mental</p> <p>PD/CONSULTANT 100000 (Adding back one MCBH Clinician (ELO-funded) to Support K-6)</p>		
6	Student Incentive Programs (Site-Based Action)	<p>3.6 Student Incentive Programs (Site-Based Action):</p> <p>Soledad USD 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>Materials & supplies</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 18000 (2000/ES X5) + (1000/PHS) + (3000/MSMS) + (4000/SHS)</p> <p>****Increased site allocation by \$2K per site x 7sites, except Pinnacles \$1K(\$15K)</p> <ul style="list-style-type: none"> -- 	\$33,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SUBTOTAL 18000		
7	Elementary Counselor Services (K-6)	<p>3.7 Elementary Counselor Services (K-6):</p> <p>Soledad USD will provide academic, social-emotional, and academic counseling services for students in Grades TK-6.</p> <p>This action includes:</p> <p>Counselors salaries/benefits Each Elem. Counselor receives a stipend to work up to 10 additional days per year (includes STRS)</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p> <p>*****Playworks-playground rec PD & Coaching M/S-Counselors(\$1K ea)</p>	\$586,203.00	Yes
8	Campus Safety & Security: Pupil Supervisors & Campus Security	<p>3.8 Campus Safety & Security: Pupil Supervisors & Campus Security:</p> <p>Soledad USD provides for safe secondary school sites through Campus Security officer staffing at Soledad High School and Main Street Middle School.</p> <p>Actions include funding for:</p> <p>Salaries/benefits Substitutes</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$896,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Health Care Services for Students	<p>3.9 Health Care Services for Students:</p> <p>Soledad USD 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 the school site and district employees on specialized health care services, emergency medical administration, CPR Training, and other protocols. The RN and LVN support school sites in the processing of immunizations and student health screenings including vision and hearing screening.</p> <p>Action includes funding for:</p> <p>Salaries/benefits</p> <p>2021-2022 Proposed Operational Budget Allocation: TIMESHEET 0 Materials & Supplies 0</p> <p>****Other Classified-Hrly Training M&S-Training to monitor for long term COVID heal impact M&S-Suport Health Care serv for students PD on Monitoring for long term COVID heal impact</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 0</p>	\$355,291.00	Yes
10	Student Transportation	<p>3.10 Student Transportation:</p> <p>Soledad USD provides transportation for students to and from school including unduplicated students, as well as students with unique needs to support high attendance and academic achievement.</p> <p>This action provides funding for:</p>	\$962,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Salaries/benefits Materials & equipment 2021-2022 Proposed Operational Budget Allocation: NA		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Parent and Student Engagement continues to be a area of focus particularly in a post COVID 19 environment. The actions and services below will not only sustain progress, but also increase parent participation, education, and shared decision making opportunities. The metrics below will monitor parent and student opinions regarding progress in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Conferences - Parent Participation Rate	90%				97%
Survey- Parents feel Welcome to Participate	50%				65%
Survey- School Promotes Academic Success for All Students	55%				70%
Survey- Planning for College or Vocational School	50%				65%
Student Attendance Rate	90%				96%
3: B. A demonstration of how (the degree to which)	3B and C: 100% of meetings have access to interpretation and				3B and C: 100% of meetings have access to interpretation and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the school district will promote parental participation in programs for unduplicated pupils. Source: Personnel assigned to translation services 3: C. A demonstration of how (the degree to which) the school district will promote parental participation in programs for individuals with exceptional needs. Source: Personnel assigned to translation services.</p> <p>(added 8/16/2021)</p>	<p>translation services to allow parents/guardians to participate fully in educational programs</p> <p>The percentage of parent meetings which have access to interpretation services is not known (0%)</p> <p>The numbers/percentage of parents attending parent meetings is not known (0%)</p>				<p>translation services to allow parents/guardians to participate fully in educational programs</p> <p>100% of parents will attend at least one parent meeting at each school site per year.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Community Support Parent and Family Liaisons	<p>4.1 Parent and Community Support Parent and Family Liaisons: Soledad USD will provide support for parents and students through outreach coordination of meetings, including, but not limited to parent training and IEPs.</p> <p>This action includes funding for:</p> <p>Salaries/benefits</p>	\$589,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2021-2022 Proposed Operational Budget Allocation: NA		
2	(Moved to 3.10 - Student Transportation)	4.2 Student Transportation: PLEASE SEE 3.10	\$0.00	Yes
3	Mental Health Services	<p>4.3 Mental Health Services: Soledad USD will provide for the salary and benefits of the District Intervention Coordinator to coordinate services for students and families, such as:</p> <p>Parent training Community services access Life Skills, and Strengthening Families.</p> <p>This action provides funding for:</p> <p>Salaries & Benefits</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p>	\$56,304.00	Yes
4	Communication with the Public	<p>4.4 Communication with the Public:</p> <p>The district will supports systems of communication with parents and families as well as the public to encourage participation and inclusion for all families by the following actions:</p> <p>a. This action provides resources for web-based parent messaging (School Messenger®).</p> <p>b. This action supports training for school site staff on the use of the</p>	\$53,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>web-based parent messaging system, hosting of the District's website, and ensures special needs and Spanish-speaking accessibility.</p> <p>This action includes funding for:</p> <p>Professional services</p> <p>2021-2022 Proposed Operational Budget Allocation: PD/CONSULTANT 35500 (Donovan)</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL:</p>		
5	Parent & Committee Engagement	<p>4.5 Parent & Committee 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 activities.</p> <p>This action includes funding for:</p> <p>Hourly pay for translation & childcare</p> <p>2021-2022 Proposed Operational Budget Allocation: TIMESHEET 1084</p> <p>****Other Cert-HRLY Support LCAP activities Other Class-HRLY Support LCAP activities</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 1084</p>	\$33,236.00	Yes
6	Parent Education	<p>4.6 Parent Education:</p>	\$27,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provides parent training in academic initiatives to support student learning including:</p> <p>Family Math and Literacy nights Anti-Bullying PIQE- Parents In Quality Education Parent Assemblies Translation Services/Childcare</p> <p>and</p> <p>Professional Services</p> <p>2021-2022 Proposed Operational Budget Allocation: PD/CONSULTANT 0</p> <p>****PD for Parent Training in Academic Initiatives</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 0</p>		
7	Student & Parent Orientations (Site-Based Action)	<p>4.7 Student & Parent Orientations (Site-Based Action):</p> <p>Soledad USD staff will conduct student and parent orientations and activities to develop an awareness of parents of students matriculating from elementary to secondary schools. Shared between SHS and MSMS.</p> <p>This will include peer support activities, such as Link Crew for SHS and Where Everyone Belongs (WEB) for MSMS. The District will ensure that SWD's are fully engaged in orientation activities monitoring.</p> <p>Action provides:</p> <p>Materials & supplies (Site-based)</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This Action addresses:</p> <p>PIR Suspension Indicator- Poor Social Skills / Rapport with Students & Staff and Special Skills / Developing Appropriate Relationships.</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>*****PIQUE (2 Cohort Training-Stud & Parent)</p> <p>NA</p>		
8	Parent College Awareness	<p>4.8 Parent College Awareness:</p> <p>Soledad will provide parent training to increase college awareness and possibilities for Soledad students. (Site-based funding.)</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>NA</p>	\$0.00	Yes
9	Communication with Parents (Site-Base Action)	<p>4.9 Communication with Parents (Site-Base Action):</p> <p>Soledad USD will encourage parent participation and communication by providing support for parent groups such as ELAC, and other meetings such as:</p> <p>Child Care Translation</p> <p>2021-2022 Proposed Operational Budget Allocation:</p> <p>TIMESHEET 0</p>	\$33,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*****Other Cert-HRLY Support ELAC activities Other Class-HRLY Support ELAC activities • -- SUBTOTAL: 0		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

A highly qualified teaching force continues to be a top priority for Soledad HS. The actions and services below will support recruiting, hiring, and training highly effective teachers and workforce.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers Source: Year of collection: 2019-20, 2020-21	90%				100%
Retention Rate- Hired 63 New Teachers Source: Year of collection:	36%				20%
Access to Standards-aligned materials Year of collection: 2019-20	100%				100%
Implementing Standards Year of collection:	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number/Percentage of preliminary credentialed teachers clearing their credential through the induction program.	2019-20: 16/16 = 100% 2020-21: 7/7 = 100% 2021-22: 6-10 candidates				N% by 2024
Number/Percentage of classified employees offered and participating in at least one professional development activity per year	2020-21: 100% of Classified Employees offered at least one PD activity At least 90% of Classified Employees participated in at least one PD activity.				100% of Classified Employees will be offered at least 2 PD activities 100% of Classified Employees will participate in 2 PD activities by 2024
The number of new teachers needing to be hired.	2017-18: 73 new teacher hires 2018-19: 56 new teacher hires 2019-20: 37 new teacher hires 2020-21: 16 new teacher hires 2021-22: 37 new teacher hires				Reduce the number of new teachers to be hired by 20% per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment & Hiring	5.1 Recruitment & Hiring:	\$146,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Soledad USD will provide resources to participate in recruitment fairs to ensure the district effectively recruits and hires highly qualified teachers.</p> <p>Actions include: Materials & supplies Compensation Professional Development Travel & Conference</p> <p>2021-2022 Proposed Operational Budget Allocation: CONFERENCE 2000 MATERIALS 0 (COVID-19 funding) TIMESHEET 1084</p> <p>****Travel & Conference-Recruitment Fairs M/S-HR Dept Technology upgrades M/S-Recruitment Supplies M/S-Staff Recognition Supplies</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 3084</p>		
2	New Teacher Support	<p>5.2 New Teacher Support:</p> <p>Soledad USD will provide support for new teachers through the following activities, to support the development of highly effective teachers in every classroom.</p> <p>New Teacher Orientation Support Providers and TOSAs Instruction and Educational Technology. Induction Program (Riverside COE) Salary/Benefits (New Teacher TOSA) Intern and Emergency teacher support Support Provider stipends Materials and Supplies</p>	\$131,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Substitutes and Hourly</p> <p>(Title II funding also supports this action)</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 1000 TIMESHEET 75000 PD/CONSULTANT 40000 (Riverside COE Induction Contract)</p> <p>***M&S to support New Teachers Travel and Conference</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 116000</p>		
3	Peer Assistance Review	<p>5.3 Peer Assistance Review:</p> <p>Soledad USD will provide assistance for struggling tenured teachers including coaching support, providing release time, and supporting the PAR panel activities.</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS/SUPPLIES 1000</p> <p>***Increase M/S-Peer Assistance review</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 1000</p>	\$3,000.00	Yes
4	Classified Professional Development	<p>5.4 Classified Professional Development:</p> <p>Soledad will provide professional development and job-alike training for classified employees. Training may include topics such as customer service, use of technology, supporting instruction, workplace safety, PBIS, and student supervision.</p>	\$20,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes funding for: Hourly pay Materials Professional Development</p> <p>2021-2022 Proposed Operational Budget Allocation: CONFERENCE 3000 MATERIALS 1000 TIMESHEET 16545 • -- SUBTOTAL: 20545</p>		
5	Certificated Evaluation Alignment- CA Standards for the Teaching Profession	<p>5.5 Certificated Evaluation Alignment- CA Standards for the Teaching Profession:</p> <p>Soledad USD provides for a CSTP-aligned classroom observation process through the use of the McREL electronic tool, so that principals can provide calibrated feedback to teachers.</p> <p>This action includes funding for:</p> <p>Professional Services</p> <p>2021-2022 Proposed Operational Budget Allocation: NA</p> <p>****M/S to support Cert Evaluation Allign</p>	\$17,000.00	Yes
6	Certificated Professional Development	<p>5.6 Certificated Professional Development</p> <p>Soledad USD will provide all teachers/staff provided training and support in staff wellness to ensure employees are healthy and well.</p>	\$47,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes funding for:</p> <p>Hourly Compensation Materials and Supplies PD/Consultant</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 500 TIMESHEET 2190 PD/CONSULTANT 10000</p> <p>*****Other Cert-HRLY Staff Wellness activities M/S to support Staff Wellness activities Travel and Conference Professional Consulting</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 12690</p>		
7	District Support for Administrators and Instructional Leaders	<p>5.7 District Support for Administrators and Instructional Leaders:</p> <p>Soledad USD will provide professional development, learning and coaching for administrators and Teachers on Assignment to enable them to provide instructional leadership and coaching at school sites.</p> <p>This action provides for:</p> <p>Coaching by Peter DeWitt Participation at ACSA academies & institute (and other administrative training events) Administrative induction (MCOE) Director of Student Services, Support and Assessment. Certificated salaries/benefits Administrator Support-Coaching Professional Services</p> <p>2021-2022 Proposed Operational Budget Allocation:</p>	\$241,013.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>CONFERENCE 0 (ACSA)</p> <p>MATERIALS 0</p> <p>TIMESHEET 0</p> <p>PD/CONSULTANT 0</p> <p>****M/S to support ACSA Activities</p> <p>ACSA Leadership Academy</p> <p>Prof Cons-To Support ACSA Activities</p> <ul style="list-style-type: none"> • -- <p>SUBTOTAL: 0</p>		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
6	Support for Student Groups: The District will provide services and support for English Learners, low-income, Foster-Homeless Youth, and Students with Disabilities as well as other student populations.

An explanation of why the LEA has developed this goal.

To ensure that all students receiving all needed services, this goal was developed to specify Soledad's commitment on Equity for All. The actions and services below will support students and their academic success and inclusion. The metrics will monitor progress for English proficiency and ELA and Math proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Dashboard - Soledad Unified	40%				55%
Reclassification - Soledad Unified	12%				25%
Well Developed ELPAC Rose Ferrero	9%				15%
Well Developed ELPAC Frank Ledesma	15%				25%
Well Developed ELPAC Jack Franscioni	12%				25%
Well Developed ELPAC Main Street	7%				15%
Well Developed ELPAC Pinnacles	0				5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Well Developed ELPAC Soledad High	8				15%
Well Developed ELPAC San Vicente	13%				20%
Well Developed ELPAC Gabilan	13%				20%
11th grade ELs on ELA CAASPP nearly met Soledad Unified	0%				20%
11th grade ELs on ELA CAASPP standard not met Soledad Unified	80%				70%
2: B. The degree to which the programs/services will enable ELs to access the CCSS and the ELD standards. (added 8/14/2021)	<p>Administrator, coach, or peer observation of implementation of EL services and CA ELD Standards</p> <p>Observation logs: No baseline data</p> <p>100% of observations found implementation of EL services and ELD Standards</p>				<p>Observation logs: Maintain 100% of observations found implementation of EL services and ELD Standards</p>
4: B. The percentage of ELs who make progress toward English proficiency as	<p>The Percent of ELs who made progress in English proficiency (ELPAC) is 41.6% based on data from</p>				<p>The Percent of ELs who have made progress in English proficiency (ELPAC) is 60% based on data</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the ELPAC (added 8/14/2021)	2019 Dashboard Datafiles				from Dashboard Datafiles
4: C. EL reclassification rate (added 8/14/2021)	The EL reclassification rate is 12.6% based on data from 2019 https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp .				25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for English Learners	<p>6.1 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>Action provides and supports:</p>	\$474,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Services Travel & Conference Materials/Supplies for English Learners, Long-Term English Learners & Newcomers Hourly/substitutes 2021-2022 Proposed Operational Budget Allocation: TIMESHEET 0 PD/CONSULTANT 0 *****Other Cert-HRLY ELD Training M/S to support ELD Training Prof Dev-ELD Training M/S-EL Tosa's (\$2K x 3) • -- SUBTOTAL: 0		
2	Support Inclusionary Practices	6.2 Support Inclusionary Practices: This action provides support for teachers to ensure best practices in serving students with disabilities, in general education classrooms. This actions includes funding for: Professional Development/Coaching UDL Training for teachers Hourly/Substitutes Materials & supplies Travel & Conference This Action addresses DA ELA Indicator: Barriers - Access & Equity and Individual Learning Needs - Instructional Strategies. DA Math Indicator: Instructional Practices - UDL & Access and Mindset - Teacher & Students - Create an Environment where All Students Can Achieve at High Levels.	\$49,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2021-2022 Proposed Operational Budget Allocation: TIMESHEET 12200 PD/CONSULTANT 2000</p> <p>****Other Cert-HRLY to Support Inclusionary Prac M/S to support Inclusionary Practices Prof Dev-to support Inclusionary Practices</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 14200</p>		
3	Services for Transitional Youth (Homeless & Foster Youth)	<p>6.3 Services for Transitional Youth (Homeless & Foster Youth):</p> <p>Soledad USD will coordinate and provide services to support students and guardians of targeted Foster/Homeless youth, intake protocols, presentations. This will include updates and enhanced Foster/Homeless intake protocols, Address Human Trafficking, Social Emotional and other issues through Foster Parent/Guardian training.</p> <p>This action includes funding for:</p> <p>Materials/Supplies Hourly Salaries/benefits</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 3000 TIMESHEET 1605</p> <p>****Other Class-HRLY Sup. Trans, Homeless & Foster Youth M/S to support Tran, Homeless & Foster Youth Prof Dev-to support Tran, Homelss & Foster Youth</p> <ul style="list-style-type: none"> -- 	\$154,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SUBTOTAL: 4605		
4	Support for LGBTQ Students	<p>6.4 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:</p> <p>Materials/supplies Hourly compensation</p> <p>2021-2022 Proposed Operational Budget Allocation: MATERIALS 3000 TIMESHEET 1605</p> <p>***M/S to support LGBTQ Student Prof Dev - to support LGBTQ Student</p> <ul style="list-style-type: none"> -- <p>SUBTOTAL: 4605</p>	\$14,441.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.88%	\$15,116,696

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

Required Descriptions

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

GOAL 1 - Graduation & College/Career Readiness

After assessing the needs, conditions, and circumstances of our low-income students, English learners (ELs), students with unique needs, and foster youth, we learned that the greatest needs are demonstrated by Graduation Rates with the Students with Disabilities group, as well as with our English learners, foster, and low-income groups. The Students with Disabilities were placed in the Low-status level on the CA School Dashboard in 2018-19. Although 73.8% of students with disabilities graduated, this reflected a decline of 9.0% from 2017-18. In 2019-20 the graduation rate increased for Students with Disabilities to 82.5%, with 33 students graduating out of 40. In addition, we analyzed HS Graduation data for all students: 93.9% in 2019/2020. As we disaggregated the data for our student groups, EL Graduation Rate was 86.4%.

The college and career readiness data show 32.6% of All Students are not prepared. In sharp contrast, 66.2% of ELs are not prepared. This is close to students with disabilities 66.7% of which are not prepared. Looking at the ELPAC percentage of students who are at level 4/proficient; 12.77% of 11th graders meet that mark. This demonstrates the unique need for specific goals and actions to support EL, students with unique needs in the areas of graduation and college and career readiness.

When developing actions to support the unique needs of the students listed above, the district will provide activities aimed at supporting college and career readiness Goal 1, Actions 1- 6 continue to support the English learner, low income, foster/homeless youth, and students with disabilities to help them graduate by their 12th-grade year. These actions include: Support college-aspiring activities through additional Gear-up type services for secondary students, continue college/career pathways, support parent education of college admissions and financial aid process, provide college-awareness activities for students in all grade levels, and enhance 4-year and 6-year planning for high school and middle school students.

In order to address this condition of our ELs, students with disabilities, and low-income students, we will develop and implement the actions and supports listed above, as they are designed to enhance the base program and address some of the major causes of lack of graduating by their 12th-grade year. In Goal 1, all actions are principally directed to our unduplicated student groups but are being provided on an LEA-wide basis, as ALL students also show a need for improvement in these areas. We expect that all students will be ready to graduate by their 12th-grade year, as measured by priority 4, pupil achievement.

To measure the effectiveness of this goal and supporting actions, we will monitor HS Graduation Rate, EL Graduation Rate, College and Career Ready Not Prepared rate, Soledad Unified percentage of Students who Passed AP Exam with a 3 or higher, the percentage of pupils that have successfully completed a-g requirements or CTE pathways. The desired outcomes for each metric can be found under Goal 1, Measuring and Reporting Results.

GOAL 2 - Proficiency for All

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned the following:

English Language Arts: The 2019/2020 CA Dashboard shows that in ELA overall all students are in the Yellow Performance level which means that we have 2,487 students in the Low range, -44.5 points from the standard. They increased by 7.3 points. The English Learners are in the Yellow which includes 1,398 students. They are in the Low range at -68.3 points from the standard. They increased by 4.7 points. The Socioeconomically Disadvantaged students are in the Yellow Performance level. We have 2,296 students who are in the Low range at -47.3 points from the standard. They increased by 7.8 points. The Students with Disabilities are in the Orange Performance level. We have 403 students with disabilities that are in the Very Low status at -116 points from the standard. They increased by 6.4 points. The Homeless students are in the Red which includes 73 students. They ranked in the Very Low range at -76.9 points from the standard. They increased by 2.2 points.

In addition, IReady Reading assessment data shows the following: Final Diagnostic- the overall placement for all students assessed was 30% at grade-level standards. For special education students, 7% at grade level. ELs at 17% at grade level. Low-Income students, 31% at grade level.

Math-: The Dashboard shows that in Mathematics overall all students are in the Yellow Performance level which means that we have 2,480 students in the Low level for Math. They are -84.2 points from the standard. They increased 3.7 points. The Socioeconomically Disadvantaged students are in the Yellow performance level, which includes 2,291 students. They are -86.8 points from the standard and have increased by 3.4 points. The Hispanic students are in the Yellow, which includes 2,362 students. They are low at -85.8 points from the standard and have increased by 4.8 points. The English Learners which includes 1,396 students are in the Red performance level and are Very Low. They are -95.6 points from the standard and have maintained 2.9 points. The Homeless students are in the Red which includes 73 students. They ranked in the Very Low range at -124.2 points from the standard. They decreased significantly by -19 points. The Students with Disabilities which includes 398 students are in the Red Performance area. They are Very Low at -147 points from the standard. They maintained 2.2 points.

IReady Math assessment data demonstrated the following unique needs for students: Final Diagnostic- the overall placement for all students assessed was 22% at grade level; special education students 5% at grade level, EL students 11% at grade level, low-income students 23% at grade level.

After careful analysis, we determined the greatest need for English learners and students with unique needs are as follows: Providing students with effective interventions in both language arts and mathematics. Providing teachers with professional training in best practices in mathematics instruction. Providing getting students to grade-level reading proficiency at/prior to 3rd grade. Providing Students with Disabilities with access to grade-level Common Core State Standards (CCSS).

Goal 2, Actions 1 - 16 are principally directed to support the unique needs of our ELs and our students with disabilities and include the following actions and services: Providing students with effective interventions. Providing teachers with professional training in best practices in mathematics instruction. Providing getting students to grade-level reading proficiency at/prior to 3rd grade. Providing Students with Disabilities with access to grade-level Common Core State Standards (CCSS), implemented i-Ready, an online assessment and instruction program at the elementary and middle school level to help teachers provide all students with a path to proficiency and growth in reading and mathematics. Provide, implement, and train teachers on the new ELA & Math adoption materials to help with student progress in ELA & Math. Implement Fisher/Frey Reading training throughout the year to support teachers with reading. Identify students reading below grade level and targeting instruction to meet their needs using research-based reading programs like Read 180 and System 44. District-wide Student Study Team (SST) process to help identify students struggling in reading & math. Implement a district-wide assessment plan to constantly use data to help inform instruction.

These actions are principally directed to support ELA and Math acceleration for ELs and students with disabilities. However, due to the low scores in both ELA and Math for ALL Students, these services are being provided on an LEA-wide basis. We expect that all students with less than a Green or Blue performance level will benefit, or who are not at grade level (currently at 70% in ELA and 78% in mathematics). However, because of the significantly lower performance level of English learners and students with disabilities, and because the actions meet needs most associated with the very low performance on assessments both local and state, we expect that the performance level for our English learners and students with disabilities will increase significantly more than the average performance level of all other students. To measure the effectiveness of actions, Soledad USD will use the I Ready Final Diagnostic % of students who are reading at or above Grade Level (green), I Ready Final Diagnostic % of English Learners who are reading at or above Grade Level (green), I Ready Final Diagnostic % of Special Education Students who are reading at or above Grade Level (green). The expected outcomes can be found in Goal 2, under Measuring and Reporting Results.

Goal 3 - Safe Schools

To understand the unique needs of students to support safe school environments, local and state data was analyzed. CA School Dashboard data shows in the area of Suspensions performance level for all students is Orange, which means that we have 250 students at the High level. In disaggregating the data further, homeless students are in the Red performance level. They ranked in the Very High range at 8.6% and increased significantly to 4.4%. The Students with Disabilities which includes 64 students are in the Orange performance level in the area of Suspension. They ranked in the Very High range at 8.2% and declined by -0.5%. The low-income student group was in the Orange performance level, with 4.9% of students being suspended at least once. In addition, local climate survey data was analyzed, and as a result, we learned that there was less agreement with how students treat each other well, students behave well in classrooms, and that they do well in school (local priority).

After analyzing this data, we determined the Greatest Need for our students are as follows: Supporting positive behavior among our Homeless and Students with Disabilities (to address the high suspension rate). Address the needs of our trauma-affected students. Utilize data to address the needs of Students with Disabilities, low-income, foster/homeless students, and English language learners. Provide for a safe school campus through PBIS and other proactive means.

Goal 3 Actions 1 -10 provide additional support to create safe school environments as well as districtwide support for social-emotional wellness. These actions are being provided on an LEA-wide basis and we expect/hope that all students with social-emotional/behavioral needs will benefit. These actions include: continue safety-related training of certificated and classified staff, continue school resource officer services for school sites, continue support for safety and health facilities, enhance safety data acquisition by adding social-emotional screeners, continue mental health services for students, increase student incentive programs and scale resources to school site enrollment,

continue pupil supervisor and campus security officer services at school sites, add intervention and prevention services for students and parents around controlled substance and vaping use, and add student de-escalation training for certificated and classified staff. The actions above meet the needs most associated with the experiences of these students' status based on the current reality of Covid, distance learning, and increased stress, we expect that the social-emotional well being for our low-income, English learner, and foster youth students will increase significantly more than the level of all other students. We know that we will have made progress in Actions 1-10 when we see steady growth in each of the seven metrics listed in the above Goals and Actions, Goal #3. We expect to see incremental growth each year to meet our desired outcomes in 2024.

Goal 4 - Parent & Community Engagement

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned the following: From the Parent California Healthy Kids Survey from June 2021, parent response indicated that 30% of parents strongly agree that there was the promotion of parent involvement, 24% strongly agree that parents are involved in school, and 30% strongly agree that parents feel welcome to participate at school. 26% of parents were quite or extremely concerned about their child's mental well-being. For students, 44% of 11th graders felt social-emotional distress, and 68% responded that they have experienced chronic sadness or hopelessness.

After analyzing stakeholder input around engagement, we determined our greatest Need for Goal 4 is to promote purposeful parent and community engagement, as well as meet the social-emotional needs of students and parents alike. We will accomplish this by accommodating parents by holding meetings at convenient times, providing translation and child care during meetings, continuing to offer Parents In Quality Education Classes (PIQE), and continuing to have Intervention Coordinator/Liaisons offer parenting classes at each site. Goal 4, Action 1-6 support this need by; continue family liaison services at school sites, continue and enhance music education supporting strings programs at elementary and middle schools and marching band event participate at the high school, continue support for student co-curricular activities, and athletics, continue district intervention coordinator services, continue support for student health staffing including RN and LVN services, enhance district and school communication with the public through enhanced technology, continue support for school site and district engagement with parents to increase participation and parent education.

These actions are being provided on an LEA-wide basis and we expect/hope that all students and families will benefit. However, because of the significantly lower participation rate of low-income. English learner, and foster youth parents at parent meetings, and because the actions meet needs most associated with the experiences of these families feelings of involvement and being welcome, we expect that the participation rate for our low-income, English learner, and foster youth students parents will increase significantly more than the participation rate of all other parents.

We know that we will have made progress in Actions 1-9 when we see steady growth in each of the six metrics listed in the above Goals and Actions, Goal #4. We expect to see incremental growth each year to meet our desired outcomes in 2024.

Goal 5: High-Quality Staff:

In order to address this condition of our low-income, English learners, and foster youth students, we will develop and implement a highly qualified teaching, administrator, and support staff workforce that is designed to provide the first best instruction, enhance the base educational program and address some of the major causes of low ELA, Math, and ELD data. Goal 5, Actions 1-7 provide additional -----monetary and professional development resources as well as district-wide support to increase the recruitment and retention of highly qualified staff, as monitored through metrics listed below Goal 5 in this plan. The district will include its recruitment plan elements which will attract a diverse candidate pool. Along with Goal 1, efforts will focus on a grow our own approach for encouraging our high school students

to become teachers in our community. The district will also seek out teacher candidates who are fully qualified and hold English Learner certification.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the significantly lower HQT rate at schools with high concentrations of low-income, English learner, and foster youth students, we expect that the rate of HQT will increase for all. In addition, our low-income, English learner, and foster youth students will see higher increases in ELA, Math, and ELD scores based on the higher quality of instruction delivered.

We will know we have made progress in this goal and the subsequent actions when we see the metric listed under Goal 5 increase incrementally each year until the desired outcome is met for 2024.

Goal 6 - Support for Student Subgroups:

In order to best understand the uniqueness of student groups, we analyzed 2019-20 CA School Dashboard data, as well as 2020-21 ELPAC data. The Dashboard Detailed Reports indicate that the Homeless and Students with Disabilities rank in the Very Low level for English Language Arts. In addition, English Learners, Homeless, and Students with Disabilities rank in the Very Low level for Mathematics. ELPAC results showed 9% of students achieving level 4, proficient. The performance level of students, from state assessments, demonstrates a need to provide for increased and improved service to support English language development, academic achievement, and improved access to student support services via staffing.

The following are ways in which Soledad USD will improve services:

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

- *Implement a Newcomer Program for 4th grade and up.

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

- *Purchase English Language Development materials to supplement as needed.

- *Provide coaching on Integrated English Learner strategies.

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

Goal 6, Action 1-4 will provide the following increase/improved supports: Continue TOSA services for English Learners at all school sites, expand professional development for teachers of English Learners, continue services for transitional (foster and homeless) youth and families, continue clerical services to support student success and IEP team meetings, support for parent engagement and education at the school sites, add training and coaching for general and special education teachers in co-taught classrooms, and resources for LGBTQ student activities

These actions are being provided on an LEA-wide basis due to the overall low ELA and Math CAASPP scores, and we expect that all students will benefit. However, because of the significantly lower language proficiency rate of English learners, students with unique needs, and foster youth students, and because the actions meet needs most associated with the learners of English and students with disabilities, we expect that the support for these students will increase significantly more than the average proficiency rate of all other students. We will be measuring the effectiveness of these actions through English learner dashboard progress, increasing to 55% by 2024, reclassification rate increasing to 25% in 2024, 11th grade ELs on ELA CAASPP nearly met Soledad Unified to increase to 20%, and the Percent of ELs who made progress in English proficiency (ELPAC) is to increase to 25% by 2024.

Soledad USD has provided the actions above at an LEA-wide scope because it is the best use of resources, both fiscally and in staffing.

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

IMPORTANT NOTE:

The majority (92.06% UPP) of Soledad Unified School District's enrollment consists mostly LCFF-targeted students including English-learners, Low-income, (and Foster Youth) so when SUSD budgeted Supplemental & Concentration funds to address the priorities for all students it is addressing all LCFF-targeted groups FIRST then subsequently the rest of the student population would be receiving the same service. Additionally, all requests for expending funds go through an approval process through an administrator overseeing that funds are spent to support these student groups. The actions and services listed above demonstrate that Soledad USD is meeting the required percentage.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,438,834.00				\$15,438,834.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,480,308.00	\$4,958,526.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Program Support	\$2,736,161.00				\$2,736,161.00
1	2	English Learners Foster Youth Low Income	Counseling Services-Secondary (7th-12th Grades)	\$773,460.00				\$773,460.00
1	3	English Learners Foster Youth Low Income	Credit Recovery & Intervention					\$0.00
1	4	English Learners Foster Youth Low Income	College & Career Readiness (Site- Based Action)	\$27,000.00				\$27,000.00
1	5	English Learners Foster Youth Low Income	Student Pathway Enhancement	\$389,395.00				\$389,395.00
1	6	English Learners Foster Youth Low Income	Careers in Education Pathways	\$44,390.00				\$44,390.00
2	1	English Learners Foster Youth Low Income	Class Size Reduction	\$667,132.00				\$667,132.00
2	2	English Learners Foster Youth Low Income	District-wide Assessment Plan	\$157,569.00				\$157,569.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Participation in Academic Activities (Site-Based Action)	\$15,000.00				\$15,000.00
2	4	English Learners Foster Youth Low Income	Response to Intervention (RTI)					\$0.00
2	5	English Learners Foster Youth Low Income	After School Program					\$0.00
2	6	English Learners Foster Youth Low Income	Educational Technology	\$1,596,786.00				\$1,596,786.00
2	7	English Learners Foster Youth Low Income	Early Learning Programs	\$12,600.00				\$12,600.00
2	8	English Learners Foster Youth Low Income	Reading Intervention (District)	\$16,065.00				\$16,065.00
2	9	English Learners Foster Youth Low Income	Science (District)	\$25,292.00				\$25,292.00
2	10	English Learners Foster Youth Low Income	Library Media Specialists	\$410,033.00				\$410,033.00
2	11	English Learners Foster Youth Low Income	Essential Standards & Grading	\$19,124.00				\$19,124.00
2	12	English Learners Foster Youth Low Income	Research Best Practices					\$0.00
2	13	English Learners Foster Youth Low Income	Training for Curriculum Adoptions	\$3,000.00				\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	14	English Learners Foster Youth Low Income	Mathematics Instruction	\$19,499.00				\$19,499.00
2	15	English Learners Foster Youth Low Income	Support for Student Success	\$389,112.00				\$389,112.00
2	16	English Learners Foster Youth Low Income	Student Enrichment	\$370,554.00				\$370,554.00
2	17	English Learners Foster Youth Low Income	Academic Teacher on Special Assignment	\$132,386.00				\$132,386.00
3	1	English Learners Foster Youth Low Income	Provide for Safe School Campuses	\$87,250.00				\$87,250.00
3	2	English Learners Foster Youth Low Income	Campus Safety	\$75,000.00				\$75,000.00
3	3	English Learners Foster Youth Low Income	School Facilities	\$2,093,277.00				\$2,093,277.00
3	4	English Learners Foster Youth Low Income	Social Emotional Learning and Wellness	\$72,331.00				\$72,331.00
3	5	English Learners Foster Youth Low Income	Support for Student Mental Health	\$363,992.00				\$363,992.00
3	6	English Learners Foster Youth Low Income	Student Incentive Programs (Site-Based Action)	\$33,000.00				\$33,000.00
3	7	English Learners Foster Youth Low Income	Elementary Counselor Services (K-6)	\$586,203.00				\$586,203.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	Campus Safety & Security: Pupil Supervisors & Campus Security	\$896,411.00				\$896,411.00
3	9	English Learners Foster Youth Low Income	Health Care Services for Students	\$355,291.00				\$355,291.00
3	10	English Learners Foster Youth Low Income	Student Transportation	\$962,522.00				\$962,522.00
4	1	English Learners Foster Youth Low Income	Parent and Community Support Parent and Family Liaisons	\$589,581.00				\$589,581.00
4	2	English Learners Foster Youth Low Income	(Moved to 3.10 - Student Transportation)					\$0.00
4	3	English Learners Foster Youth Low Income	Mental Health Services	\$56,304.00				\$56,304.00
4	4	English Learners Foster Youth Low Income	Communication with the Public	\$53,600.00				\$53,600.00
4	5	English Learners Foster Youth Low Income	Parent & Committee Engagement	\$33,236.00				\$33,236.00
4	6	English Learners Foster Youth Low Income	Parent Education	\$27,500.00				\$27,500.00
4	7	English Learners Foster Youth Low Income	Student & Parent Orientations (Site-Based Action)	\$15,000.00				\$15,000.00
4	8	English Learners Foster Youth Low Income	Parent College Awareness					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	9	English Learners Foster Youth Low Income	Communication with Parents (Site-Base Action)	\$33,236.00				\$33,236.00
5	1	English Learners Foster Youth Low Income	Recruitment & Hiring	\$146,387.00				\$146,387.00
5	2	English Learners Foster Youth Low Income	New Teacher Support	\$131,567.00				\$131,567.00
5	3	English Learners Foster Youth Low Income	Peer Assistance Review	\$3,000.00				\$3,000.00
5	4	English Learners Foster Youth Low Income	Classified Professional Development	\$20,545.00				\$20,545.00
5	5	English Learners Foster Youth Low Income	Certificated Evaluation Alignment-CA Standards for the Teaching Profession	\$17,000.00				\$17,000.00
5	6	English Learners Foster Youth Low Income	Certificated Professional Development	\$47,690.00				\$47,690.00
5	7	English Learners Foster Youth Low Income	District Support for Administrators and Instructional Leaders	\$241,013.00				\$241,013.00
6	1	English Learners	Support for English Learners	\$474,297.00				\$474,297.00
6	2	English Learners Foster Youth Low Income	Support Inclusionary Practices	\$49,988.00				\$49,988.00
6	3	English Learners Foster Youth Low Income	Services for Transitional Youth (Homeless & Foster Youth)	\$154,614.00				\$154,614.00
6	4	English Learners Foster Youth Low Income	Support for LGBTQ Students	\$14,441.00				\$14,441.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$15,438,834.00	\$15,438,834.00
LEA-wide Total:	\$14,275,979.00	\$14,275,979.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,162,855.00	\$1,162,855.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Program Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,736,161.00	\$2,736,161.00
1	2	Counseling Services-Secondary (7th-12th Grades)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Main Street Middle School Soledad High School Pinnacles High School 7-12	\$773,460.00	\$773,460.00
1	3	Credit Recovery & Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
1	4	College & Career Readiness (Site-Based Action)	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Soledad HS and Main St MS	\$27,000.00	\$27,000.00
1	5	Student Pathway Enhancement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Main Street Middle School Soledad High School	\$389,395.00	\$389,395.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					6th grade & 8th grade		
1	6	Careers in Education Pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,390.00	\$44,390.00
2	1	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$667,132.00	\$667,132.00
2	2	District-wide Assessment Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,569.00	\$157,569.00
2	3	Participation in Academic Activities (Site-Based Action)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	4	Response to Intervention (RTI)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	5	After School Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	6	Educational Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,596,786.00	\$1,596,786.00
2	7	Early Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	\$12,600.00	\$12,600.00
2	8	Reading Intervention (District)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,065.00	\$16,065.00
2	9	Science (District)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,292.00	\$25,292.00
2	10	Library Media Specialists	LEA-wide	English Learners	All Schools	\$410,033.00	\$410,033.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	11	Essential Standards & Grading	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,124.00	\$19,124.00
2	12	Research Best Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	13	Training for Curriculum Adoptions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	14	Mathematics Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,499.00	\$19,499.00
2	15	Support for Student Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$389,112.00	\$389,112.00
2	16	Student Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$370,554.00	\$370,554.00
2	17	Academic Teacher on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,386.00	\$132,386.00
3	1	Provide for Safe School Campuses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,250.00	\$87,250.00
3	2	Campus Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
3	3	School Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,093,277.00	\$2,093,277.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Social Emotional Learning and Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,331.00	\$72,331.00
3	5	Support for Student Mental Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$363,992.00	\$363,992.00
3	6	Student Incentive Programs (Site-Based Action)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	\$33,000.00
3	7	Elementary Counselor Services (K-6)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$586,203.00	\$586,203.00
3	8	Campus Safety & Security: Pupil Supervisors & Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$896,411.00	\$896,411.00
3	9	Health Care Services for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$355,291.00	\$355,291.00
3	10	Student Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$962,522.00	\$962,522.00
4	1	Parent and Community Support Parent and Family Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$589,581.00	\$589,581.00
4	2	(Moved to 3.10 - Student Transportation)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	3	Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,304.00	\$56,304.00
4	4	Communication with the Public	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,600.00	\$53,600.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	Parent & Committee Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,236.00	\$33,236.00
4	6	Parent Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,500.00	\$27,500.00
4	7	Student & Parent Orientations (Site-Based Action)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	8	Parent College Awareness	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	9	Communication with Parents (Site-Base Action)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,236.00	\$33,236.00
5	1	Recruitment & Hiring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,387.00	\$146,387.00
5	2	New Teacher Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,567.00	\$131,567.00
5	3	Peer Assistance Review	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
5	4	Classified Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,545.00	\$20,545.00
5	5	Certificated Evaluation Alignment- CA Standards for the Teaching Profession	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	\$17,000.00
5	6	Certificated Professional Development	LEA-wide	English Learners Foster Youth	All Schools	\$47,690.00	\$47,690.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
5	7	District Support for Administrators and Instructional Leaders	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$241,013.00	\$241,013.00
6	1	Support for English Learners	LEA-wide	English Learners		\$474,297.00	\$474,297.00
6	2	Support Inclusionary Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,988.00	\$49,988.00
6	3	Services for Transitional Youth (Homeless & Foster Youth)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,614.00	\$154,614.00
6	4	Support for LGBTQ Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,441.00	\$14,441.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Instructions

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.