SOLEDAD UNIFIED SCHOOL DISTRICT
2018-2019 Local Control and Accountability Plan
*Executive Summary*
June 13, 2018

Introduction

The Local Control and Accountability Plan (LCAP) is a part of California's Local Control Funding Formula (LCFF) used to allocate funding to public school districts. The LCAP is a three-year plan which addresses Board-adopted adopted goals, actions to support those goals including personnel, services and materials to support positive student achievement according to state and local priorities. The LCFF allocates base funding and supplemental/concentration funding to each public school district including the Soledad Unified School District. Supplemental/concentration funds are provided to school districts based upon the percentage of English Learners and Socioeconomically Disadvantaged students. The LCAP also includes data and analysis to evaluate the district's initiatives. The California Department of Education expects that a district's LCAP address state and local priorities and in particular, include elements which support English Learners, Foster/Homeless Youth and Socioeconomically Disadvantaged students. The CDE also expects that the district obtain the input of parents, employees and students in development of its LCAP. Th3e 2018-2019 Soledad Unified School District LCAP can be accessed at Soledad USD 2018-2019 LCAP.

SUSD LCAP Development

The development of the 2018-2019 Soledad Unified School District (SUSD) LCAP began with an analysis of the 2017-2018 LCAP implementation. Major focus areas of the 2017-2018 LCAP included significant professional development in curriculum adoptions for English Language Arts, Mathematics and Reading as well as Next Generation Science Standards, increased support services for positive student behavior and mental health, services for English Learners, resources for academic intervention, increased avenues for communication with parents, and enhanced employee recruitment and retention strategies.

During February and March, LCAP a significant number of Stakeholder Engagement sessions were held. An evening parent stakeholder engagement meeting was held at each school site. Principals conducted Stakeholder Engagement sessions with their respective staff. District office staff met with certificated and classified Employee Organization representatives (Soledad Teachers Association and California School Employees Association, ch. 457). Stakeholder Engagement sessions were held at school site English Learner Advisory Councils and School Site Councils. Stakeholder Engagement protocols were conducted with the District Leadership Team, Curriculum Council and District English Language Advisory Council. In all an over 350

parents, students, and staff members participated in one or more Stakeholder Engagement sessions.  In addition to Stakeholder Engagement, electronic surveys were sent to District employees, students and parents and over 1,300 responses were received.

In March and April, following Stakeholder Engagement sessions, several meetings were held for each LCAP Goal in which District and School Site staff with knowledge relevant to a specific LCAP Goal met to process the Stakeholder Engagement data and Survey Results for that goal.  In this process the members of each Goal Group considered the following questions:

- What current District LCAP Actions are supported by the input and data from the Stakeholder Engagement input and Electronic Survey data?
- What current District LCAP Actions are not supported by the input and data from the Stakeholder Engagement input and Electronic Survey data?
- What actions should the District add or revise as a result of the Stakeholder Engagement input and Electronic Survey data?

Following these Goal Group Sessions, a District Office Core Team, consisting of Cabinet members, Directors and Coordinators from Fiscal Services, Human Resources and Educational Services met several times to analyze progress under the 2017-2018 LCAP and further process the input and data for the 2018-2019 LCAP.  Over the course of three weeks, the Core Team reviewed student, staff and parent data.  This process led to the Core Team to add, drop or revise LCAP Actions and budget allocations for each LCAP Action.  Once this process was completed, the total cost was calculated.  The Core Team met once more to make adjustments in the LCAP so that it matched the Supplemental/Concentration allocation.

Stakeholder Input

The Stakeholder Engagement meetings and LCAP Surveys generated valuable information which was incorporated into the 2018-2109 LCAP. The information is summarized in the table below:

| LCAP Goal | Key District / School Actions Supported | Key District / School Actions to Improve Upon or Add |
|---|---|---|
| Goal 1 Graduation, College & Career Readiness | <ul><li>Counseling Services K-12</li><li>Career Day</li><li>6th / 8th Grade Orientation</li><li>Parent Awareness - College/Career</li><li>Career Student Organizations (FFA, NJROTC, SkillsUSA)</li></ul> | <ul><li>More time for counselors to meet with students and parents<ul><li>4-year for middle school students</li><li>6-year plans for high school students</li></ul></li><li>More intersession classes</li><li>College Field Trips</li><li>Tutoring after school</li><li>Focus on A-G</li><li>Training for Job Interviews</li></ul> |
| Goal 2 Proficiency | <ul><li>Small Class Size K-3</li><li>Assessment Plan</li></ul> | <ul><li>Limit Professional Development -- teacher time out of class</li></ul> |

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| for<br>All | <ul><li>Training on new Curriculum Adoptions</li><li>Student Study Teams</li><li>After School Program</li><li>Educational Technology</li></ul> | <ul><li>Differentiated PD</li><li>Increase Substitutes</li><li>Standards-based instruction</li><li>Pacing Guides - Curriculum Mapping</li><li>Districtwide Professional Learning Communities</li><li>Administrative and TOSA coaching</li><li>Focused PD standards</li></ul> |
| Goal 3<br>Safe<br>Campuses | <ul><li>Restorative Justice</li><li>Plan for ALICE training</li><li>School Resource Officer</li><li>Clean School Facilities</li><li>Digital Citizenship</li><li>Mental Health Counselors</li></ul> | <ul><li>Training for security staff</li><li>Peer counseling</li><li>Crisis training for counselors</li><li>Professional Development on Digital Citizenship</li><li>More Behavioral Health Services</li><li>More Campus Supervision</li><li>More secure campuses</li><li>Tier III PBIS Implementation</li></ul> |
| Goal 4<br>Family<br>Engagement | <ul><li>LCAP Surveys</li><li>Parent Training</li><li>Math & Literacy Nights</li><li>Joven Noble</li><li>Athletics</li><li>Autodialer</li><li>Parent Newsletters</li><li>Food and Childcare at meetings</li></ul> | <ul><li>Include parents at Career Fairs</li><li>Survey parents on training topics</li><li>More academic topics at parent nights</li><li>Coffees with Principals</li><li>Include students at parent meetings</li><li>More training for Secretaries - customer service</li><li>Use social media to communicate with parents</li></ul> |
| Goal 5<br>Recruit<br>and<br>Retain<br>High<br>Quality<br>Staff | <ul><li>Recruitment Fairs</li><li>Signing Bonuses</li><li>Competitive Salaries</li><li>Well-trained Teachers</li><li>Support for Teacher Credentialing</li><li>TOSAs</li><li>Diverse Workforce</li><li>Van Pools</li><li>After School Program for employees' children</li><li>Training on initiatives</li></ul> | <ul><li>More counselors</li><li>Small Class Size</li><li>Decrease Teacher Turnover</li><li>Expand Teacher Recruitment</li><li>Better background checks</li><li>Monthly employee recognition at school sites</li><li>Incentives for better attendance</li><li>Train teachers on safety topics</li><li>Hire caring teachers</li><li>New teacher support at each school site</li><li>Focus Professional Development - fewer topics</li><li>Dual Immersion program</li></ul> |

| Goal 6 Support for English Learners And Student Subgroups | <ul><li>TOSA services at school sites</li><li>Designated ELD</li><li>After-school Tutoring</li><li>ELAC/DELAC</li><li>RTI (Response to Intervention)</li><li>Student Study Team</li><li>Partnership with Migrant Program</li><li>Foster & Homeless Youth Programs</li><li>Reclassification Process</li><li>Counselors & Mental Health Services</li><li>Read 180</li></ul> | <ul><li>Improve RTI</li><li>More time for Designated ELD</li><li>Training on working with English Learners</li><li>Training for Parent Volunteers</li><li>More aide support in lower grades</li><li>Better support for Newcomer students</li><li>Career pathways for disabled students</li><li>Continue funding JK/ TK</li></ul> |
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Review of Data

Data related to each LCAP Goal was reviewed in the Development process. The California Dashboard indicates for the Soledad Unified School District levels of performance. They are indicated through color coding. The levels of performances are:

- ❖ *Blue (Highest Performance)*
- ❖ *Green*
- ❖ *Yellow*
- ❖ *Orange*
- ❖ *Red (Lowest Performance)*

| **Areas of strength:** | **Areas to work on:** |
|---|---|
| <ul><li>**Graduation Rate for SHS is in the Blue for all students**</li><li>**Graduation Rate for EL learners is in the Blue**</li><li>**Suspension Rate for EL learners is in the Green**</li><li>**EL learners are in the Green for showing performance growth**</li></ul> | <ul><li>**English Language Arts is in the Red for Students with Disabilities**</li><li>**Math is in the Red for Students with Disabilities**</li><li>**Suspension Rate is in the Red for Foster Youth, Filipino, & White**</li><li>**English Language Arts is in the Red for our EL learners**</li></ul> |

Results of the Work

The Core Team, in consultation with the Goal Groups worked through the LCAP to update and revise actions to be as responsive as possible to Stakeholder Input, Survey Results and District Data. The Core Team considered how Supplemental/Concentration supported services are augmented by other funding including Title 1

- Support for Low Income Students and Title III - Support for English Learners in order to ensure seamless support for all students.

The result is a 2018-2019 LCAP which continues and enhances services and resources such College and Career Readiness, Instructional Program Support, Professional Development, Counseling Services for students, support for English Learners, Education Technology, Standards-Based Instruction, Safe School Campuses, Engagement with Parents, Hiring and Support for High Quality Employees, and Academic Interventions for struggling students.  The following is a synopsis.

**For Goal 1** - Graduation and College/Career Readiness, current actions such as support for career pathways, credit recovery and intervention, college readiness and matriculation from 6th to 7th grade and 8th to 9th grade continue.  New elements have been added.  Resources were added to support counselor-facilitated 4-year and 6-year academic plans for middle and high school students.  Support of co-curricular pathways for MESA, NJROTC, FFA and SkillsUSA has been added.

**For Goal 2** - Proficiency for All, current actions including elementary class size reduction, district wide assessments, comprehensive professional development, elementary counseling services, educational technology, early learning resources, Next Generation Science Standards (NGSS), curriculum development, piloting of History Social Science textbooks and research of best practices continue. New elements include resources for training on and use of formative student assessments and data.  A professional development tracking program will be purchased and implemented.  Keyboard cases for student iPads are being purchased to promote student keyboarding skills.  The District will contract with Corwin Publishing to provide training and coaching for principals and TOSAs in instructional leadership.  The District will hire a TOSA dedicated to support Read 180 and intervention programs at elementary school sites.

**For Goal 3** - Safe Schools, current actions including the Sprigeo bullying reporting protocol, School Resource Officer, Positive Behavior Interventions and Support, campus security officers (secondary school sites), and maintenance of safe/healthy facilities are continued.  New elements were added in response to Stakeholder Input.  Anti-Bullying programming for staff, parents and students which took place in 2017-2018 under other funding will continue under the 2018-2019 LCAP.   Additional pupil supervisor staffing will be added to elementary school sites to increase playground supervision and enable instructional aides to spend more time in classrooms.  In response to interest in more support for student mental health, psychological services will be added at the elementary school sites to augment Monterey County Behavioral Health therapist services already in place.

**For Goal 4** - Family and Student Engagement, current actions which will continue include resources for parent and family liaisons, student transportation, music education, co-curricular activities, student intervention specialist, student health care services, and public communication protocols.  Elements of actions under Goal 4 which were added or enhance include purchase of additional translation systems, additional Parents Institute for Quality Education (PIQE),

**For Goal 5** - Recruitment and Retention of High Quality Staff, current actions which include resources for teacher recruitment, signing bonuses, van pools, peer assistance and review, certificated evaluation training and calibration, and educator pathways (Future Teachers of Soledad).  New elements under Goal 6 include support for enhancement of substitute teacher service.

**For Goal 6** - Support for English Learners and other Subgroups, current actions which would continue include EL TOSA services at school sites, Response to Intervention (RTI), training for teaching of English

Learners, services for Transitional Youth (Foster/Homeless Youth), clerical support for Student Study Team coordination, and communication with parents of English Learners. Actions which will be enhanced under Goal 6 include an additional EL TOSA (Rose Ferrero School), training for teachers on scoring the new ELPAC (English Learner Proficiency Assessments for California), update of Foster/Homeless Youth intake protocols, and training for Foster/Homeless parents in social-emotional learning and human trafficking.

**Items not included in the 2018-2019 LCAP** - Some enhancements to LCAP Actions which were conceived in the LCAP Development process were not able to be funded. The Goal Group 2 sought to create 2-3 dedicate Read 180 teachers at elementary school sites. Dedicated teachers would increase fidelity to the Read 180 instructional model. As an alternative, the Core Team added a dedicated Read 180 TOSA who will support the Read 180 programs at each elementary school site.

The Core Team has sought to include the Sticks and Stones anti-bullying program (from Harmony at Home) in the LCAP. However current PBIS instruction and Anti-bullying programming will support positive school culture. Other elements which were not sustained included super substitutes (dedicated substitutes which work exclusively for the district), Renaissance student recognition program for academic achievement and attendance, and art supplies (for which site budgets exist).

Response to Stakeholder Input

Near the end of the LCAP Development, the Core Team reviewed Stakeholder Input to ensure that major interests were addressed. They are summarized as follows:

| Stakeholders wanted... | 2018-2019 LCAP Includes: |
|---|---|
| More support for students with Social emotional issues | ➔ Additional school psychologist staffing to provide mental health services to elementary students |
| Extra reading intervention support. | ➔ Read 180 at elementary sites<br>➔ Addition of Read 180 TOSA<br>➔ Additional pupil supervision staffing allowing Intervention Aides more time in classrooms |
| Keep PBIS in place | ➔ Funding for PBIS incentives<br>➔ PBIS training continues |
| Safe Campus with Bully Free Schools | ➔ Anti-bullying assemblies for students, staff, parents<br>➔ Sprigeo bullying reporting system<br>➔ District Intervention Counselor |
| More Campus Supervision | ➔ Addition of pupil supervisor staffing at elementary school sites |
| More Parent Trainings | ➔ Family Liaisons continue to provide |

| | parent training |
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| | → Increased PIQE to 2cohorts |
| Counselors at all School Sites. | → Continued staffing of counselors at all school sites |
| | → Two Monterey County Behavioral Health Therapists in District |

LPAC Advisory Committee

In the 2018-2019 school year, an LCAP Advisory Committee will be formed.  The LPACAC will be comprised of school site principals, a parent representative from each school site, district-level directors and coordinators, business and human resources office staff as well as employee organizational representatives and Board of Trustees member(s).  The role of the LPAC will be to ensure that LCAP Actions are being fully implemented, ensure that expenditures made through the LCAP are fiscally sound and support LCAP Goals and Actions and review data and metrics which indicate how the LCAP is meeting goals for student achievement. The LCAPAC will ensure the continuous engagement of stakeholders and provide for accountability in carrying out the LCAP.

Conclusion

The 2018-2019 LCAP is a living document which sustains virtually all of the actions that best enhance graduation and post-secondary readiness, student achievement, quality staff, campus safety, parent engagement and support for special student populations.  The significant Stakeholder Engagement process provided valuable input which the District's Goal Groups and Core Team applied to enhance the LCAP.  These enhancements include

- ★ Dedicated Co-Curricular Pathway Funding
- ★ Student Data Reports and Training
- ★ Professional Development Tracking System
- ★ Principal and TOSA Coaching
- ★ Dedicated Read 180 TOSA
- ★ A.L.I.C.E. Training for Active Shooter Scenarios
- ★ Enhancement of Mental Health Services for Elementary Students
- ★ Additional Elementary School English Learner TOSA
- ★ Improved Services for Foster/Homeless Youth and Parent/Guardians

The 2018-2019 LCAP will lead to increased student engagement in learning, efficacy of certificated and classified, positive school campus culture and climate, parent involvement and equity.