LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soledad Unified School District
CDS Code: 27-75440-0000000
School Year: 2024-25
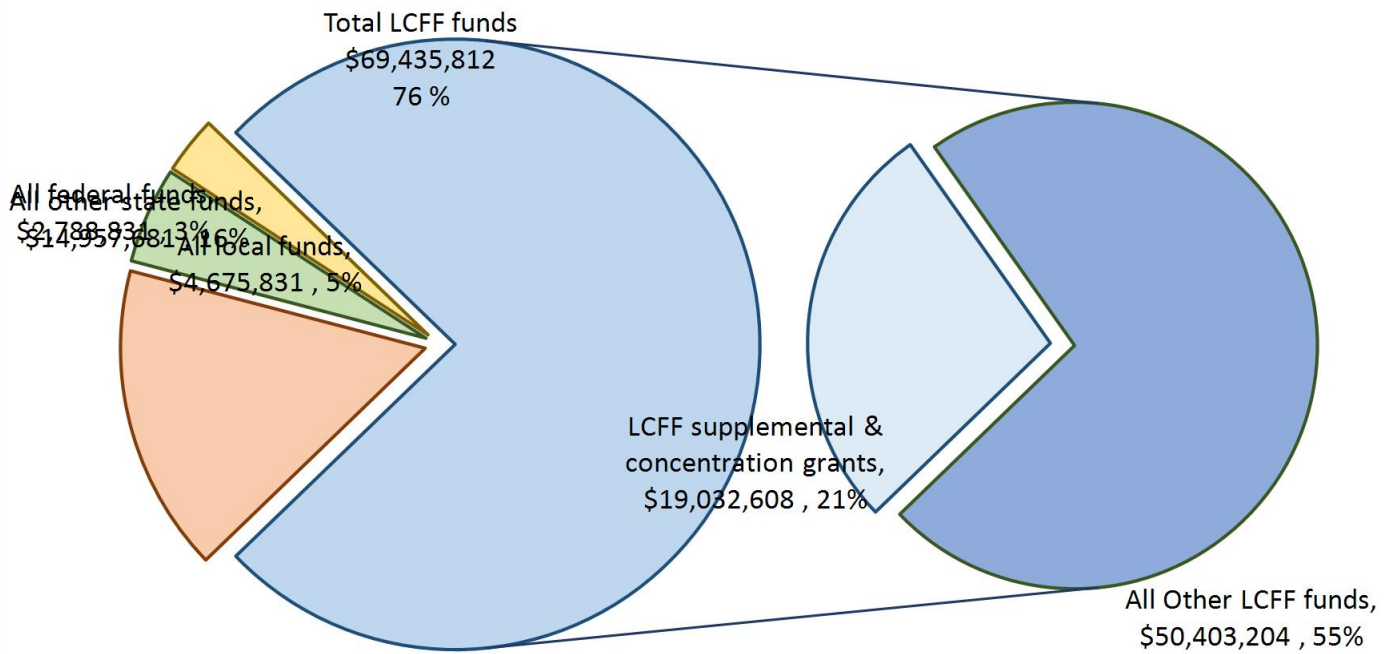LEA contact information:
Randy Bangs
Superintendent
rbangs@soledad.k12.ca.us
831-678-0668

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$69,435,812
76 %

All federal funds,
$2,788,831, 3%

All other state funds,
$14,957,681, 16%

All local funds,
$4,675,831 , 5%

LCFF supplemental &
concentration grants,
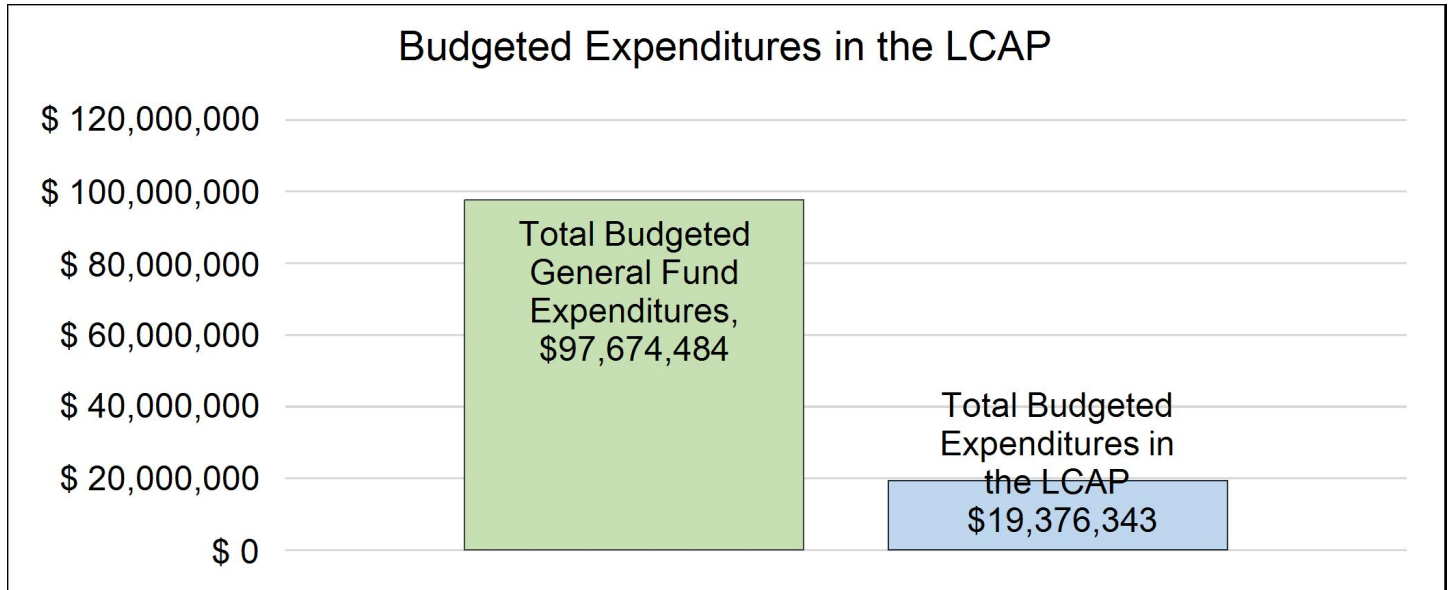$19,032,608 , 21%

All Other LCFF funds,
$50,403,204 , 55%

This chart shows the total general purpose revenue Soledad Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soledad Unified School District is $91,858,155, of which $69,435,812 is Local Control Funding Formula (LCFF), $14,957,681 is other state funds, $4,675,831 is local funds, and $2,788,831 is federal funds. Of the $69,435,812 in LCFF Funds, $19,032,608 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $97,674,484	Total Budgeted Expenditures in the LCAP $19,376,343

This chart provides a quick summary of how much Soledad Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Soledad Unified School District plans to spend $97,674,484 for the 2024-25 school year. Of that amount, $19,376,343 is tied to actions/services in the LCAP and $78,298,141 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Costs to operate the district, without regard to the number of unduplicated students that drive the LCAP plan, are considered as the "base" program and include the following types of expenditures: School site - classroom supplies/materials, teachers, school site administration; District - Board of Trustees, Superintendent, Human Resources, Business, Technology, Maintenance and Custodial Operations, Home to School Transportation, Grounds, and a portion of Facilities costs not found in other funds. Other expenditures that may fall outside the description of base programs or the LCAP include the district's restricted/categorical programs, unless specifically included in the LCAP document.
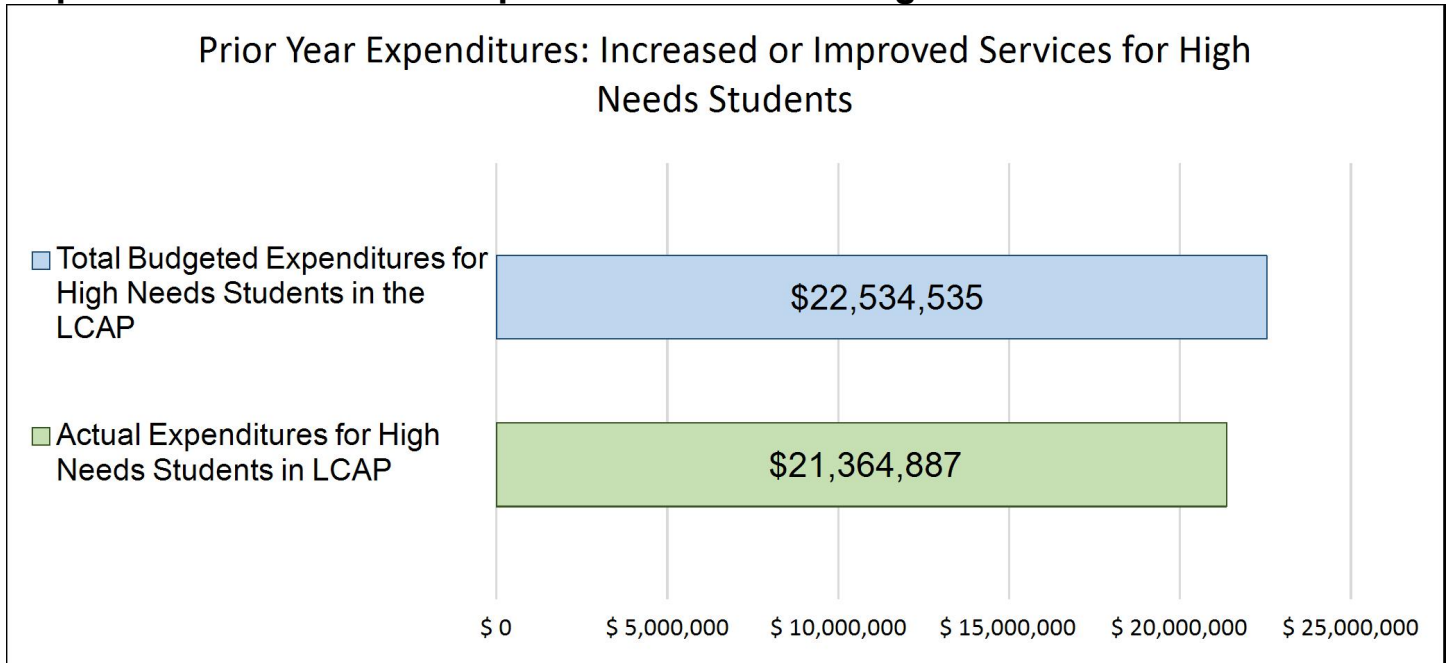
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Soledad Unified School District is projecting it will receive $19,032,608 based on the enrollment of foster youth, English learner, and low-income students. Soledad Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Soledad Unified School District plans to spend $19,122,608 towards meeting this requirement, as described in the LCAP.

For a full description on how Soledad Unified School District will increase or improve services for high needs students in the LCAP, please see the Increased Services for Foster Youth, English Learners, and Low-Income Students" section.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — **$22,534,535**

□ Actual Expenditures for High Needs Students in LCAP — **$21,364,887**

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

This chart compares what Soledad Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Soledad Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Soledad Unified School District's LCAP budgeted $22,534,535 for planned actions to increase or improve services for high needs students. Soledad Unified School District actually spent $21,364,887 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $1,169,648 had the following impact on Soledad Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures had the following impact on Soledad Unified School District's ability to increase or improve services for high-needs students: We were unable to hire all of the staff needed to implement all sections of the LCAP some of which were our Certified Nursing Assistant program, the hiring our special education TOSA mid-year, behavior intervention specialists, an additional psychologist, and hiring our Student Intervention Technicians. The funds not spent in 23-24 will be rolled over and used for high-needs students during the 24-25 school year.
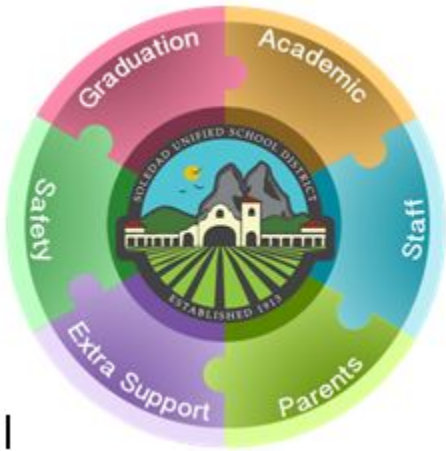
2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

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%	20-21 SY: 91.12%	93.5%	93.2%	95%
EL Graduation Rate - Soledad Unified	76.20	20-21 SY: 68.6%	80.70%	84.0%	90%
College and Career Ready Not Prepared - Soledad Unified	25%	CCI Data not available for 2020-21	Will not be reported for 21-22 School Year	41.1%	15%
Gr 11 ELPAC Well Developed - Soledad Unified	15%	0%	15.57%	30.86%	25%
CAASPP ELA -11th grade - Standard Met Level 3 Soledad High School (Pinnacles High not included in this data.), this measure is also used for the Early Assessment Program.	32.00%	Preliminary results show that 159 out of 382 or 49.5% of 11th graders met or exceeded state standards.	Preliminary results show that 151 out of 351 or 42.45% of 11th graders met or exceeded state standards.	39.09%	40%
CAASPP Math- 11th grade - Standard Met Level 3 Soledad High School, (Pinnacles	15.00%	Preliminary results show that 34 out of 379 or 9.0% of 11th graders met or	Preliminary results show that 33 out of 346 or 9.54% of 11th graders met or	9.15%	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High not included in this data.) this measure is also used for the Early Assessment Program.		exceeded state standards.	exceeded state standards.		
CAASPP- 11th grade Students with Disabilities: Math - Standard Met Level 3, Soledad High School (Pinnacles High not included in this data.), this measure is also used for the Early Assessment Program.	0.00%	No available data from Dashboard for 2020-21.	0%	0%	15%
NWEA-11th gr reading = or < 41% (at or greater than) Includes Average, High Average, High (Soledad High)	56.00%	12% of our students scored proficient/advanced in our 3rd iReady Diagnostic.	Discontinued in 2021-22	Discontinued in 2021-22	67%
NWEA-11th gr LA = to < 41% (at or greater than) Includes Average, High Average, High (Soledad High)	57.00%	7% of our students scored proficient/advanced in our 3rd iReady Diagnostic.	Discontinued in 2021-22	Discontinued in 2021-22	67%
CAASPP - 11th gr. Students w/Disabilities in Reading - Near Standard Soledad	15.00%	4% of our students scored proficient/advanced in	4.76%	5.77%	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School, Pinnacles High not included in this data		our 3rd iReady Math Diagnostic #3. 2% of our students scored proficient/advanced in our 3rd iReady Reading Diagnostic #3.			
% of Students who Passed AP Exam with a 3 or higher Soledad High	15%	40%	35.5%	33.03%	35%
EL Reclassification Rates (Grades 7-12)	29.83%	22%	12.7% for the 22-23 SY	33%	45%
4: D. The percentage of pupils that have successfully completed a-g requirements or CTE pathways (added 8/16/21)	29.4% of pupils have successfully completed CTE courses, based on 2019 Dashboard Data-files. There were 121/365=33% CTE Completers in the 2019-2020 School year at Soledad H.S. The percentage of pupils that have successfully completed a-g	No available data from Dashboard. The percentage of pupils successfully completing CTE courses is: 111/353 = 33.4% The percentage of pupils successfully completing A-G requirements is: 154/353 = 43.6% The percentage of pupils successfully	A-G Requirements 160/353 = 44.4% CTE Completors: 21% A-G and CTE: 19%	A-G Requirements 129/348 = 37% CTE Completers: 29.9% A-G and CTE: 16.4%	CTE course completion - 40% CTE Completers - 146 students (10% increase each year) Graduates meeting UC A-G requirements - 187 (10% growth each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	requirements: 155/365 = 42%	completing CTE AND A-G Requirements is: 63/353 = 18%			
8: A. Pupil outcomes: Course access (added 8/16/21)	For 2019-2020, 37/365=10% of graduates received the Seal of Biliteracy	For 2020-2021, 36/353=10.2% of graduates received the Seal of Biliteracy	19/353 = 5.4% of graduates earned the Seal of Biliteracy	22-23 SY: 19/353 = 7.1% of graduates earned the Seal of Biliteracy	Goal for 2023-24 school year Increase number by 15% per year to 49 students
Graduation Rate for special education, English learners, and socio-economically disadvantaged students is at or above the general education student population.	N/A: Baseline Data	ELs - 73.2% Homeless - 76.9% SPED - 88.1%	EL's: 78.8% Homeless: 75% SWD: 84.1% SED: 79%	22-23 SY EL's: 84.5% Homeless: 84.4% SWD: 84% SED: 93.3%	Students are performing at the level that the general education population is performing.

Goal Analysis

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.

The overall implementation of the actions in this goal were almost met during the 2023-2024 school year due to the relevant successes experienced during implementation. These successes included:
- 1.1: We were able to provide multiple pathways to students and were able to increase to 12 different pathways.
- 1.2: We were able to have a full staff of counselors 7-12. These staff members created 4, 5, and/or 6-year plans for college and/or career at the middle and high school level, provided A-G support for college admissions, and stepped into classrooms to provide lessons to students.
- 1.3: We were able to provide several options for students to recover credits through intersessions, before, and after school.

- 1.4: We were able to provide students to participate in concurrent enrollment, participate in PSAT, ACT, and PSAT assessments for college entry.
- 1.5: Majority of our students participated in college or career field trips. The field trip committee will come together and will develop plans that ensure logistics do not impede opportunity.
- 1.6: 20 students participated in our teacher pathway program, which involved assisting in our elementary schools - an increase of 4 students.

No challenges were encountered.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were minimal material differences between the budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services. The only difference was below:

1.4: College and Career Readiness: The goal was to take all students on a college or career field trip. There were some grade-levels field trips that did not have a fee as large as anticipated, and therefore, there was no need to spend.

Action 1.5 (Student Pathway Enhancement): $450,132 was budgeted, and $69,541 was spent because many free options were being made available instead.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 1.1:

This year, we have been able to ensure that over 95% of our classes meet A-G requirements. We went from 42% to 44% of students who met their A-G requirements. Though we increased our percentage, we will continue to work with our teaching staff.

Action 1.2:

The CTE coordinator and our counselors continued to monitor and support student success in both CTE and A-G achievement, as reflected in our metrics.

Action 1.3-1.4:

The CTE completion rate increased from 29.9% to 40%, and the number of graduates meeting UC A-G requirements was 187, reflecting a 10% annual growth.

To better support our diverse student population, we will be working intensely with our special education staff to determine how we can improve our current master schedule to enhance A-G access for students receiving special education services. We also anticipate holding regular meetings to monitor the progress of student needs.

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.

As a result of the analysis of this goal, and/or the of the state and local data collected an analyzed, the following changes will be made to the actions in order to ensure positive outcomes for all students:

- We will be including all student groups in the current metrics to ensure we are monitoring progress of all of our students.
- This goal focused particularly on high school experiences. For the 2024-2027 LCAP, we anticipate changing the language of this goal to include college and career experience for all students.
- As we continue to develop cycles of continuous improvement within our district and continue to articulately define our multi-tiered systems of support, we wanted to ensure that the language we use is instilled into all we do. Therefore, we are aligning our goal and action to tiered supports. Tier I (preventative activities, programs, and functions), II (intervention activities, programs and functions), and Tier III (individualized and intense intervention).
- Our current actions, 1.1, 1.2, and 1.4 refer to preventative supports we provide; they will all be combined to demonstrate all activities we provide all students, and therefore, they will remain together to demonstrate elective offerings and programmatic support.
- Our current action 1.3 is related to interventions, and therefore, it will be our Tier II,
- Our current actions 1.5, 1.6, are all ways in which we extend enrichment opportunities for our students. Therefore, these actions will be merged into "enrichment for all", as this is what these two actions currently do to support our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

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	The Distance from 3 for Grades 3-8 and 11 in 2022 was -54.1 points (Updated from preliminary to final).	The Preliminary Distance from 3 for Grades 3-8 and 11 in 2023 was -56.4	Distance from standard for grades 3-8 and 11 in 2022-2023 was - 54.2	-25
Math CAASPP -Dashboard - (Grades 3--8) Distance from 3	--72.8 points	The Preliminary Distance from 3 for Grades 3-8 in 2022 was -93.1 points	Preliminary Distance from 3 for Grades 3-8 in 2023 was -39	Distance from standard for grades 3-8 and 11 in 2022-2023 was -94.8	-30
NWEA	20.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	36.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	18.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	31.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA	30.80%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	40.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	25.40%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	36.80%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	18.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	30.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	29.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
NWEA	39.00%	NWEA Will No Longer Be Used for 2021-2024	N/A	N/A	NWEA Will No Longer Be Used for 2021-2024
I Ready Final Diagnostic % of students who are reading at or above Grade Level (green)	30% 2021	21-22 Final Diagnostic 26%	22-23 Final Diagnostic 31%	23-24 SY: 15%	Increase by 10% each year: 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I Ready Final Diagnostic % of English Learners who are reading at or above Grade Level (green)	17% 2021	21-22 Final Diagnostic 16%	22-23 Final Diagnostic 17%	23-24 SY: 4%	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	21-22 Final Diagnostic 7%	22-23 Final Diagnostic 10%	23-24 SY: 3%	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	21-22 Final Diagnostic 22%	22-23 Final Diagnostic 25%	23-24 SY: 6%	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	21-22 Final Diagnostic 13%	22-23 Final Diagnostic 14%	23-24 SY: 1%	Increase by 8% each year: 2024
I Ready Final Diagnostic % of Special Education Students who are at or above	6% 2021	21-22 Final Diagnostic 6%	22-23 Final Diagnostic 8%	23-24 SY: 3%	Increase by 8% each year: 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Level In Math (green)					
i-Ready Final Diagnostic % of Socio economically disadvantaged students who are at or above grade level in Reading and Math	N/A: First year with this metric	Reading: 25% i-Ready 2nd Diagnostic Math: 20% iReady 2nd Diagnostic	22-23 Final Diagnostic Reading: 31% Math: 24%	23-24 SY: 18% - ELA 23-24 SY: 8% - Math	Proficiency of Reading and Math for socio-economically disadvantaged students is equivalent or above the general student population.
(2a) Implementation of the academic content and performance standards adopted by the state board	"Met"	"Met"	"Met"	"Met"	"Met"
(7a) Extent to which pupils have access to and are enrolled in a broad course of study	"Met"	"Met"	"Met"	"Met"	"Met"
(7c) Programs and services developed and provided to individuals with exceptional needs.	"Met"	"Met"	"Met"	"Met"	"Met"

Goal Analysis

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.

The overall implementation of the actions in this Goal were almost met during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced during implementation:

- 2.1: SUSD was able to hire high quality staff to provide class size reduction in grades TK-3 in order to meet state requirements and to provide lower teacher to student ratio to support student academic, social-emotional and behavioral growth.There was no difference from the previous year as measured by surveys and local diagnostics.
- 2.2: The district was able to utilize the assessment platforms brought forth through this action, analyze the data provided by these platforms, and determine the needs for intervention to support student success. The data was used for intervention and growth opportunities for students within the school day.
- 2.3 Site - Based Action: Sites minimally participated in Author's Festival, Science Camp, Spelling Bees, amongst other events to enhance exploration for students.
- 2.4: We were able to provide instructional aides support at our elementary sites through a push-in model to support the current needs of students. Response to Intervention measures were put into place at school sites to aid the students in standards mastery. We were able to provide clerk typist positions to provide assistance to those students who need more assistance to be successful. SST process and intervention process were modified to meet the varying needs. We increased the amount of money and services to support the needs of the students in ELA and Math.
- 2.5: Funds were not allocated for this action.
- 2.6: We were able to continue providing access for our teachers and students to online supplemental technology programs. We are fortunate to have a teacher on special assignment that works with teachers and students in the classroom and promotes digital literacy skills in all grades.
- 2.7: We are expanding to another school site this year as well and we will continue to utilize additional funds to ensure that our students would also have a safe learning environment.
- 2.8: This action was combined with 2.4 during the 23-24 school year.
- 2.9: We are fortunate to have continued to bring "The Science Bus" through Greenfield Science workshop, which brought forth many projects and opportunities for inquiry to our students.
- 2.10: Our Library Media Specialists continued to support our school sites through enhancing student reading opportunities, working with teachers in creating exciting library experiences, and promoting Accelerated Reader through different activities taking place throughout the school. They are able to provide incentives to students for their growth with reading.
- 2.11: We are continuing into our PLC journey; all sites were able to participate in training offered, teachers were offered release time to dive deep into their essential standards, and were able to evaluate their common formative assessments.We were able to provide membership to the Silicon Valley Math Initiative for our teachers to continue to grow their mathematical practice within our after school and summer programs.
- 2.12: SUSD was able to continue to offer Constructing Meaning to our elementary and secondary teachers and administrators through the use of categorical funding.
- 2.13: SUSD continued with adoptions this year at the secondary level with NGSS and World Language. Teachers were given training from publishers and came together for decision making.
- 2.14: This action was combined with combined with 2.11

- 2.15: This action was combined with combined with 2.4
- 2.16: We are fortunate to have had our music program continue. All students had access to join the band, including Monterey County Strings. We will continue to provide vertical articulation opportunities for our teachers to collaborate and discuss ways to integrate music in other classrooms, and to demonstrate a continuum of PK-12 services.
- 2.17: Our TOSA was able to support instruction by building the skills necessary across all content areas that are supported in the classroom. All new teachers received access to support from a TOSA at least three times this year.

The District was unable to implement the planned actions below due to the following:
- 2.6: Google Certification was paid for through Educator Effectiveness Grant.
- 2.11: 6th grade report cards work for alignment continues to be ongoing. The high school math SVMI collaboration was unable to be implemented as well.
- 2.12: We were unable to visit multiple Lighthouse districts to gather information as planned, and instead, visited schools within our district.
No challenges were encountered.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are material differences between the budgeted expenditures and estimated actual expenditures in the following area:
- 2.4: We spent less than half of the projected amount due to the usage of one-time funds through Expanded Learning Opportunities Grant.
- 2.7: We doubled the amount that was projected to be spent. This was due to the expansion of the Transitional Kindergarten to another school site.
Actions 2.1 and 2.2:
2.1 Class Size Reduction: $609,717 overspent due to salary increased.
2.2 District Assessment Plan: $365,531 savings due to not needing as many resources (human and fiscal) as originally thought.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our efforts have resulted in significant advancements in supporting students' academic needs. For instance,
- The district-wide diagnostic assessments, interventions, and enrichment opportunities reflect a comprehensive strategy for enhancing student learning and well-being (LCAP 2.2).
- Continuous monitoring and assessment of interventions are essential for sustained progress through our clerk/typist positions (2.5).
- Our opportunities, such as the Greenfield Science workshop (2.9) and musical competitions (2.16), provide diverse learning experiences outside the standard curriculum, engaging students and nurturing their interests.

Recognizing the performance gaps among student groups, particularly English learners, socio-economically disadvantaged students, and foster youth, underscores the importance of evaluating intervention processes and enhancing academic support. This is evidenced in the data that is currently available (2023). However, CAASPP data analysis for 2024 will be reviewed and analyzed to further determine the effectiveness of these actions. These will continue to be addressed within the LCAP.

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.

As we continue to develop cycles of continuous improvement within our district and continue to articulately define our multi-tiered systems of support, we wanted to ensure that the language we used is instilled in all we do. Goal 2 aims to enhance academic proficiency by concentrating on targeted literacy and math skills in the upcoming LCAP. This involves implementing strategic actions that are aligned to multi-systems of support. These actions may include activities such as evidence-based instructional practices (Constructing Meaning, etc), essential standards and professional development for educators (Tier I). In addition to these, providing supplemental classroom materials to allow for more individualized work. We are adding elective offerings (Tier I) at all levels to all for more enrichment activities.
More specifically, our Goal 2 and actions will be as they are articulated below:

2.1: Strengthening Tier I
2.2: Strengthening Tier I: Multilingual Students
2.3: Strengthening Tier I: Students with Disabilities
2.4: Supporting Tier II: District-Wide Math Interventions
2.5: Supporting Tier II: District-Wide Literacy Interventions
2.6: Supporting Tier II: Language Development at Rose Ferrero and Gabilan Elementary
2.7: Supporting Tier II: Long-Term English Learners
2.8: Enrichment for All

By focusing on these core areas, the district will address the red indicators, thereby improving student outcomes in critical academic competencies such as literacy, math, and language development (Tier II/III). This targeted approach ensures that resources and efforts are efficiently allocated to the red indicators, fostering a more effective and cohesive educational environment for all our students. This goal will continue to provide school day opportunities such as Greenfield Science Workshop, Spelling Bees, and Science Fairs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions	329 days	21-22 SY: 137 suspensions	316 Suspensions	8/9/23-1/12/24: 180 Suspensions	300
Expulsions	0	3	0	1	0
Suspension Rate (as contrasted with days suspended)	329 days / 4.3% rate	21-22 SY: .02% suspension rate	192 students suspended, 4717 enrolled 4%	8/9/23-1/12/24: 3.64%	3.0%
Middle School Dropouts	0	0	0	0	0
High School Dropouts	5	20-21 SY: 15	0	0	3
Schools Maintained in Good Repair	Good	Good	Good	Good	Good
5: B. Chronic absenteeism rates (added 8/16/2021)	The 2019-20 CALPADs report of chronic absenteeism rate 11.6%	21-22 SY: 28%	22-23: 32%	8/9/23-11/2/24: 17%	Chronic Absentee rate of 5%
Students will feel safe in our schools as evident socio-emotional surveys	N/A . This is our baseline year.	To be retrieved during the 22-23 school year	22-23: 84% of our students feel safe at school via our Student	2024 Data not available yet 22-23: 84% of our students feel safe at	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
used during the school year.			LCAP Survey of 1,512 responses.	school via our Student LCAP Survey of 1,512 responses.	
Teachers feel welcome and are part of a positive school culture as evident by school surveys	N/A . This is our baseline year.	To be retrieved during the 22-23 school year	75% of staff feel welcome and part of a positive school culture (Satchel Pulse Survey)	2024 Data not available yet 75% of staff feel welcome and part of a positive school culture (Satchel Pulse Survey)	100%

Goal Analysis

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.

Overall, the implementation of actions and their associated activities under Goal 3, aimed at providing a safe and secure learning environment for staff and students at all school sites, has been successful; however, there were a few actions and activities that faced hurdles along the way, showcasing the complexity of managing Soledad Unified School District's diverse needs.

- Providing safe school campuses (3.1) was notably successful. All SUSD staff were trained in the adopted emergency response system ("The Big Five") and had opportunities throughout the school year, at all school sites, to practice their emergency response protocols (each site engaging in 5 trainings this year). Other actions under 3.1, such as the creation of a Safety Committee, with dedicated funds for staff, both certificated and classified, to participate, was successfully implemented, and led to the creation of a Districtwide Comprehensive Safety Plan and the necessary materials and supplies for its implementation, such as security radios and safety buckets for all of our school sites, along with consistent protocols.
- In terms of mental health and wellness, we were able to provide numerous activities internally, as well as working with external partners, which greatly increased our mental health offerings for students and families (3.4).
- As a district, we were also able to provide incentives and school resources for our continued implementation of PBIS at all school sites (3.6), transportation for students (3.10), as well as providing comprehensive health services and supports (3.9), which included the services provided by a district-wide nurse, as well as Health Technicians at all of the school sites.

Some of the challenges faced during implementation were that SUSD was unable to collaborate with the City of Soledad to provide

assistance in community safety and engagement in order to support in-school prevention, intervention and investigation activities related to incidents on campuses (3.2). Another challenge that SUSD faced was finding properly credentialed Social Workers (3.4) for all of our school sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:
- 3.1: The district had allocated funding for safety training, materials, and supplies; a percentage of the funding was overspent as the cost for materials and supplies was more than expected.
- 3.4: The district allocated funds out of this action for Social Workers and an LVN; estimated actual expenditures were less due to the inability to find properly credentialed Social Workers to hire.
- 3.8: The district was unable to spend the funds completely because we were unable to fill a Board Certified Behavioral Analyst position, as well as having unused overtime for security at the middle and high schools.
- 3.9: We had a balance due to the retirement half way through the year of our Licensed Vocational Nurse.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our efforts have resulted in significant advancements in supporting students socio-emotional needs. For instance:

- 3.1 Provide for Safe School Campuses was successful overall. Our chronic absenteeism rate decreased from 17% to 5%. Action items which helped to create a safe school environment under Action 3.1 was the use of Sprigeo, an online system that students can use to report bullying incidents and school safety threats. Sprigeo gave students a way for instantly communicating with school administration when bullying or school safety incidents occurred. The system was used extensively by students, especially at our Middle School, where most bullying or safety issues instances occur. Another Action under 3.1 which was highly effective was the district's Big 5 Emergency Response Training and focus throughout the year. The Big 5 Emergency Response Training gave all staff and students uniform and effective protocols and language. Under Action 3.1 SUSD also purchased "Behavior Alert", a system that was used to inform our teaching staff about students who had been suspended so that teachers were able to support those students and help create a safe learning environment with the knowledge of the behavior that led to the suspension.
- 3.2, SUSD partnered with Kimball and Associates to provide Active Shooter training to all staff, which increased our capabilities in terms of both safety and security. One activity under Action 3.2 that did not come to fruition, was that Soledad USD was going to collaborate with the City of Soledad to provide assistance in community safety and engagement to support in-school prevention, intervention and investigation activities related to incidents on campuses. This year we were unable to make the connection with the City of Soledad in this regard, so this action did not occur.

- 3.3 School Facilities: Soledad USD ensured that school facilities were kept in safe and healthy conditions to create a necessary environment where students could feel safe in school, engage, and learn. Schools Maintained in Good Repair according to the Facilities Inspection Tool (FIT) report. Although ongoing budget constraints have not allowed us to make all the necessary upgrades or to replace portables that are aged and showing wear and tear, the MOTF adheres to the facility standards as contained in the Williams Case Facilities Inspection Tool and passed all inspections.
- 3.4 Social Emotional Learning and Wellness, which had been merged with LCAP 3.5, Support for Student Mental Health, had success in regards to supporting our students in regards to Tier II and Tier III interventions with the support of various partners both external and internal, including: Monterey County Behavioral Health, Sun Street Centers, the YWCA, Girls Inc., the Girls and Boys Club, the Mindset Academy, Daybreak Health, Navigate360, school Psychologists, Social Workers, and (half the salary) of a Director of Student and Family Services. There were a few challenges that we encountered in this Action, the first of which was the challenge of finding qualified staff to fill all of our Social Worker positions; the second was that two of our activities associated with Action 3.4 were underutilized–Care Solace, a mental health referral platform, and Sown to Grow, a social-emotional check-in system for students.
- 3.6 Student Incentive Programs (District and Site-Based Action) was successful overall and helped support our PBIS efforts. Our suspension rate decreased from 3.63% to 3% and our chronic absenteeism rate decreased from 17% to 5%. SUSD provides resources for school sites to purchase incentives for our PBIS programs, rewarding students for academic performance, good attendance and positive behavior. A portion of this action goes to support school sites who recognize perfect attendance, attendance improvement, high-grade point average, and grade point average improvement. In addition, the district was able to help promote positive school culture by offering various materials and supplies to all school sites. The challenges in this Action were due to appropriate funding allocations for incentives to the various school sites, which have different student numbers but the same monetary allocation, along with the broader effort on how best to promote positive school culture through the use of incentives.
- 3.7, providing an elementary Counselor at each school site, was crucial for holistic student support, providing academic, social-emotional, and academic counseling services for students in Grades TK-6, while Action 3.8, providing Pupil Supervisors at each site, was critical for the ongoing safety and security of our students as the Pupil Supervisors were able to support students before school, during passing periods, breaks/recesses, and after school.
- 3.9 Health Care Services for Students was successful overall; students who needed health oversight and support received it throughout the year as well as the district nurse providing training to the school sites and district employees on specialized health care services, emergency medical administration, CPR Training, and other health protocols. One of our biggest challenges in this action has been to find a second nurse for additional support for students. The RN and LVN provided support to school sites in the processing of immunizations and student health screenings, including vision and hearing screenings, which ensured timely support for those students who needed it.
- 3.10, focused on student transportation, ensuring student attendance and academic success, and which has been effective in terms of efficient student routes and maintaining staff. This year, we were able to use our buses to enhance after school partnerships we have created, such as with A.V.I.L.A boxing, which is in Greenfield. There are, however, 3 buses that are needing to be replaced, but at this time there is not sufficient funding to purchase the new buses. We look forward to collaborating with our expanded learning department to determine the feasibility of this purchase.

In summary, while Soledad USD has made significant strides in implementing actions and activities to enhance school safety and student well-being, challenges such as resource allocation, interagency collaboration, and staff capacity still persist. Addressing these challenges will

require ongoing commitment, and growing our community partnerships, to effectively support our actions and their associated activities.

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.

As we continue to develop cycles of continuous improvement within our district and continue to articulately define our multi-tiered systems of support, we wanted to ensure that the language we used is instilled in all we do. As a result of the analysis of this goal, and state and local data, the following changes will be made to Goal 3 and its associated Actions in order to best meet the needs and positive outcomes of students:

- 3.1 Strengthening Tier 1: Physical Safety - In response to the ongoing need to ensure the physical safety of all students, we will enhance our existing security measures and emergency preparedness training. This includes expanding the use of the Sprigeo system and enhancing the Big 5 Emergency Response Training to provide uniform and effective protocols across all schools.
- 3.2 Supporting Tier 2: Targeted Chronic Absenteeism Intervention - To combat high rates of chronic absenteeism, targeted interventions will be put in place at Frank Ledesma Elementary School and Gabilan Elementary School. These interventions will specifically support Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, along with providing focused absenteeism support for homeless students, specifically at Gabilan Elementary School. The aim is to provide tailored approaches that address the underlying reasons for absenteeism, ensuring that students have the necessary support to maintain consistent attendance.
- 3.3 Supporting Tier 2: Alternatives to Suspension - Targeting a reduction in suspension rates, especially among vulnerable student groups, we will implement alternative disciplinary measures. These will focus on conflict resolution and positive behavioral interventions at Gabilan and Jack Franscioni Elementary Schools and Main Street Middle School, with special attention to English Learners, Hispanic students, Socioeconomically Disadvantaged students, and those with disabilities. Additional support, for example from our Family Liaisons, and Social Worker, will be directed toward homeless students at Soledad High School to address specific challenges they face.
- 3.4 Strengthening Tier 1: Emotional Safety and Wellness - Acknowledging the critical importance of emotional safety for educational success, we will broaden our initiatives under this action. This will involve increasing access to social-emotional learning resources, expanding the use of platforms like Daybreak Health, and enhancing partnerships with local mental health agencies to provide comprehensive support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

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%	90%	98%	96%	97%
Survey- Parents feel Welcome to Participate	50%	183 of parents participated in the survey. 38.9% of parents stated they felt welcomed to participate.	48 of parents participated in the survey. 33% of parents stated they felt very welcomed to participate.	This year we have been sending parents Community Schools surveys and are still collecting responses and gathering data. An all-district relevant parent survey is still being developed based on assessed needs from our Community School Survey.	65%
Survey- School Promotes Academic Success for All Students	55%	183 of parents participated in the survey. 22.2% of parents strongly agreed and 45.6% agreed the school promotes and provides tools for	48 of parents participated in the survey. 41.7% of parents strongly agreed and 39.6% agreed the school promotes and provides tools for	This year we have been sending parents Community Schools surveys and are still collecting responses and gathering data. An all-district relevant parent survey is still	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		academic success for all students.	academic success for all standards.	being developed based on assessed needs from our Community School Survey.	
Survey- Planning for College or Vocational School	50%	183 of parents participated in the survey. 16.8% of parents stated they felt very satisfied and 38% felt satisfied with planning for college or vocational school.	48 of parents participated in the survey. 12.5% of parents stated they felt very satisfied and 50% felt satisfied with planning for college or vocational school.	This year we have been sending parents Community Schools surveys and are still collecting responses and gathering data. An all-district relevant parent survey is still being developed based on assessed needs from our Community School Survey.	65%
Student Attendance Rate	20-21 SY Monthly attendance summary totals: 95.91%	21-22 SY Monthly attendance summary totals: 91.22%	22-23 SY Monthly attendance summary totals: 92.94%	11/3 - 1/24/2024: 92.44%	96%
3: B. A demonstration of how (the degree to which) the school district will promote parental participation in programs for unduplicated pupils. Source: Personnel assigned to translation services	3B and C: 100% of meetings have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs The percentage of parent meetings which have access to	100% of meetings had access to interpretation and translation services to allow parents/guardians to participate fully in educational programs. 95% of parents attended at least one	100% of meetings had access to interpretation and translation services to allow parents/guardians to participate fully in educational programs. 98% of parents attended at least one parent meeting at	100% of meetings had access to interpretation and translation services to allow parents / guardians to participate fully in educational programs. The district has had 4 SPED parent training meeting and there are	3B and C: 100% of meetings have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs 100% of parents will attend at least one parent meeting at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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. (added 8/16/2021)	interpretation services is not known (0%) The numbers/percentage of parents attending parent meetings is not known (0%)	parent meting at each school site per year.	each school site per year.	monthly parent meetings scheduled until the end of the year. Meetings have had 2-10+ parents attend. Currently we have partnerships with Special Kids Connect and PANESC.	each school site per year.

Goal Analysis

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.

The overall implementation of the actions in this Goal were almost met during the 2023-24 school year. Throughout the 2023-24 school year, significant strides were made in achieving the overarching goal of enhancing parent and community support within the district.

- The establishment of the Family Resource Center served as a service "hub" for the Soledad Unified School District, facilitating increased access to services and resources for students and families. 100% of

meetings have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs. These successes were attributed to the hiring of the Director of Student and Family Services (4.3 and 3.4) and support staff which included an administrative assistant for the Family Resource Center (4.1) who have been vital in making partnerships with organizations and staff to provide resources to our Soledad students and parents.

- With the continued sustainment of the intervention coordinator position who is the district wide liaison between the community and SUSD and the site liaisons, we are able to continue to gather additional services and/or resources to students and families such as parent workshops, training and connecting them to community partners (eq. Special Kids Connect). (4.1,4.3, 4.5, and 4.6) This initiative, aligned with Goal 4.3 of the action plan, exemplified the district's commitment to providing comprehensive support beyond

the classroom. Continued efforts to bolster school to home communication channels, including the utilization of platforms such as Parent Square and Facebook, proved instrumental in fostering stronger connections with families and the school sites (4.4).

- A notable increase in parent engagement was observed, evidenced by higher attendance at district and site-level meetings, indicating a growing sense of community involvement and collaboration (4.5).
- Parent education initiatives through various partner presentations and workshops, both at the Family Resource Center and the school sites, empowered parents with valuable resources to support their children's academic and personal growth (4.6). Site-based actions, such as student and parent orientations, further strengthened ties between schools and families, promoting a culture of inclusivity and support (4.7, 4.9).
- A concerted focus by the school sites promoting college awareness among students and parents contributed to a deeper understanding of post-secondary opportunities for students (4.8). Students, whether elementary or secondary, had opportunities to visit various colleges this year. Collectively, these efforts underscore the district's dedication to fostering strong partnerships with families and creating an environment conducive to student success.

The challenges for the overall implementation of goal (4.4) are attributed to less than 100% of parents subscribing for parent square. Which indicates parent messaging may not be delivered to all parents. Smart Bites/Aeries (4.4) also had less than 100% of parents signed up which may minimize its effectiveness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Goal 4, there were no material differences in budgeted expenditures and actual expenditures, with the exception of over budget on action 4.3; District family wide services. This was due to the need for services, and the district responded to community need.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness or ineffectiveness of the actions in Goal 4 to achieve the desired outcomes, as measured by the above metrics are as follows:

- 4.1: With the support of the Family Student Support Liaison, students and parents received additional support to meet the individual needs of the student and family. Students & families were provided assistance for basic necessities, academic support, health/mental health support in addition to outside agency referrals.
- 4.3: The District-Wide Intervention Program Coordinator along with the Family Resource Center were able to increase a variety of services to our district families--parenting classes, mental health groups meetings, student wellness activities, food security, Health Wellness Fair, housing and labor rights workshops. Parents and attendees were appreciative of the information being provided and many were able to secure stable housing and health/mental health support.
- 4.4: Through a variety of social media platforms (Facebook, ParentSquare, Instagram) and Monthly Newsletters, our families were informed of events, opportunities, and happenings in the district throughout the year.

- 4.5: The district actively seeks parent involvement in school/district governance through participation in English Learner Advisory Committees, School Site Councils, District Learner Advisory Committee, Board Advisory Committee on School Construction, and the LCAP Advisory Committee. Parents attend Educational Partner Stakeholder Engagement meetings at each school site to provide input on the district's LCAP. The District also has established partnerships with community- based organizations, business, public agencies, government leaders, and post-secondary institutions that secure and maximize the district's educational program, initiatives, student achievement and student wellness and mental health resources. Challenges for this goal include family and community engagement efforts at different sites that had different participation results of parent and community engagement. Some sites had high rates of parent and community involvement while other sites had difficulty establishing a quorum for some committee meetings.
- 4.6: Parent Education Programs were effective as parents gained insights into the developmental stages of their children, helping them to understand age-appropriate behaviors and needs. This knowledge empowered them to respond appropriately and support their children's growth. As part of these parent education programs parents learned practical skills such as positive discipline techniques, effective communication strategies, and ways to foster emotional and social development. Parents were connected to additional resources, such as counseling, educational materials, and community services, which further supports their parenting journey. Many of our parent education programs were offered during the day and may not have been convenient for all parent's schedules. Although some education workshops had up to 25 parents attend, other workshops only had up to 2 parents participate.
- 4.7: All school sites hold orientations where parents students can gather information, meet the staff, and become familiar with the procedures of the school site. There is an emphasis on the transition years, which helps students in their movement from primary to middle, and middle to high school.
- 4.8: In the earliest grades, students and families are introduced to college and career pathways and options, including trips to various colleges and universities. All sites hold College and Career Fairs, students and parents are exposed to different college options. Through social media and parent nights, both in person and virtual, information is provided to parents about college options. As attendance at these sessions is low, there is a need to create strategies to bring in more parents.
- 4.9 Communication with Parents: Sites reach out to parents in multiple ways, including social media, Newsletters, and principal phone calls and monthly cafecitos.

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.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the goal in order to best meet the needs and positive outcomes of students:
- There will be a deliberate shift in our strategic focus towards three core actions: Family Services (4.1), Parent and Community Communication (4.2), and Parent Education (4.3). By streamlining our efforts and concentrating on these key areas, we aim to enhance the effectiveness and impact of our support services for families within the district. Recognizing the need for targeted and thoughtful approaches, these actions are designed to address specific needs identified through our ongoing assessment processes and the utilization of the Self-Reflection Tool provided by the state for Priority 3. Additionally, we are committed to refining our metrics and data collection methods to ensure a more comprehensive understanding of our progress and outcomes with regards to

parent involvement. This strategic adjustment reflects our continuous dedication to improving the support systems in place and ultimately better serving the needs of our diverse community of students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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%	86%	92%	92%	100%
Retention Rate- Hired 63 New Teachers Source: Year of collection:	36%	85.7%	86.4%	86%	80%
Access to Standards-aligned materials Year of collection: 2019-20	100%	100%	100%	100%	100%
Implementing Standards Year of collection:	100%	100%	100%	100%	100%
Number/Percentage of preliminary	2019-20: 16/16 = 100%	7 Teachers qualified and 7 teachers	15 Teachers qualified and 15 teachers	100%	100% by 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed teachers clearing their credential through the induction program.	2020-21: 7/7 = 100% 2021-22: 6-10 candidates	cleared their credential: 100%	cleared their credential: 100%		
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%	100%	28% of classified staff participated in the District-wide January PD Day	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	2022-23: 40 teachers are needed to be hired	2023-24: 34 Teachers need to be hired.	3 teachers need to be hired	Reduce the number of new teachers to be hired by 20% per year.

Goal Analysis

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.

The district has been successful in implementing these actions to achieve this goal. The successes of implementation include the following: We have been slowly progressing back to pre-pandemic levels of staff retention. We continue to work to hire and retain Highly Qualified, certificated, and classified staff. We have worked to expand our reach in the area of recruiting and have thus increased our travel to teacher and classified hiring events in our region. We have also been working to increase the number of substitute employees available to cover

absences in the district. We continue to work with our labor partners to expand learning opportunities for our staff. We have professional development (PD) days built into the School Calendar and provide surveys to staff to drive training programs - offerings of PD reflect those areas of learning requested by staff.
The challenges include the shortage of highly qualified teachers, not just at SUSD but across California.

Below is an explanation of the material differences between the budgeted expenditures and estimated actual expenditures:
- 5.3: We spent 0% of the funds in this action item due to the fact that we had no teachers who participated in the Peer Assistance. This is an on-going need as teachers may be referred to the PAR Assistance program in the coming year and we will need to have funds budgeted for this need.
- 5.4: We spent 24% of the funds in this action item due to poor attendance at the Professional Days offered to our classified staff. We are working closely with classified staff and their Union leadership to develop high interest offerings and to promote attendance at these professional development opportunities.
- 5.7: We spent 14% of the funds on this action item due to changes to a position that had been funded through the LCAP, after the restructure the position was moved to a different funding source. We also had a difficult time finding the training we would like to offer for our Administrators for this year. We are already working to identify needs and schedule training for school administrators that will provide benefit to our students and staff.

Below is an explanation on how each action was effective in making progress toward the goal:
- 5.1: SUSD has participated in several recruiting events over the last year and is planning to participate in at least as many events in the coming year. As of this year, many of the recruiting events we attended have returned to an In-Person status and this increases the cost of these events due to travel, accommodations, and supplemental costs. Next year we will be expanding our reach to at least two new Recruiting events in which we have not participated in the past. We will continue to look for ways to entice new employees to our school district. For the 2023-24 school year 100% of our teachers were highly qualified and we had an 80% retention rate.
- 5.2: We will continue to offer support to our new teachers with the assistance of several Academic TOSA's (Teacher on Special Assignment) that will provide timely feedback during and after classroom visits, provide targeted Professional Development opportunities, and provide mentorship to new teachers. We will also continue to offer the New Teacher Induction program to our newly credentialed teachers at no cost to the employee. We continue to provide mentor teachers, technology, training, and support to our newest staff members.

- 5.3: We will continue to provide support to our veteran teaching staff as the art and science of teaching are adjusting to meet the needs of new students. We will continue to offer Peer Assistance & Review (PAR) to our veteran teachers as needed. This year we did not have any teachers in the PAR Program.
- 5.4: Over the last several years, we have built Professional Development (PD) days into the work calendar for the classified staff. 100% of Classified Employees were offered at least 2 PD activities and 100% of Classified Employees participated in 2 PD activities in 2024. We will continue to offer PD days for the classified staff on these days. The PD plan is tailored to meet the needs of each classification of employee - Classroom Paraeducators have opportunities to participate in PD alongside their teacher counterparts, Food Service workers are provided opportunities to obtain Food Prep Certificates, Custodians receive training on new equipment and cleaning supplies, etc. We continue to work with our labor partners to develop a PD Plan that serves the needs of the employees and the district to improve our ability to hire and retain quality classified staff members.
- 5.5: The district provided extensive training to our site administrators in the use of the McREL system for classroom observation - both formal and informal - and teacher evaluation. We will continue to work toward more powerful evaluations that are designed as a tool to guide improved practice, encourage retrospective lesson planning, and build capacity in our teaching staff.
- 5.6: The district provided a contract with a wellness services vendor that addresses wellness issues through a direct call and referral service that is available to all staff and students. We continued to work with a separate vendor who provided on site wellness training for our staff over the last year, staff members were able to attend wellness events with their students during the instructional day as well.
- 5.7: The district developed a training schedule for site administrators that included individualized coaching with Peter DeWitt, as well as New Administrator Induction through MCOE and other training opportunities. We will continue to offer growth opportunities to increase capacity for our site and district level administrators.

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.

Below are descriptions of changes made to the planned actions for the coming year that resulted from reflections on prior practice:
Goal 5.2: Going forward, New Teacher Orientation, Support Providers (for the induction program), Mentor stipends (for interns and supports for teachers on an emergency credential), Teacher on Special Assignment (1) Instruction and Educational Technology, and Induction Programs (Riverside COE, AG TIP - Davis, and others as needed). We have a few areas that need to increase funds, such as teacher support and recruitment, and areas that have less need for the coming year, such as Administrator PD. We will be merging several of the Actions under new Goal to be included in Goal 5.6 - these actions are all related to the support and retention of Certificated personnel. This merging of Actions under this goal is intended to ensure our consistency and accuracy in the area of teacher support/retention

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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%	CA Dashboard data not available for the 21-22 school year.	51% of our students are making progress toward English language proficiency.	22-23 SY: 48.3% of English Learners making progress towards English language proficiency	55%
Reclassification Rate - Soledad Unified	12%	12.7% for the 20-21 SY	12.7% for the 22-23 SY	8.7% for the 22-23 SY	25%
Well Developed ELPAC Rose Ferrero	9%	7.89% for the 20-21 SY	10.42% for the 21-22 SY	10.05% for the 22-23 SY	15%
Well Developed ELPAC Frank Ledesma	15%	7.18% for the 20-21 SY	12.63% for the 21-22 SY	13.24% for the 22-23 SY	25%
Well Developed ELPAC Jack Franscioni	12%	13.5% for the 20-21 SY	16.07% for the 21-22 SY	14.10% for the 22-23 SY	25%
Well Developed ELPAC Main Street	7%	12.88% for the 20-21 SY	18.52% for the 21-22 SY	23.31% for the 22-23 SY	15%
Well Developed ELPAC Pinnacles	0	Less than 10% students were tested; therefore, data is not available	Less than 10% students were tested; therefore, data is not available	16.67% for the 22-23 SY	5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Well Developed ELPAC Soledad High	8	6.71 for the 20-21 SY	15.91% for the 21-22 SY	30.86% for the 22-23 SY	15%
Well Developed ELPAC San Vicente	13%	4.7% for the 20-21 SY	13.31% for the 21-22 SY	19.47% for the 22-23 SY	20%
Well Developed ELPAC Gabilan	13%	8.2% for the 20-21 SY	13.53% for the 21-22 SY	10.37% for the 22-23 SY	20%
11th grade ELs on ELA CAASPP nearly met Soledad Unified	0%	1% met/nearly met on iReady Diagnostic #3.	Data not available due to small percentage of students; internal documentation will take place	32.76% for the 22-23 SY	20%
11th grade ELs on ELA CAASPP standard not met Soledad Unified	80%	88% standard not met iReady Diagnostic #3	Data not available due to small percentage of students; internal documentation will take place	10.05% for the 22-23 SY	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) | Administrator, coach, or peer observation of implementation of EL services and CA ELD Standards

Observation logs: No baseline data

100% of observations found implementation of EL services and ELD Standards | 100% of observations found implementation of EL services. | 100% observation found implementation of EL services | Informal Observations found implementation of EL Services | Observation logs: Maintain 100% of observations found implementation of EL services and ELD Standards |
| 4: B. The percentage of ELs who make | The Percent of ELs who made progress in | 201 of the 1496 or 13% English Learners | 51% of English Learners making | 48% | The Percent of ELs who have made |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress toward English proficiency as measured by the ELPAC (added 8/14/2021)	English proficiency (ELPAC) is 41.6% based on data from 2019 Dashboard Datafiles	scored in the well developed range on the ELPAC in 2021-22.	progress toward English Language proficiency		progress in English proficiency (ELPAC) is 60% based on data from Dashboard Datafiles
Number of Services provided to students qualifying for McKinney-Vento and foster student services.	248/264 (93%) received services such as transportation, food, clothing, and hygiene resources for the 22-22 SY.	N/A: This is our first year implementing this metric.	1/10/23 - 4/2023: 11274	4,375	100%
CAASPP assessment results that demonstrate proficiency of at/above standard for students receiving special education services and McKinney-Vento students	SPED ELA: 5.91% SPED Math: 3.39% McKinney-Vento ELA: 22.2% McKinney-Vento Math: 10.75%	N/A: This is our first year implementing this metric.	SPED Reading:5.91% SPED Math: 3.39% McKinney Vento Reading: 22.2% McKinney Vento Math: 10.75%	SPED ELA: 4.88% SPED Math: 5.83% McKinney Vento ELA: 16.53% McKinney Vento Math: 9.31%"	SPED ELA: 12% SPED Math: 10% McKinney-Vento ELA: 30% McKinney-Vento Math: 18%

Goal Analysis

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.

Overall much of Goal 6 was implemented during the 2023/2024 school year.

- 6.1: The objective of this action was to offer robust support for English Learners (ELs) within the educational framework. To achieve this, a comprehensive approach was adopted, focusing on the acquisition of materials, supplies, and resources specifically tailored to meet the diverse needs of our multilingual learners. This encompassed support for long-term English learners, as well as those

students who were new arrivals to the country, ensuring that each student received the necessary tools to succeed. Professional development sessions were a cornerstone of this initiative, providing staff with essential training on various aspects of English Language Proficiency Assessments for California (ELPAC), integrated English language development strategies, and specialized techniques (Constructing Meaning) for supporting English Language Learners (ELLs) across the curriculum. These sessions aimed to equip educators with the knowledge and skills needed to effectively address the linguistic and academic needs of ELs, fostering their language acquisition and academic success. Furthermore, significant investments were made in procuring a wide range of books, materials, and supplies to enrich our dual language immersion programs. These resources were carefully selected to promote language development and literacy skills in both English and the target language, fostering bilingualism and biliteracy among participating students. The district will be adding additional DLI Grade 5 Spanish teachers next year. By implementing these strategies and initiatives, the educational institution demonstrated its commitment to providing equitable opportunities for English Learners, ensuring they receive the necessary support and resources to thrive academically and linguistically. As part of the ESC providing valuable guidance and resources to the local LEAs in the area of special education.

- 6.2: This action was fully implemented. This initiative was carefully designed to enhance the support provided to students with disabilities within general education classrooms. Certificated staff were offered comprehensive training sessions focused on inclusive practices, aiming to equip them with the necessary skills to cater to the diverse needs of all students. Additionally, monthly Special Education Teacher Academies were organized, offering specialized training to further empower educators in delivering effective services to students with disabilities. The Special Education TOSA (Teacher on Special Assignment) and Behavioral Specialist played crucial roles in providing training sessions on Crisis Prevention Institute (CPI) techniques to Instructional Assistants, ensuring they were well-prepared to handle various situations effectively. Moreover, the Behavior Intervention Specialists (BIS) underwent weekly training sessions and received ongoing support from the Behavior Specialist, specifically tailored to assist students facing behavioral challenges in accessing general education classrooms seamlessly. To bolster the implementation of the co-teaching model, professional development sessions were conducted throughout the year, focusing on refining collaborative teaching approaches. This initiative aimed to strengthen the delivery of instruction and support within co-teaching environments. Looking ahead, there are plans for further expansion of grade-level classrooms in the upcoming academic year, demonstrating a commitment to increasing inclusive educational opportunities. Administrators also underwent professional development sessions focused on the development of the Master Schedule, ensuring it effectively accommodates the needs of co-teaching classrooms and facilitates their planning requirements. This proactive approach reflects a dedication to fostering an inclusive educational environment where all students can thrive.
- 6.3: This action was fully implemented. This action expanded upon the commitment to provide services for Transitional Youth, the focus was on support systems for both students and guardians of targeted Foster and Homeless youth and the needs of these students. One key aspect of this goal involved the provision of professional development opportunities and coaching for educators, and other professionals who work directly with Transitional Youth. The trainings were designed to enhance their understanding of the specific issues faced by Foster and Homeless youth and equip them with the necessary skills and strategies to provide effective support. Efforts were also made to ensure these students had access to essential materials and supplies. This included providing school supplies, clothing, hygiene products, and other resources that are critical for their educational success and overall well-being.
- 6.4: Support for LGBTQ Students, This action was fully implemented. We continued our partnership with the Epicenter which provides necessary tools for our staff to converse with students and families regarding LGBTQ+ population.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The goal 6 expenditures were carried out as planned; there were no major differences in budgeted expenditures and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #6 to achieve the desired outcomes, as measured by the above metrics are as follows:

- 6.1: We took a comprehensive approach, focusing on getting materials and resources that fit the needs of our multilingual students. We supported both long-term English learners and new arrivals to ensure every student had what they needed to succeed. Key to this was providing staff with training on ELPAC, integrated English language development, and specialized techniques like Constructing Meaning. This action was effective as it provided educators with the tools to support English Language Learners academically. According to the 2023 CA Dashboard, 48.3% of ELs showed progress in English proficiency (ELPAC). As for the implementation of EL services and ELD Standards, 100% of observations found them present. The percentage of students reclassifying in 2023-24 was 15%, which was the same as the previous year. The district will continue to monitor our LTELs for continued growth and progress. The sites will implement targeted intervention for those students who need more intensive support to increase their English Language development.
- 6.2: Professional development opportunities and coaching were offered throughout the year to general education and special education teachers who have co-teach classrooms. The trainings provided the basis and skills needed to run an effective co-teach classroom. In addition, campus administrators also received training on onboarding their co-teach teachers as well as how to develop a master schedule to facilitate the success of a co-teach model. Crisis Prevention Intervention training was offered monthly throughout the year to assist staff in de-escalating behaviors. Staff were provided with significant strategies that can be implemented in classrooms which decreased escalated behaviors and increased classroom participation in learning.

To increase effectiveness as a special education teacher, monthly Sped Academies were held. The topics covered best practices, accommodations, modification,s and the expectations of a special education case manager. T he CAASPP results indicated that only 12% of special education students met or exceeded standards in ELA, and just 10% in Math, highlighting the need for continuous improvement and further work to support student success.

- 6.3: Professional development opportunities and coaching were offered to educators and professionals directly working with Transitional Youth. These trainings aimed to deepen their understanding of the specific challenges faced by foster and homeless youth and to equip them with the skills and strategies needed to offer effective support. Additionally, efforts were made to ensure these students had access to essential materials and supplies, clothing, and hygiene products, crucial for their academic success and overall well-being. Feedback from surveys conducted among educators who participated in the trainings indicated a positive response, reflecting increased confidence in supporting Transitional Youth. However, according to the 2023 CA Dashboard district data, our homeless students scored 98.2 points below standard, highlighting the ongoing need for continued support and intervention.

- 6.4: This action supported student participation in LGBTQ and Youth awareness activities for secondary students. According to student surveys done during the fall of 2024, a significant portion of the student body actively participated in these activities and expressed satisfaction. Positive responses from the surveys indicated that the initiative effectively meets their needs and interests, fostering a more inclusive school environment. Moreover, ongoing feedback and observation will further validate the sustained impact of these activities on student engagement and awareness.

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.

As we continue to develop cycles of continuous improvement within our district and continue to articulately define our multi-tiered systems of support, we wanted to ensure that the language we used is instilled in all we do. Additionally, this current goal separates our student groups into a separate category, when instead, our most vulnerable populations should be considered in all procedures, systems, and structures within our district. Therefore, we anticipate merging goal 6 into all our goals in the forthcoming years, to ensure we meet the needs of all our our student groups at a deeper level.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	Specific and Direct Support for Homeless Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Data - Homeless Students	34% (82/239 Students) are classified as chronically absent based on 21-22 Aeries Analytics data.	N/A (Metric added spring 2023)	N/A (Metric added spring 2023)	16.20%	All students would not be classified as chronically absent.
Suspension Data - Homeless Students	31/235 (13%) Homeless students were suspended during the 21-22 school year per CALPADS data	N/A (Metric added spring 2023)	N/A (Metric added spring 2023)	8.2%	We will reduce suspensions of homeless students by 10% each year
Graduation Rate - Homeless Students	75.9% of students are graduating from Soledad USD.	N/A (Metric added spring 2023)	N/A (Metric added spring 2023)	81.4%	Homeless students are graduating at the same rate as our district's average (93.5%)
CAASPP ELA - Homeless Students	22.22% of homeless students met or exceeded the standard	N/A (Metric added spring 2023)	N/A (Metric added spring 2023)	98 points below standard	Homeless students are achieving at the same levels as our district's average (29.98%)
CAASPP Math - Homeless Students	10.75% of homeless students met or	N/A (Metric added spring 2023)	N/A (Metric added spring 2023)	128.8 points below standard	Homeless students are achieving at the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceeded the standard				same levels as our district's average (16.56%)

Goal Analysis

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.

Both actions were able to be carried out this year. There were no substantive differences. The successes include being able to provide (7.1):
- Vouchers for basic necessities such as transportation, food, and clothing
- Support for extra-curricular activities
- Materials and supplies available at the Family Resource Center should our Homeless families be in need

In addition, successes include training for our staff, as in Action 7.2. There were no challenges faced.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All funding was fully expended. There are no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Metrics 1 and 2, chronic absenteeism and suspension, demonstrated progress towards making the LCAP Goal, as can be seen in the metrics table above. Graduation rates have also increased, which is progress. The area where continued focus will be kept is in academics, CAASPP, both Math and ELA.

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.

There will be no changes in goal, expected outcomes, metrics, or actions to achieve this goal, as this was the first year of implementation, and we are seeing positive growth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  o 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.
- 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.
  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    ▪ The reasons for the ineffectiveness, and
    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023
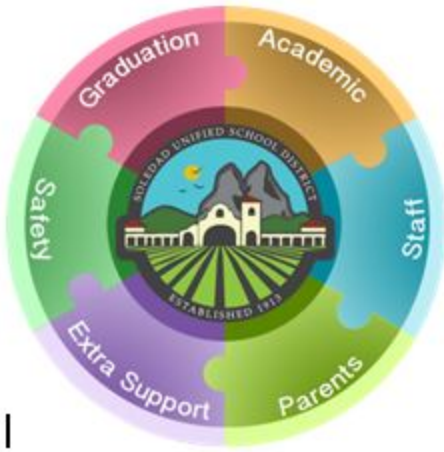
Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 provides 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, and San Vicente; one middle school, Main Street Middle; a comprehensive high school, Soledad High; and the Community Education Center which includes: Pinnacles High School (continuation) and Soledad Adult School. We offer early childhood education services in all of our elementary schools: San Vicente and Gabilan house our half-day preschool programs while Rose Ferrero and Jack Franscioni house full-day transitional kindergarten (TK) programs. Next year, Frank Ledesma Elementary will also house full-day TK, which will accomplish our three-year objective of expanding early childhood education to all of our elementary schools. Though we were able to offer virtual services for students for the past three years through our Soledad Virtual Academy, we will be discontinuing this service due to funding challenges.

The district enrollment of approximately 4699 (23-24 data) students is 83.9% Free and Reduced Lunch, 33.2% English Learners, and 0.27% Foster Youth. The district's students are 95.89% Hispanic or Latino, 1.87% White, 0.62% Filipino, 0.40% African American, 0.74% Asian,

0.04% American Indian or Alaskan, 0.06% Pacific Islander, 0.32% Two or more races, and 0.4% Not Reported. Approximately 15.83% of students are in Special Education and 3.8% are designated as Migrant. The number of parents without a high school diploma is 24.17%. During the 22-23 school year, we had 395 out of 398 12th graders graduate with a high school diploma.

The Soledad Unified School District adopted its Vision and Mission Statements in 2020 through staff, student and parent engagement. The Local Control and Accountability Plan supports the Vision and Mission of the Soledad USD.
Vision Statement - The Soledad Unified School District will empower every student to achieve rigorous goals and thrive as life-long, resilient learners who will become responsible, contributing citizens, prepared to lead in a culturally diverse and global society.

Mission Statement - Every member of the Soledad Unified School District team actively works to create the conditions for student success and contribute to a positive learning environment. We commit everyday to nurturing the unique skills and abilities of every student and we work as a collaborative team within each school site and our greater learning community to achieve our vision.

Core Values
- All people have value and worth and should be treated with dignity and respect.
- We embrace diversity and cultural differences as an asset and strength.
- We actively build positive relationships with students, parents, and the community.
- Student success is the primary focus of every member of the learning community.
- All students can and should learn and it is our responsibility to provide appropriate opportunities to facilitate that learning.
- As a team, we can remove barriers to success in order to close the achievement gap.
- We are a proud community and lead with integrity at every level of the organization.
- We recognize that students learn in different ways and at different rates, and we will provide for these differences.
- We function as a learning community and continuously strive for improvement and connectivity.
- We provide equitable access to the conditions of learning necessary to promote excellence and innovation.
- We engage students through critical thinking, collaboration, and relevant connections to real-world problem-solving.
- We believe our community is essential to our work and we value strategic partnerships

The results of the Soledad Unified School District's efforts will be evidenced by:
- Students: Increasing levels of success on standards-based achievement measures; increased attainment of UC A-G requirements; increased completion of career pathways; improved indicators of social emotional health; increased attendance rates (decreased absences and truancies); and decreased disciplinary incidents
- 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 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- based organizations, public agencies, and post-secondary institutions that secure and maximize the district's educational program, initiatives, student achievement and student wellness and mental health and talents.

Soledad USD endeavors to maximize student learning by utilizing effective, research-based instructional and social emotional learning strategies. The district strives to accomplish this through multi-tiered, multi-dimensional systems and structures of support for certificated, classified, and management staff through robust, ongoing, focused professional development, weekly teacher collaboration using the Professional Learning Teams (PLTs) model, and refining, reflecting, and celebrating successful practices. Additionally, Soledad USD believes in the power of community and family partnerships, and has enhanced services and supports for families thorough our Family Resource Center, our Family Student Support Liaisons, and new to our district and forthcoming for the 24-25 school year, Community Schools Coordinators at 7 of our 8 comprehensive school sites. With this added support, our schools and district alike will be able to enhance our timely and consistent support via our Coordination of Services Teams (COST) occurring at all sites. The 2024-2027 LCAP strives to extend, expand, and enhance its impact on services and support provided to unduplicated students, as well as our student population as a whole so that student learning, social emotional health and wellness are maximized.

Schools receiving equity multiplier funding are Pinnacles High School, Soledad Virtual Academy, and the Soledad Transition Center.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on Soledad Unified School District annual performance on the California Dashboard, the district was successful in the following:
- Graduation Rate Indicator: 91.8% of our students graduated, and were classified as "high". This is due to the multiple tutoring opportunities, intervention periods during the school day, and credit recovery sections within the master schedule. Our counselors also meet with students on a periodic basis to monitor student graduation progress.
- Chronic absenteeism indicator: The district, as well as the following schools (Gabilan, Jack Franscioni, Main Street Middle, and Rose Ferrero) significantly improved their chronic absenteeism rates. One of the many reasons we have seen an decrease in absenteeism is our participation with the Research Practice Partnership with MCOE (RPP). Participation in this partnership allowed many of our schools to work with other districts on similar absenteeism concerns, revamp internal systems of support for families, and create a handbook by our attendance staff, for attendance staff.
- English Language Arts Indicator: Jack Franscioni and Main Street Middle schools increased proficiency levels. Both of these schools participated in continuous improvement processes and procedures in collaboration with the Monterey County Office of Education. Both of the schools also focused on literacy instruction in the classroom and were able to target supports for multilingual learners within their targeted focus.
- English Language Proficiency Indicator (ELPI): San Vicente "increased" proficiency and was high; Main Street Middle increased proficiency; Soledad High School significantly increased and had a high proficiency rate classification. Our increases are due to the efforts in individualized support for families. At San Vicente, our school principal met with each multilingual family and explained

their proficiency level and support offered at the school site. Similarly, both Soledad High School and Main Street Middle schools offered meetings for multilingual families where the ELPAC was reviewed.

- Mathematics Indicator: Gabilan, Jack Franscioni, and Rose Ferrero increased proficiency levels. This is due to efforts in providing visual mathematics for students.
- Suspension Rate Indicator: Frank Ledesma and San Vicente declined significantly due to their current efforts and determining alternatives to suspension. These practices will continue to be shared with the rest of the school sites.

Though we experienced many successes, we also have identified several areas of need, as they have been identified "red" on the California Dashboard:

College and Career Readiness Indicator:
- District-Wide: Students with disabilities
- Pinnacles High School: All Students, Hispanic, Socioeconomically disadvantaged students
- Soledad High School: Students with disabilities

Chronic Absenteeism Indicator:
- Frank Ledesma Elementary: Hispanic students and students with disabilities, and socioeconomically disadvantaged students
- Gabilan Elementary: Homeless youth

English Language Arts Indicator:
- District-Wide: Homeless youth
- Frank Ledesma Elementary: English Learners, students with disabilities
- San Vicente: All students, English learners, hispanic, socioeconomically disadvantaged students, and students with disabilities
- Gabilan: Students with disabilities
- Main Street Middle: Students with disabilities
- Soledad High School: English learners, Socio-economically disadvantaged students and students with disabilities

English Language Proficiency Indicator (ELPI)
Gabilan Elementary and Rose Ferrero Elementary

Math Indicator:
- District-wide: Students with disabilities
- Gabilan Elementary: Students with disabilities
- Frank Ledesma: Students with disabilities
- San Vicente: Students with disabilities
- Main Street Middle School: Students with disabilities
- Soledad High School: All students, English learner, Hispanic, socioeconomically disadvantaged students, and students with disabilities

Suspension Indicator:
- District-Wide: Homeless youth and students with disabilities
- Gabilan: Students with disabilities
- Jack Franscioni Elementary: All students, English learner, Hispanic, socioeconomically disadvantaged students, and students with disabilities
- Rose Ferrero: English learner
- Main Street: English learner, Hispanic, Socioeconomically disadvantaged students, and students with disabilities
- Soledad High: Homeless youth

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Soledad USD qualified for differentiated assistance in the following areas:
- Students identified as homeless through the Academic (priority 4) and Suspension (priority 6) Indicators.
- Students receiving special education services through Academic (priority 4), Suspension (priority 6), and College/Career Readiness Indicator (priority 8).

Technical assistance was provided by the Monterey County Office of Education's Professional Learning Networks (PLNs) and Research Partnership Practice (RPP). Within these groups, school and district staff collaborated on finding the root-cause to support various student groups. For instance:
- Main Street Middle School developed an inquiry cycle focused on the usage of vocabulary school-wide for multilingual learners.
- Jack Franscioni Elementary developed an inquiry cycle focused on foundational literacy intervention with an emphasis on multilingual learners.
- Soledad High School developed an inquiry cycle focused on math vocabulary development for students receiving special education services.

Via common formative assessments, schools have seen increase in student vocabulary achievement, foundational literacy, and math accessibility. The teachers and administrators at these respective school sites look forward to bringing these processes school-wide, and sharing the information at a district level.

The RPP focus was on chronic absenteeism interventions, and was in collaboration with other districts who also were experiencing high rates of chronic absenteeism. The schools participating in our RPP were Gabilan Elementary, San Vicente Elementary, Main Street Middle School, and Soledad High School. After taking the schools through the root-cause analysis process, they identified needing to continuously support students receiving special education services within the transition grades such as kindergarten, 7th grade, and 9th grade. Since then, SUSD has seen a decline in our chronic absenteeism rates and look forward to continuing the best practices reignited with this process. Additionally we have been working with our case carriers to determine a system of communication that will empower, support, and encourage our students with special needs to attend school.

To address suspension rates for students, SUSD has been working with staff to revamp current discipline matrices, and to enhance current

practices that demonstrate opportunities for intervention. Students need to be taught the task and/or behavior, and should receive interventions when not exhibiting positive behaviors. The district has purchased Suite 360, which provides several lessons for students on behavior, drug prevention, and attendance importance. Students speak to an adult on campus upon completion of a lesson to goal set and discuss next steps.

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.

N/A - There are no schools identified under comprehensive support and improvement.

Support for Identified Schools

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

N/A - There are no schools identified under comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

N/A - There are no schools identified under comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents and School Site Educational Partner Engagement Meetings	Soledad Unified School District involved Parents and Community members in the following educational partner sessions. The numbers below are the number of families in attendance by school year (SY)- • Gabilan Elementary - Math Night 2/8/2024 (SY 22/23 - 10 / SY 23/24 - 70) • Main Street Middle School - Science Night 2/15/2024 (SY 22/23 - 8 / SY 23/24 - 36) • Soledad High School & Pinnacles High School - LCAP Night 2/21/2024 (SY 22/23 - 18 / SY 23/24 - 16) • San Vicente Elementary - Math Night 2/22/2024 (SY 22/23 - 27 / SY 23/24 - 78) • Jack Franscioni Elementary - Literacy Night 2/28/2024 (SY 22/23 - 20 / SY 23/24 - 21) • Rose Ferrero Elementary - Visual Math Night 2/29/2024 (SY 22/23 - 18 / SY 23/24 - 38) • Frank Ledesma Elementary - Math Night 3/2/2024 (SY 22/23- 4 / SY 23/24 - 81) Soledad Unified School District also administered the annual Educational Partner Survey from February 1st - March 15th.
Students	Soledad Unified School District involved students in the LCAP development process by - • Tabling at all sites from December 11th to January 11th

Educational Partner(s)	Process for Engagement
	• Student-generated LCAP student survey which was administered February 1st - March 15th • One middle school and one high school student participated in our monthly LCAP Advisory • Outreach during the Principal Advisory Council at Soledad High School and Pinnacles High School
Other School Personnel	Soledad Unified School District administered its annual staff survey from February 1st to March 15th 2024, covering questions on effective teaching, learning support, school facilities, climate, and communication. In addition, site meetings were held at each school site for the month of February. Staff also take a "Staff Climate Survey" twice a year, and will also be using the data to inform next steps.
District English Learner Advisory Committee (DELAC)	January 30, 2024 The meeting was in efforts to seek feedback from our DELAC, and gave families the opportunity to complete the educational partner survey.
Districts Migrant Educational Partners	February 1, 2024 The meeting was in efforts to seek feedback from our Migrant families, and gave families the opportunity to complete the educational survey.
Equity Multiplier Schools/Programs: Soledad Virtual Academy, Pinnacles High School, Soledad Transition Center	Soledad Unified School District administered a survey specifically for all educational partners within these school settings from May 1st - May 31st.
Local Collective Bargaining Units	Soledad Unified School District involved bargaining unit members in the process of LCAP development through the survey window as well as through bargaining unit members' participation in School Site Council and ELAC advisory committees.
Principals and Administrators	Soledad Unified School District held District Leadership Council Meetings (monthly, Oct 2023-Jun 2024)
Teachers	Soledad Unified School District administered its annual teacher survey from February 1st to March 15th 2024, covering questions on

Educational Partner(s)	Process for Engagement
	effective teaching, learning support, school facilities, climate, and communication. In addition, site meetings were held at each school site for the month of February. Teachers also take a Climate Survey twice a year, and will also be using the data to inform next steps.
SELPA	Consulted with SELPA on a monthly basis to support our students with disabilities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following describes and summarizes the Educational Partner feedback:

Parents, ELACs, and district-wide staff shared the need to continue with the following:
- College and Career Activities
- Physical and emotional safety
- Academic supports through tutoring and intervention
- Additional training for new teachers
- Building awareness of our educational systems
- Parent Academies for multilingual learners and students receiving special education services

Students shared the need to continue with the following:
- Additional counseling support
- Tutoring
- Physical and emotional safety
- Enhance club opportunities during the school day
- Motivational activities
- Math Support

After engaging District educational partners, the ideas/trends/inputs that emerged from an analysis of the feedback received are as follows:
- Physical Safety: Continue providing Active Shooter training for staff and drills for the school community, which is addressed in LCAP Goal 3, Action 1.
- Emotional Safety: Inclusion of Licensed Clinical Social Workers (LCSWs) on our campuses and continued support from Monterey County Behavioral Health, which are addressed in LCAP Goal 3, Action 2.
- Math Support Activities: Intervention during the school day at each school site as well as tutoring supports at other times outside the school day, which are addressed in LCAP Goal 2, Actions 3-7, and also through our A-G grant.
- Parent Training and Workshops: Parent Academies for multilingual learners and students receiving special education services, which are addressed in LCAP Goal 4, Action 3.
- Strategic Communication: Since our Educational Partner feedback indicated to continue supporting many items in our previous 2023-2024 LCAP, our communication efforts will be modified to ensure that our families are aware of the various supports we have

available for students. This means that in addition to Parent Square notifications sent, we may also conduct individual phone calls, ongoing home visits, and/or targeted meetings for families (Goal 4).

This data will also be provided to the 7 Community Schools at SUSD in order to enhance the needs at these respective sites through the use of Community School funds.

After engaging our educational partners of Equity Multiplier schools, the trends/ideas/inputs that emerged from the analysis of feedback received is as follows:
- Socio-emotional support was most important, followed by academic
- Increase communication and check-in with students who attend Pinnacles High School
- Enhance our current independent study program to create space for students currently participating in Soledad Virtual Academy, and who are experiencing severe mental health concerns

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Readiness: All Students will be given access to college and career experiences.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Soledad USD developed this goal in order to provide access to college and career experiences to students; currently, the All Student group performance level is acceptable. However, there is a noticeable gap. The English Learner student group is only 12.3% prepared, and Students with Disabilities are at 1.8% prepared. As a result of this data gathered from the California Dashboard, the following actions and services will increase a strong instructional program with a focus on preparing students for college or career.
The following abbreviations will be used throughout our metrics:
- EL: English learner/Multilingual learner
- SED: Socioeconomically Disadvantaged
- SWD: Students receiving special education services
- HL: Students identified as as homeless

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	11th Grade Pupil Achievement: Math CAASPP % of students Met/Exceeded	2022-23 Baseline per the CAASPP website All: 9.15% EL: 0% SED: 8.59% SWD: 0% HL: 16.67%			All: 20% EL: 20% SED: 20% SWD: 20% HL: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	11th Grade Pupil Achievement: ELA CAASPP % of students Met/Exceeded	2022-23 Baseline per the CAASPP website All: 39.09% EL: 3.85% SED: 35.5% SWD: 5.77% HL: 25%			All: 50% EL: 25% SED: 50% SWD: 25% HL: 40%	
1.3	Percentage of students completing UC/CSU Entrance Requirements (A-G)	2022-23 Baseline per Data Quest All: 38% EL: 17.2% SED: 37.9% SWD: 8.0% HL: 25%			All: 50% EL: 50% SED: 50% SWD: 38% HL: 38%	
1.4	Percentage of students completing CTE programs	2022-23 Baseline per Data Quest All: 29% EL: 24.1% SED: 30.6% SWD: 20.0% HL: 21.9%			All: 50% EL: 50% SED: 50% SWD: 45% HL: 45%	
1.5	Percentage of students completing BOTH A-G and CTE	2022-23 Baseline per Data Quest All: 16.4% EL: 10.3% SED: 17.0% SWD: 2.0% HL: 12.5%			All: 31% EL: 25% SED: 32% SWD: 17% HL: 27%	
1.6	Percentage of students completing AP exams with a score of 3 or higher	2022-23 Baseline per Aeries All: 35.68% EL: 3.7%			All: 48% EL: 19% SED: 73% SWD: 17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 58% SWD: 1.2% HL: 11%			HL: 26%	
1.7	College and Career Indicator via the California Dashboard	2023 Baseline per the California Dashboard: All: Low EL: Low SED: Low SWD: Very Low HL: Low			Per the Dashboard: All: "Prepared" or "Green" EL: "Prepared" or "Green" SED: "Prepared" or "Green" SWD: "Prepared" or "Green" HL: "Prepared" or "Green"	
1.8	*Graduation Rates	2022-23 is 91.8%			97.8%	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthening Tier I: Elective Offerings	Enhance elective opportunities in grades 6-12. Soledad USD will provide classes and activities in grades 6-12 to support College/Career readiness; the exposure and access will increase post-school outcomes. Supported Pathways include: Agriculture (including but not limited to diesel and agricultural mechanics), Digital Media (film and broadcasting), Woodworking Education, Culinary, Dental Service, STEM, Robotics, Floristry, NJROTC, Nursing/CNA, and Mechatronics Action provides funding for: • Salary/benefits for Pathway teachers (25.77 FTEs) • Materials & supplies for college and career activities • Professional consulting services for transcript and master scheduling services	$3,184,902.00	Yes
1.2	Supporting Tier II: Credit Recovery	1.2 Counseling Services-Secondary (7th-12th Grades): 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 have a 4-year plan by the end of their respective years. Action includes support for UC/CSU A-G training, and compensation for middle school and high school counselors to conduct parent/student pathway conferences by our Counseling and Assessment Coordinator Our Students with Disabilities were classified as "Very Low" on the College and Career Indicator for both Districtwide and Soledad High School. To address this, the action is meant to articulate the collaboration amongst the counseling and special education departments to ensure students with	$821,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disabilities have the same access than that of their general education peers Districtwide. Both departments will hold periodic meetings throughout the year to align efforts and ensure effective career planning. During these meetings, staff will also verify that students are enrolled in suitable courses with the necessary accommodations to support their success. Action provides funding for: • Counselors salaries for grades 9-12 (5 FTEs) • Contracted Services through credit recovery programs		
1.3	College/Career Enrichment	This action is meant to provide enrichment opportunities principally directed to our unduplicated student groups but are being provided on an LEA-wide basis, as all students have been identified to benefit from college/career enrichment opportunities as per our educational partner data. Soledad USD will provide students with co-curricular opportunities to expand their learning through enhancements to programs and pathways of studies including: • MESA • NJROTC • FFA/AG • Skills USA • Future Teachers of Soledad provides students in the Careers in Education pathway support Additionally, 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. Supported programs include: Field trips to colleges and universities, college & career awareness, career exploration, concurrent and dual enrollment at Hartnell College, and college preparatory exam availability for all students. Action includes funding for: College Testing and Transportation	$741,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College and career field trips transportation Stipends for (52) Co-Curricular and (60) Athletic certificated stipends Materials and supplies for career fairs		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Academic Achievement: Soledad Unified School District will provide a high quality comprehensive instructional program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

After the review of the 2023 California School Dashboard results, and after identifying the reasons the LEA is eligible for technical assistance, Soledad Unified would like to emphasize the continuous need to monitor and promote progress of all students and the populations they represent. We believe that the goals listed below are clearly outlined in the multi-tiered systems of support established by Soledad Unified School District, in collaboration with our educational partners.
- Tier I: Prevention services provided primarily to our student groups while ensuring all students receive access
- Tier II/III: Intervention services for identified student groups or students in need, and
- Enrichment opportunities are principally directed to our student groups while ensuring all students also receive access. The actions listed below will ensure high-quality comprehensive instructional programs and the metrics will monitor student progress toward the goal.

The following abbreviations will be used throughout our metrics:
- EL: English learner/Multilingual learner
- SED: Socioeconomically Disadvantaged
- SWD: Students receiving special education services
- HL: Students identified as as homeless
- GB: Gabilan Elementary
- FL: Frank Ledesma Elementary
- MSMS: Main Street Middle School
- SHS: Soledad High School
- RF: Rose Ferrero Elementary

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately Assigned Teachers	2022-2023 SY: 111/113 Elementary School Teachers were appropriately assigned (98%) 769/786 Sections at Secondary Schools were appropriately assigned. (97%)			0% of teachers misassigned at any level.	
2.2	Access to Instructional Materials	2023-24: All teachers have access to state-adopted curriculum as evident by our Williams process			All teachers have access to state-adopted curriculum as evident by our Williams process	
2.3	Implementation of Academic Content Standards	2023-24: "Met" as per the Priority 2 Local Indicators			"Met" as per the Priority 2 Local Indicators	
2.4	EL Access to CA Standards including ELD Standard	2023-24: "Met" as per the Priority 2 Local Indicators			"Met" as per the Priority 2 Local Indicators	
2.5	Pupil Achievement: ELA CAASPP Distance from Standard	2022-23 Baseline per the CAASPP website All: -54.2 EL: -84.1 SED: -61.2 SWD: -133.8 HL: -55.2 Homeless: -98.2			All: -40 EL: -55 SED: -45 SWD: -90 HL: -40 Homeless: -60 Student groups will no longer be "Red"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Red indicators on the 2023 California Dashboard: Frank Ledesma: English Learner -74.1 Students with Disabilities -147.7 Gabilan: Students with Disabilities -149.1 Main Street Middle: Students with Disabilities -159 San Vicente: All Students -85.5 English Learner -92.2 Hispanic -85.2 Socioeconomically Disadvantaged -89.4 Students with Disabilities -104.6 Soledad High: English Learner -114.5 Socioeconomically Disadvantaged -45.6 Students with Disabilities -174.2			on the California Dashboard: Frank Ledesma: English Learner -65 Students with Disabilities -95 Gabilan: Students with Disabilities -95 Main Street Middle: Students with Disabilities -100 San Vicente: All Students -55 English Learner -60 Hispanic -55 Socioeconomically Disadvantaged -55 Students with Disabilities -65 Soledad High: English Learner -85 Socioeconomically Disadvantaged -30 Students with Disabilities -110	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Pupil Achievement: Math CAASPP Distance from Standard	2022-23 Baseline per the CAASPP website All: -94.8 EL: -107.6 SED: -100.6 SWD: -167.1 HL: -95.9 Red indicators on the 2023 California Dashboard: Frank Ledesma: Students with Disabilities -165.5 Gabilan: Students with Disabilities -169.2 Main Street Middle: Students with Disabilities -199.2 San Vicente: Students with Disabilities -123.3 Soledad High: All Students -148.6 English Learner -208.8 Hispanic -151.5 Socioeconomically Disadvantaged -155.3 Students with Disabilities -260.2			All: -80 EL: -90 SED: -85 SWD: -160 HL: -80 Student groups will no longer be "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities -150 Gabilan: Students with Disabilities -155 Main Street Middle: Students with Disabilities -185 San Vicente: Students with Disabilities -110 Soledad High: All Students -145 English Learner -195 Hispanic -135 Socioeconomically Disadvantaged -140	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities -245	
2.7	Pupil Achievement: CAST CAASPP % of students Met/Exceeded	2022-23 Baseline per the CAASPP website All: 17.9% EL: 1.5% SED: 14.8% SWD: 2.6% HL: 12.5%			All: 35% EL: 26% SED: 39% SWD: 28% HL: 38%	
2.8	English Learner Progress Indicator	48.3% of students are making progress toward proficiency as per the California Dashboard Red indicators on the 2023 California Dashboard: MLLs Gabilan 41.5% Rose Ferrero 34.5%			55% of ELs are making progress toward proficiency Student groups will no longer be "Red" on the California Dashboard: MLLs Gabilan 50% Rose Ferrero 50%	
2.9	EL Reclassification Rate	In 2022-23: 216/1,425 ELs = 15% per the the Board-approved reclassification criteria			30% of ELs are reclassifying	
2.10	All students have access to and are enrolled in a broad course of study (including e.g. Social Science, Health, VAPA,	In 2023-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science, PE, and World Language) including services and programs provided to low-income, English learners and foster youth pupils and students with disabilities. Source: Instructional Minutes					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengthening Tier I	- Improve academic achievement by strengthening Tier I instruction in classrooms via supplemental instructional technology, teacher support, and materials and supplies. - Provide ongoing professional development on effective Tier I instruction, including specific strategies for English learners and long-term English learners (i.e., curriculum alignment, engaging instructional practices, formative assessments data, small group instruction/differentiation) to staff. Action includes funding for: - Salaries/benefits for TOSAs (3 FTEs), technology staff (8 FTEs), Director of Curriculum and Instruction (1 FTE) - Salaries/benefits (extra hours) - Professional Services - Materials/Supplies - Travel and expenses	$3,097,336.00	Yes
2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Improve academic achievement by strengthening Tier I instruction within the classrooms for PK-12 multilingual students, including, but not limited to, small group instruction and differentiated instructional strategies (i.e., Constructing Meaning), which support the EL language acquisition program. Action includes funding for: - Salaries/benefits for Dual language immersion - Spanish staff, 4-6 (4 FTEs) - Salaries/benefits for classified staff to support with onboarding and assessment coordination of multilingual students (1 FTE) - Salaries/benefits (extra hours) for staff working with multilingual students - Professional Services - Materials/Supplies	$739,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Improve academic achievement by strengthening Tier I instruction within the classrooms for all PK-12 students with a lens on early intervention and inclusionary practices in general education settings. Action includes funding for: • Salaries/benefits for Special Education TOSA (1 FTE) • Salaries/benefits for additional staff who support our inclusion classes (3 FTEs) • Salaries/benefits for support staff (4 FTEs) • Materials/Supplies • Certificated extra hours salaries/benefits	$735,902.00	Yes
2.4	Supporting Tier II: Math Interventions	Provide opportunities for staff to participate in targeted collaboration, professional development, and coaching. Doing so allows for early intervention, considers diverse learning needs, and prevents the need for more intensive Tier III interventions. Elementary Schools: At Frank Ledesma, Gabilan, and San Vicente Elementary Schools, we will enhance math instruction for Students with Disabilities through targeted collaboration, professional development, and coaching. Middle School: At Main Street Middle, we will focus on improving math outcomes for Students with Disabilities by facilitating regular collaboration sessions where teachers can exchange strategies and best practices. High School: At Soledad High, we will address math performance for All Students, English Learners, Hispanics, and Socioeconomically Disadvantaged students through structured collaboration, professional development, and coaching. Action includes funding for: • Materials and supplies • Travel and conference • Certificated hourly and substitutes	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Supporting Tier II: Literacy Interventions	Provide opportunities for staff to participate in targeted collaboration, professional development, and coaching. At the elementary level, ELA support will be focused on building strong foundational literacy skills. This includes targeted interventions for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities at San Vicente Elementary, Frank Ledesma Elementary, and Gabilan Elementary. In middle school, ELA support will shift towards reinforcing these foundational skills while also developing critical thinking and analytical abilities. At the high school level, ELA support will center on preparing students for college and career readiness. At Soledad High, targeted interventions will be provided for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, emphasizing mastering advanced literacy skills, critical analysis, and effective communication. Districtwide, ELA support for Homeless Youth will be provided with sensitivity to their unique challenges, ensuring consistent access to literacy education across all grade levels. Action includes funding for: • Materials and supplies • Travel and conference • Certificated hourly and substitutes	$105,000.00	Yes
2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Implement a comprehensive strategy that provides targeted collaboration, professional development, and coaching across all school sites—Rose Ferrero Elementary, Gabilan Elementary, San Vicente Elementary, Frank Ledesma Elementary, and Main Street Middle School. This initiative will focus on improving the English Learner Progress Indicator (ELPI) at Gabilan and Rose Ferrero Elementary Schools while offering broader	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for staff at all sites to enhance English learner strategies. Technical assistance will be provided for San Vicente Elementary, Frank Ledesma Elementary, and Main Street Middle School through the Personalized Learning Network. Action includes funding for: • Materials and supplies • Travel and conference		
2.7	Supporting Tier II: Interventions for Long-Term English Learners	Increase the English language proficiency of Long-Term English Learners (LTELs) through a sheltered immersion language program in grades 6-12 in reading, writing, listening, and speaking via targeted professional development for staff. Salaries/benefits • Professional Services • Materials/Supplies • Travel and expenses	$2,500.00	Yes
2.8	Enrichment for ALL	ALL K-12 students will have access to a variety of high-quality enrichment opportunities, regardless of ability. Provide professional development for teachers to integrate enrichment activities into their classrooms through visual and performing arts, library support, and materials. Salaries/benefits of Library Media Specialists and an Elementary Music Teacher (9 FTEs) • Professional Services • Materials/Supplies	$740,972.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Safe Learning Environments	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Soledad Unified School District reaffirms its commitment to prioritizing a safe learning environment. Through the outlined actions within this goal, the district aims to establish a safe, secure and nurturing atmosphere for students, staff, and families. The metrics provided will gauge the efficacy of these measures. By fostering safe and inclusive communities, these actions aim to uphold the progress reflected in the metrics, ultimately enhancing attendance rates and reducing instances of suspensions and expulsions.

The following abbreviations will be used throughout our metrics:
- EL: English learner/Multilingual learner
- SED: Socioeconomically Disadvantaged
- SWD: Students receiving special education services
- HL: Students identified as as homeless
- GB: Gabilan Elementary
- FL: Frank Ledesma Elementary
- MSMS: Main Street Middle School
- SHS: Soledad High School
- RF: Rose Ferrero Elementary

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District-Wide Dashboard Suspension Rate (Status)	Data for Suspensions for the 22-23 School Year. All: 4.9%			4.9% for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 4.9% SED: 5.4% SWD: 8.1% Homeless: 8.2% Gabilan: Students with Disabilities 11.8% Jack Franscioni: All Students 4.4% English Learner 5.5% Hispanic 4.7% Socioeconomically Disadvantaged 4.8% Students with Disabilities 9.7% Main Street Middle English Learner 17.9% Hispanic 12.1% Socioeconomically Disadvantaged 13.2% Students with Disabilities 16.3% Rose Ferrero English Learner 3.9 % Soledad High Homeless Youth 15.1%				
3.2	Expulsion Rate	Data for Expulsions for the 22-23 School Year			0 Expulsions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from Data Quest: 0 Expulsions				
3.3	Local School Climate Survey	In 2023-24, 72% of parents and 59% of students feel welcomed and respected at the school sites according to the local climate survey.			100% of Parents and Students feel welcomed and respected at the school sites according to annual survey data	
3.4	Safe, Clean, Functional School Facilities	In 2023-24, All sites in "Good Repair" status according to Facility Inspection Tool (FIT) reports			All sites in "Good Repair" status.	
3.5	Middle School Dropout Rate	Data for the Middle School Dropout Rate for the 22-23 School Year:1			Based on baseline data, decrease Dropout Rate to 0.	
3.6	High School Dropout Rate	Data for the High School Dropout rate for the 22-23 School Year: 22			Based on baseline data, decrease Dropout Rate to 16	
3.7	High School Graduation Rate	In 2022-23 according to the CA Dashboard: All: 91.8% SWD: 78.9% EL: 82.9% SED: 91.8%			94% for all student groups	
3.8	*Chronic Absenteeism Rate	In 2022-23 according to the CA Dashboard: All: 28% SWD: 36.9%			15% decrease for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 24.7% SED: 28.5% Frank Ledesma: Hispanic 28.9% Socioeconomically Disadvantaged 29.3% Students with Disabilities 36% Gabilan: Homeless Youth 41.5%				
3.9	*Student Attendance Rate	In 2023-24 by P-2 92% for all students			96%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Strengthening Tier I: Physical Safety	Implement focused measures that include crisis management and the allocation of essential resources for those involved. Allocation of funds will also be utilized for the maintenance and improvement of school infrastructure to address safety concerns and ensure compliance with safety standards, and provide health supports at the sites. Action includes funding for: • Salaries/benefits for campus supervision and nurses (15 FTEs) • Professional Services to support with anti-bulling efforts, visitor management, and behavior support • Materials/Supplies • Contribution to school facilities and transportation	$5,221,357.00	Yes
3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Provide opportunities for staff to participate in targeted collaboration, professional development, and coaching. Doing so allows for early intervention, considers diverse learning needs, and prevents the need for more intensive Tier III interventions via our Coordination of Services Team (COST) meetings. This is being done in part with MCOE as part of the Technical Assistance support. Provide opportunities for staff to participate in targeted collaboration, professional development, and coaching. Doing so allows for early intervention, considers diverse learning needs, and prevents the need for more intensive Tier III interventions via our Coordination of Services Team (COST) meetings. This approach specifically addresses chronic absenteeism at Frank Ledesma Elementary for Hispanic, socioeconomically disadvantaged students and students with disabilities, and at Gabilan Elementary for homeless students. This initiative is being implemented in part with MCOE as part of the Technical Assistance	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support. Action includes funding for: • Materials/Supplies • Travel and Conference		
3.3	Strengthening Tier II: Alternatives to Suspension	Provide opportunities for staff to participate in targeted collaboration, professional development, and coaching around positive behavior intervention strategies (PBIS), restorative justice programs, and social-emotional learning initiatives. Doing so allows for early intervention, considers diverse learning needs, and prevents the need for more intensive Tier III interventions via our Coordination of Services Team (COST) meetings. We aim to create inclusive environments where all students receive the support they need to thrive academically and socially, ultimately reducing suspension rates and promoting positive outcomes for our unduplicated pupils. Elementary Schools: At Frank Ledesma, Gabilan, and San Vicente Elementary Schools, we will address Red indicators for suspension by providing staff with targeted opportunities for collaboration, professional development, and coaching on positive behavior intervention strategies (PBIS), restorative justice programs, and social-emotional learning initiatives. Middle School: At Main Street Middle, we will focus on improving suspension rates by offering targeted collaboration, professional development, and coaching centered on PBIS, restorative justice programs, and social-emotional learning. Regular collaboration sessions will allow staff to share best practices and refine their approaches to behavior management. High School: At Soledad High, we will address suspension issues by equipping staff with opportunities for targeted collaboration, professional development, and coaching focused on PBIS, restorative justice, and social-emotional learning initiatives.	$82,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Actions include funding for: • Professional Services • Materials/Supplies • Travel and expenses		
3.4	Strengthening Tier I: Emotional Safety and Wellness	By investing in staff, programs, partnerships, and curriculum, we will be able to provide comprehensive support services to students. Our continued goal is to build support measures across all grade levels, from preschool through 12th grade. Resources will be invested in implementing evidence-based programs that promote emotional well-being and resilience, such as social-emotional learning (SEL) curriculum, mindfulness practices, and peer support groups. These initiatives will be integrated into the school day to provide ongoing support for students' social and emotional development. Action includes funding for: • Salaries/benefits for social workers and counselors • Professional Services to support trauma-informed practices/care • Materials/Supplies • Travel and Conference • Student Transportation	$2,144,174.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parent and Community Engagement: Soledad Unified School District will Foster Spaces for Family and Community Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Per our educational partner feedback, 62% of families indicated schools keep them informed about their child's academic progress, and 53% of our families feel strong connections to other families in our district. Effective parent and student engagement is essential for academic success and a thriving school community. By fostering partnerships between schools, families, and students, the Soledad Unified School District will create a supportive environment where everyone feels valued and empowered. This goal emphasizes the importance of active participation, education, and shared decision-making opportunities to ensure continuous improvement and to meet the diverse needs of the Soledad Unified School District. By focusing on, and monitoring, parent and student opinions and needs, based on data, we will better be able to make informed adjustments to our engagement efforts. Strengthening engagement will lead to greater collaboration and ultimately enhance student outcomes, whether academic, behavioral, or social-emotional. This goal will also be supported at 7 of our schools through the Community Schools Grants.

The following abbreviations will be used throughout our metrics:
- EL: English learner/Multilingual learner
- SWD: Students receiving special education services

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Efforts to seek parent input in decision-making	In 2023-24, 100% Participation at School Site Council, ELAC, DELAC, and all other			100% Participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		district-wide advisory committees. Current data: 80%				
4.2	Promotion of parental participation in parent-teacher conferences for unduplicated students	In 2023-24, 95% of parents participate as evident by sign-in sheets.			100% Participation	
4.3	Promote parental participation in programs for individuals with exceptional needs and multilingual learners.	In 2023-24, parent participation wasn't tracked to provide reliable data.			SWD Participation: 60% EL Participation: 50%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Services	We will implement a range of initiatives aimed at enhancing family engagement and support. This includes establishing a connection with each school site to our Family Resource Center. Additionally, we will offer workshops and training sessions for parents and caregivers on topics such as navigating the education system, supporting student learning at home, and promoting positive parent-child relationships, and will expand expand the range of services available to families, including mental health support, housing assistance, and access to basic needs resources. Actions include funding for: • Salaries/benefits for Family Resource Center staff (2 FTEs) • Salaries/benefits for our Family Student Support Liaisons • Professional Services • Materials/Supplies	$967,945.00	Yes
4.2	Family and Community Communication	Implement comprehensive strategies for parent communication and solidify consistent and regular communication channels, such as newsletters, emails, and social media platforms. These channels will be available in multiple languages to ensure we are keeping our parents informed about school events, academic updates, and opportunities for involvement. Actions include funding for: • Salaries/benefits of one (1) district-wide translator (1 FTE) • Professional Services that will assist us in communicating with families • Travel and conference	$218,247.00	Yes
4.3	Parent/Family Education	Offer workshops, both at school sites and the Family Resource Center, and informational sessions covering a range of topics relevant to parenting and supporting student learning and behavior. Actions include funding for: • Childcare during training • Professional Services	$58,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Materials/Supplies for Special Education and Multilingual Parent Academies • Travel and Conference		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Highly Qualified Teachers	Source: Year of collection: 2023-24 230 Highly Qualified Teachers/244 Total Teachers = 94%			100%	
5.2	Retention Rate: Hired 34 New Teachers	Source: Year of collection: 2023-24 244 teachers needed; 34 FTEs needed = 86.4%			96%	
5.3	Number/Percentage of classified employees offered and participating in at least one professional	In 2023-24, 100% of Classified Employees were offered at least 2 PD activities. 60% of Classified Employees			100% of Classified Employees will be offered at least 2 PD activities. 100% of Classified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development activity per year	have participated in 1 PD.			Employees will participate in 2 PD activities by 2024.	
5.4	The number of new teachers needing to be hired.	In 2023-24, needed to hire 34 teachers			Will need to hire 10 teachers	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Recruitment, Hiring, and Retention	Provide resources to participate in recruitment fairs to ensure the district effectively recruits and hires highly qualified teachers. Action includes funding for: • Salaries/benefits for Family Resource Center staff (2 FTEs)	$100,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Salaries/benefits for our Family Student Support Liaisons • Professional Services • Materials/Supplies		
5.2	Certificated Staff Support	Provide for a CSTP-aligned classroom observation process through the use of an electronic tool, so that principals can provide calibrated feedback to teachers. In addition, Soledad USD will provide support to staff, especially new teachers to continue in the development of highly effective staff. All teachers/staff will be provided training and support in staff wellness to ensure employees are healthy and well in order to meet the developmental needs of students. Action includes funding for: • Professional Services • Salaries/Benefits: Extra Hours • Materials/Supplies • Consulting/Partnering Services to support staff interested in National Board Certification This action is also supported through Goal 2 and categorical funding.	$21,253.00	Yes
5.3	Classified Staff Support	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, Positive Behavior Intervention and Supports (PBIS), student supervision, and deescalation strategies. Action includes funding for: • Professional Services • Salaries/Benefits: Extra Hours • Materials/Supplies	$64,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Administrator and Instructional Leader Support	Provide professional development, learning and coaching for administrators and Teachers on Assignment to enable them to provide instructional leadership and coaching at school sites via - • ACSA/CALSA Leadership Academies • Socio-emotional training • Instructional leadership support	$28,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Holistic services at Pinnacles High School for College/Career Readiness: Within three years, an increased percentage of high school students, particularly Hispanic and low-income students, will be college and career ready as s measured by the CA Dashboard College and Career Readiness metrics and local data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated the need to continue supporting College and Career readiness throughout the high schools, specifically for Hispanic and low-income students at Pinnacles High School, one of our Equity Multiplier school sites. The need is echoed by feedback provided by educational partners, specifically requesting ongoing student opportunities to explore career paths, enhance socio-emotional supports in the classroom, and provide intensive academic support, ensuring they are well-prepared for both college and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	* Priority 7: Access to a broad course of study Programs and services developed and provided to support students with disabilities and ELs	In 2023-24, 100% of students have access SWD-100% ELs-100% Source: Course Catalog https://drive.google.com/file/d/14PCpsJSovB_flAJiLPObB9NwYl5vBZ9h/view			100% of students have access SWD-100% ELs-100%	
6.2	College and Career Ready Indicator (Status)	2023 California Dashboard:			Students who were "prepared":	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students who were "prepared": ALL: 0% Hispanic: 0% SED: 0%			ALL: 10% Hispanic: 10% SED: 10%	
6.3	Participation in Enrichment/Intervention Programs	In 2023-24, there are no enrichment or intervention programs at the school site.			All students will be involved in at least one enrichment or intervention program at the school site.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Intensive College/Career Support	Organize college/career activities where students have the opportunity to meet with representatives, universities, and employers to learn about different educational and career pathways. This will address the Red indicators for College/Career Readiness for Pinnacles High School for All students, Hispanic students and Socioeconomically Disadvantaged students. Action includes funding for: • Materials and Supplies • Certificated Subs • Transportation • Contracted Services	$32,087.00	No
6.2	School Climate and Culture	To rebuild the school culture and climate of the site that revolves around student interest and academic proficiency. Action includes funding for: • Certificated Hourly: Support for Credentialed Teachers (3 FTE's) • Classified Hourly • Materials and Supplies • Contracted Services	$68,981.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Intensive Socio-emotional and Academic Support for Students transitioning from Soledad Virtual Academy and the Transition Center to Soledad High School: Within three years, all students, particularly students with disabilities will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP test results and local and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Soledad Unified School District Office is eligible for Equity Multiplier Funding due to socioeconomic and instability rates based at the Soledad Transition Center and the Soledad Virtual Academy.

Transition Center Need:
Our analysis of the California Dashboard indicated a need to continue supporting ELA and math throughout the district, but specifically for students with disabilities. The need is also highlighted by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA/math through life skills. To address this issue, we will allocate funding to enhance the academic initiatives.

Soledad Virtual Academy Need: Analysis of the 2023 California Dashboard indicated need to continue supporting ELA for students in 8th - 12th grade in the Soledad Virtual Academy. This need is also highlighted by feedback provide by educational partners, especially the request for ongoing instructional support in ELA, ELD, and socio-emotional development. Due to Soledad Virtual Academy closing for the 2024-2025 school year, enrolled students will transition to their school of residence (Main Street Middle School and Soledad High), and the Equity Multiplier funding will be directed to support these students at their respective sites. Our plan involves improving ELA and math performance through the actions in the goals and will measure progress using CAASPP ELA results and our local assessment data, differentiated by student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Pupil Achievement: ELA CAASPP % of students Met/Exceeded	Data Source: 2022-23 CAASPP Data All: 29.9% EL: 8.1% SED: 26.9% SWD: 4.8% HL: 16.5%			All: 49% EL: 15% SED: 40% SWD: 15% HL: 30%	
7.2	Pupil Achievement: CAST CAASPP % of students Met/Exceeded	Data Source: 2022-23 CAASPP Data All: 17.9% EL: 1.5% SED: 14.8% SWD: 2.6% HL: 12.5%			All: 35% EL: 15% SED: 30% SWD: 15% HL: 35%	
7.3	11th Grade Pupil Achievement: Math CAASPP % of students Met/Exceeded	Data Source: 2022-23 CAASPP Data All: 9.15% EL: 0% SED: 8.59% SWD: 0% HL: 16.67%			All: 30% EL: 15% SED: 25% SWD: 15% HL: 30%	
7.4	11th Grade Pupil Achievement: ELA CAASPP % of students Met/Exceeded	Data Source: 2022-23 CAASPP Data All: 39.09% EL: 3.85% SED: 35.5% SWD: 5.77% HL: 25%			All: 50% EL: 15% SED: 50% SWD: 15% HL: 40%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Strengthening Tier II Supports: Academics	The purpose of this action is to strengthen and target services for those students returning to their campus of residence and provide them with instructional intervention and life skills. Action includes funding for: • Certificated Hourly • Books and Reference Materials • Materials and Supplies • Transportation • Non-captialized equipment	$84,634.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	Strengthening Tier II: Socio-emotional Services	The purpose of this action is to strengthen and target services for those students returning to their campus of residence and provide them with socio-emotional intervention. Action includes funding for: • Certificated Hourly • Books and Reference Materials • Materials and Supplies • Contracted Services	$68,033.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,032,608	$2,391,962

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.217%	0.137%	$69,495.17	38.354%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Strengthening Tier I: Elective Offerings **Need:** 2023 California Dashboard indicated: • 17.2%/24.1% of ELs, • 37.9%/30.6% socioeconomically disadvantaged students, • 8%/20% of students with disabilities, and	• Our master schedule practices are to focus on our EL, low-income and foster youth first, and thus, this action acknowledges and prioritizes their needs. Students will be identified through our student information system. • We also acknowledge the potential benefits for all students and therefore are implementing district-wide.	• % of students completing UC/CSU A-G Requirements for student groups • % of students completing CTE requirements for student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 25%/21.9% of students experiencing homelessness completed UC/CSU requirements and CTE programs respectively. **Scope:** Schoolwide		
1.2	**Action:** Supporting Tier II: Credit Recovery **Need:** 2023 California Dashboard indicated: • 17.2%24.1% of ELs, • 37.9%/30.6% socioeconomically disadvantaged students, • 8%/20% of students with disabilities, and • 25%/21.9% of students experiencing homelessness completed UC/CSU requirements and CTE programs respectively. • District-wide, our students with disabilities were classified as "Very Low" for the College/Career Indicator. **Scope:** Schoolwide	• Our master schedule practices are to focus on our EL, low-income and foster youth first, and thus, this action acknowledges and prioritizes their needs. Students will be identified through our student information system. • We also acknowledge the potential benefits for all students and therefore are implementing district-wide.	• % of students completing UC/CSU A-G Requirements by student groups • % of students completing CTE requirements for student groups
1.3	**Action:** College/Career Enrichment	Though all students will receive access, applications and recruitment will prioritize students classified as English learners, socioeconomically	• 11th grade pupil achievement:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: - Only 33% of our students taking AP assessments are passing with a score of 3 or higher. The results are lower for students identified as English learner, homeless, or socioeconomically disadvantaged. - When students were asked if they knew what was taking place at their school site to prepare them for college/career readiness, 66% indicated they were aware. **Scope:** Schoolwide	disadvantaged, and homeless. Students will be identified through our student information system.	Math/ELA for all student groups Percent of students completing AP exams with a score of 3 or higher
2.1	**Action:** Strengthening Tier I **Need:** % of Met/Exceeded on the ELA CAASPP All: 29.9% EL: 8.1% SED: 26.9% SWD: 4.8% HL: 16.5% % of Met/Exceeded on the Math CAASPP All: 19.5% EL: 8.5% SED: 17.8% SWD: 5.8% HL: 9.3%	- All students benefit from supplemental technology curricula and interventions. Programs purchased lend themselves to differentiation of data by student group and in turn, an equitable approach in supporting EL, Low-income, and Foster Youth. - Educational partner data indicated that supplemental technology would like to be utilized. Our master schedule practices are to focus on our EL, Low-income, and Foster Youth first, and thus, this action acknowledges and prioritizes their needs.	- Pupil Achievement: ELA and math CAASPP - English Learner Progress Indicator per the CA Dashboard - EL Reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	48.3% of students are making progress toward proficiency as per the California Dashboard's English Learner Progress Indicator 15% English Learner Reclassification Rate **Scope:** LEA-wide		

2.3	**Action:**
	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings
	
	Need:
	Students with Disabilities:
	  • Differentiated Assistance Eligible in Priority Areas 4 (Academic Indicators)
	
	% of Met/Exceeded on the ELA CAASPP district-wide: 29.9%
	% of Met/Exceeded on the ELA CAASPP for SWD: 4.8%
	
	% of Met/Exceeded on the Math CAASPP district-wide: 19.5%
	% of Met/Exceeded on the Math CAASPP for SWD: 5.8%
	
	Scope:
	  LEA-wide
		• This action will provide targeted support for general education staff on inclusionary practices.
		
		• Educational partners indicated the need to continue providing intervention supports for students via professional development in small group instruction, Multi-Tiered Systems of Support, and inclusionary practices. These opportunities not only benefit EL, low income and foster youth, but also our special education students and all as a whole.
			• ELA CAASPP for SWD
			• Math CAASPP for SWD
			Implementation of Academic Standards
			Access to Instructional Materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Supporting Tier II: Math Interventions **Need:** California Dashboard "Red" Indicators: • Students with disabilities: District-wide, Frank Ledesma Elementary, Gabilan Elementary, Main Street Middle School, San Vicente Elementary, Soledad High School • English learner: Soledad High School • Hispanic: Soledad High School • Socioeconomically Disadvantaged: Soledad High School • All students: Soledad High School Pupil Achievement: Math CAASPP % of Students Met/Exceeded: All: 19.5% EL: 8.5% SED: 17.8% SWD: 5.8% HL: 9.3% **Scope:** LEA-wide	• All teachers have a diverse population in their classrooms and the training received will support all students, especially the needs of unduplicated pupils. • All teachers will be able to participate in learning walks and/or Collaboration and Instructional Feedback Teams (CIFTs) to support their instruction	Math CAASPP % of Students Met/Exceeded district wide and for all unduplicated pupils
2.5	**Action:** Supporting Tier II: Literacy Interventions	• All teachers have a diverse population in their classrooms, and the training	ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: California Dashboard "Red" Indicators: • All Students: San Vicente Elementary • English Learner: Soledad High School, San Vicente Elementary, Frank Ledesma Elementary • Hispanic: San Vicente Elementary • Homeless Youth: District-wide • Socioeconomically Disadvantaged: Soledad High School, San Vicente Elementary • Students with Disabilities: Soledad High School, San Vicente Elementary, Main Street Middle School, Gabilan Elementary, Frank Ledesma Elementary **Scope:** Schoolwide	received will support the needs of unduplicated pupils. This support is crucial as it ensures that teachers are equipped to address the unique challenges and strengths of each student, fostering an inclusive and equitable learning environment. By understanding and implementing strategies tailored to a diverse student body, teachers can better meet the academic, social, and emotional needs of all students, ultimately enhancing their educational outcomes. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to maximize the impact on increasing overall academic outcomes for all students including English learners, foster and Homeless youth and low income. • Teachers will be able to participate in learning walks and/or Collaboration and Instructional Feedback Teams (CIFTs) to support their instruction	
2.8	**Action:** Enrichment for ALL **Need:** % of Met/Exceeded on the ELA CAASPP All: 29.9% EL: 8.1% SED: 26.9% SWD: 4.8%	To increase academic outcomes in ELA for our unduplicated pupils, these supports will be provided to accelerate their progress. Library support provides English learners, low-income students, and foster youth access to diverse reading materials and literacy resources, enhancing their language skills and comprehension. Music classes further boost language development by improving listening	- ELA CAASPP % of Students Met/Exceeded district wide and for all unduplicated pupils

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HL: 16.5% **Scope:** LEA-wide	abilities and vocabulary through rhythm and lyrics. Together, these programs create a rich learning environment that contributes to higher English language arts scores for these students. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to maximize the impact on increasing overall ELA academic outcomes for all students, including English learners, foster and Homeless youth, and low-income income.	
3.1	**Action:** Strengthening Tier I: Physical Safety **Need:** District-Wide Dashboard Suspension Rate: All: 4.9% EL: 4.9% SED: 5.4% SWD: 8.1% Homeless: 8.2% **Scope:** LEA-wide	• Improving school infrastructure to address safety concerns ensures that low-income students and English learners have a secure and conducive learning environment, which can reduce distractions and stress that hinder academic performance. Enhanced safety features also create a more inclusive atmosphere where all students, especially those from vulnerable backgrounds, can focus on their education without the additional worry of unsafe conditions. • All students benefit from the relationships built by our campus supervision. In fact, student data indicated that campus supervisors built some of the most positive relationships. • Tracking and monitoring bullying reports by location and times allows for staff to be responsive in a timely manner. Other	• California Dashboard: District-Wide Suspension Rate • Local School Climate Survey • Safe, Clean, Functional School Facilities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		contracted services will create a targeted approach to support unduplicated students. • Ensuring that our facilities and transportation are in "Good Repair" ensures a physically safe environment for students.	
3.2	**Action:** Supporting Tier II: Targeted Chronic Absenteeism Intervention **Need:** California Dashboard "Red" Indicators: • Hispanic: Frank Ledesma Elementary • Homeless Youth: Gabilan Elementary • Socioeconomically Disadvantaged: Frank Ledesma Elementary • Students with Disabilities: Frank Ledesma Elementary **Scope:** LEA-wide	• Schools will be able to participate in root-cause analysis activities in collaboration with our county office. Through this opportunity, we provide culturally responsive support to our unduplicated pupils listed. • Efforts to address chronic absenteeism are particularly beneficial for low-income students and English learners, as they often face barriers that make regular attendance more challenging. By targeting these efforts, schools can provide tailored support and resources that help overcome these barriers, ensuring these students have consistent access to education and the opportunity to catch up and thrive academically.	California Dashboard: Chronic Absenteeism Metric
3.3	**Action:** Strengthening Tier II: Alternatives to Suspension	With our current Positive Behavior Intervention and Support (PBIS) system and Coordination of Services Team (COST) in place, we are able to	California Dashboard Suspension Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: California Dashboard "Red" Indicators: • All Students: Jack Franscioni Elementary • English Learner: Jack Franscioni Elementary, Main Street Middle, Rose Ferrero Elementary • Hispanic: Jack Franscioni Elementary, Main Street Middle • Homeless Youth: District-Wide, Soledad High School • Socioeconomically Disadvantaged: Jack Franscioni Elementary, Main Street Middle School • Students with Disabilities: Districtwide, Gabilan, Jack Franscioni, Main Street Middle **Scope:** Schoolwide	provide differentiated support for students, especially our unduplicated populations. These efforts help low-income students and English learners by addressing behavioral issues through supportive and constructive methods rather than exclusionary practices. This approach reduces the likelihood of academic setbacks and disengagement, ensuring these students continue to receive the guidance and resources they need to succeed despite behavioral challenges. By implementing these strategies on an LEA-wide basis, we ensure that all students, regardless of their school site, have access to consistent and equitable support. This broad implementation allows us to systematically address the diverse needs across our entire district, promoting a cohesive and inclusive educational environment.	
3.4	**Action:** Strengthening Tier I: Emotional Safety and Wellness **Need:** • 72% of parents and 59% of students feel welcomed and respected at the school sites according to the Qualtrics Survey **Scope:** LEA-wide	• All students benefit when provided safe and inclusive learning environments. Our Coordination of Services Teams (COST) review all student data to target services, and will prioritize unduplicated pupils in the development of services through this process. Data from the COST team will provide insight on potential training including but not limited to strategies for addressing bullying, discrimination, and other forms of emotional harm.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• Educational survey data from students indicated the need to continue creating inclusive and welcoming environments. • Students indicated the need for training of staff to support them in building strong relationships. • With our current Positive Behavior Intervention and Support (PBIS) system and COST in place, we are able to provide differentiated support for students, especially our unduplicated populations.	
4.1	**Action:** Family Services **Need:** • It is critical to provide a connection with each school site to our Family Resource Center, which will be equipped with bilingual staff who provide a welcoming environment for families to access information, resources, and support services, especially for our unduplicated pupils. • Educational Partner data indicated the need for additional services for families. **Scope:**	• Educational partner data indicates that 88.5% of parents believe that their school values the diversity their child brings to our school environment. • Through our Coordination of Services Team (COST) meetings, we will be able to identify and target our unduplicated student needs, and provide targeted assistance on navigating the education system, supporting student learning at home, and promote positive parent-child relationships. • FRCs provide crucial support services and resources tailored to English Learners and Low Income students unique needs. These centers help bridge gaps in support and communication, ensuring that families are equipped to advocate for	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	their children's education and foster a more supportive learning environment. All students and families benefit from the services offered at the Family Resource Center because we don't want to have a reputation of turning people away, however, we will use our data to ensure our English Learners and Low Income pupils are supported first.	
4.2	**Action:** Family and Community Communication **Need:** • Educational partner survey indicated that more than half of students/families that completed the survey were not aware of instructional and social emotional programs available to them. Surveys indicate that English Learners, Foster youth and Socio-economically disadvantaged students will benefit from greater communication. • Students 7-12th grade students participating in the Principal Advisory Council and LCAP Advisory also indicated they were not aware of services, and finding a culturally relevant approach to messaging is essential **Scope:**	• When students/families are aware of the services provided in a way that is culturally relevant to them, students/families are able to advocate for services needed. • All students and families benefit from the services offered at the Family Resource Center, however, we will use our data to ensure our unduplicated pupils are supported first. • Improved communication ensures that low-income students and English learners receive timely and clear information about academic resources, support services, and opportunities for engagement, which helps bridge gaps created by socioeconomic and language barriers. Additionally, fostering an inclusive communication environment builds stronger relationships between schools and families, empowering students with the resources and support they need to succeed.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.3	**Action:** Parent/Family Education **Need:** • Educational Partner survey indicated that students would like the district to provide training in the following categories: Understanding their child at various ages and how to assist their children at home. **Scope:** LEA-wide	• By empowering and targeting parents of unduplicated pupils with knowledge and skills, we aim to strengthen their capacity to support their child's academic and social-emotional development, foster a culture of lifelong learning within families, and ultimately contribute to the overall success of students	Chronic Absenteeism
5.1	**Action:** Recruitment, Hiring, and Retention **Need:** Unduplicated students is positively impacted when staff are highly qualified. Attracting and retaining high-quality, diverse teachers is challenging endeavor for the district. **Scope:** LEA-wide	Improved teacher retention provides low-income students and English learners with consistent, stable instruction, which is crucial for building trust and supporting long-term academic growth. Experienced and committed teachers are better equipped to address the unique needs of these students, leading to more effective and personalized teaching strategies that can significantly enhance learning outcomes. Our training will be targeted in nature, therefore, it will address the need of all students, particularly unduplicated pupils.	• CAASPP ELA and Math • Teacher retention rates • Number of staff needed to be hired at the beginning of each year
5.2	**Action:** Certificated Staff Support **Need:** ELA CAASPP % of students Met/Exceeded All: 29.9% EL: 8.1% SED: 26.9%	Our unduplicated pupils are scoring below the general average. Because this action supports our teaching staff who serve all students, it was initially developed to target low-income and English learner students. However, by implementing this on an LEA-wide basis, all students in the classroom benefit from high-quality teaching practices. This broad application ensures that	• ELA CAASPP % of students Met/Exceeded • Math CAASPP % of students Met/Exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD: 4.8% HL: 16.5% Math CAASPP % of students Met/Exceeded All: 19.5% EL: 8.5% SED: 17.8% SWD: 5.8% HL: 9.3% Our unduplicated pupils are scoring below the general average. **Scope:** LEA-wide	while the primary focus is on elevating the performance of our unduplicated pupils, their peers also gain from the improved instructional strategies, creating a more equitable and effective learning environment across the entire district.	• Number of staff needed to be hired
5.3	**Action:** Classified Staff Support **Need:** Ensuring our staff has foundational knowledge inside and outside the classroom is essential to provide a comprehensive and positive learning environment for students, especially unduplicated pupils. It is essential for new staff to become calibrated to the expectations of the environment, and it is essential for returning staff to become calibrated in their understanding of new policies and procedures. **Scope:** LEA-wide	Classified staff primarily target our english learner and low income pupils via intervention systems and communication with families. Because this actions is supporting our teaching staff who support all of our students, while the actions was developed to support low income and English learner students, their peers in the classroom will also benefit from high quality teaching practices.	CAASPP ELA and Math Number/Percentage of classified employees offered and participating in at least one professional development activity per year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.4	**Action:** Administrator and Instructional Leader Support **Need:** ELA CAASPP % of students Met/Exceeded All: 29.9% EL: 8.1% SED: 26.9% SWD: 4.8% HL: 16.5% Math CAASPP % of students Met/Exceeded All: 19.5% EL: 8.5% SED: 17.8% SWD: 5.8% HL: 9.3% Our unduplicated pupils are scoring below the general average. **Scope:** LEA-wide	Work conducted with administrators has been principally directed in identifying the need of unduplicated pupils and interacting with the root cause of student need. Continued support will allow for administrators to learn more about how to integrate all their services and continue to engage in "Plan, Do, Study, Act" cycles. This actions is supporting our school systems which support all of our students. While the action was developed to make improvements for low income and English learner students, their peers in the classroom will also benefit from continuous improvement practices therefore it is being provided on an LEA-wide basis.	• ELA CAASPP % of students Met/Exceeded • Math CAASPP % of students Met/Exceeded • Number of staff needed to be hired

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:**	% of Met/Exceeded on the ELA CAASPP	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Strengthening Tier I: Supporting Multilingual Students (EL Program) **Need:** - Educational partner data indicated the need to provide additional support for staff working with multilingual students. - Professional development provided will support the differentiation of multilingual students at various levels. - Spanish books are essential in our classrooms to support culturally relevant pedagogy, especially meet the needs of our multilingual learners. **Scope:** Limited to Unduplicated Student Group(s)	All: 29.9% EL: 8.1% SED: 26.9% SWD: 4.8% HL: 16.5% % of Met/Exceeded on the Math CAASPP All: 19.5% EL: 8.5% SED: 17.8% SWD: 5.8% HL: 9.3% 48.3% of students are making progress toward proficiency as per the California Dashboard's English Learner Progress Indicator 15% English Learner Reclassification Rate	- English Learner Progress Indicator on the California Dashboard - EL Reclassification Data - English Learner Met/Exceeded on the Math and ELA CAASPP assessments
2.6	**Action:** Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance) **Need:** California Dashboard "Red" Indicators: English Language Performance Indicator for Rose Ferrero and Gabilan % of Met/Exceeded on the ELA CAASPP All: 29.9% EL: 8.1%	- Targeted support will allow for both school sites to identify the root cause for current proficiency results - Educational partner data indicated for the need to provide professional development to support multilingual students	- ELA CAASPP % of Students Met/Exceeded district wide and for all unduplicated pupils English Language Performance Indicator Rose Ferrero and Gabilan

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SED: 26.9% SWD: 4.8% HL: 16.5% • 48.3% of students are making progress toward proficiency as per the California Dashboard's English Learner Progress Indicator • 15% English Learner Reclassification Rate **Scope:** Limited to Unduplicated Student Group(s)		
2.7	**Action:** Supporting Tier II: Interventions for Long-Term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)	• Targeted support will allow for schools district-wide to target needs of long-term English learners • Educational partner data indicated for the need to provide professional development to support multilingual students. We anticipate providing during and after school.	• ELA CAASPP % of Students Met/Exceeded district wide for multilingual learners District-Wide English Language Performance Indicator

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

There are NO limited action contributing to meeting the increased or improved services requirement that is associated with a PLANNED PERCENTAGE of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SUSD is required to demonstrate how funds are being used to increase staff who provide direct services to students. As we have noticed the need to support our Tier I services, we will be adding teachers on special assignments at all of our elementary sites to support literacy practices. In addition, we will provide increased certificate and classified staff to support social-emotional learning through increased counseling and support for academics through the addition of social workers and campus supervision. Doing so will increase safety and a positive school climate. These increased staff can be found in the following Goals/Actions:
Goal 1, Action 1: Elective Offerings
Goal 1, Action 2: Counseling and Assessment Coordinator
Goal 2, Action 2: Strengthening Tier I: Multilingual Students
Goal 2, Action 3: Strengthening Tier I: Students with Disabilities
Goal 3, Action 4: Emotional Safety

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1 : 23.4
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1 : 22

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	49801419	19,032,608	38.217%	0.137%	38.354%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,122,608.00	$253,735.00	$0.00	$0.00	$19,376,343.00	$13,644,573.00	$5,731,770.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strengthening Tier I: Elective Offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	6-12	2024-27	$3,149,902.00	$35,000.00	$3,184,902.00				$3,184,902.00	
1	1.2	Supporting Tier II: Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	7th-12th	2024-27	$776,891.00	$45,000.00	$821,891.00				$821,891.00	
1	1.3	College/Career Enrichment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Secondary schools	2024-27	$338,004.00	$403,500.00	$741,504.00				$741,504.00	
2	2.1	Strengthening Tier I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,770,635.00	$326,701.00	$3,097,336.00				$3,097,336.00	
2	2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$687,398.00	$52,000.00	$739,398.00				$739,398.00	
2	2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$713,902.00	$22,000.00	$735,902.00				$735,902.00	
2	2.4	Supporting Tier II: Math Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$17,500.00	$2,500.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Supporting Tier II: Literacy Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Frank Ledesma, Gabilan Elementary, San Vicente, Main Street Middle School, Soledad High School	2024-27	$17,500.00	$87,500.00	$105,000.00				$105,000.00	
2	2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rose Ferrero Elementary, Gabilan Elementary K-6	2024-27	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.7	Supporting Tier II: Interventions for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	2024-27	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.8	Enrichment for ALL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$590,972.00	$150,000.00	$740,972.00				$740,972.00	
3	3.1	Strengthening Tier I: Physical Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,665,938.00	$3,555,419.00	$5,221,357.00				$5,221,357.00	
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.3	Strengthening Tier II: Alternatives to Suspension	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jack Franscioni Elementary, Rose	2024-27	$0.00	$82,500.00	$82,500.00				$82,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Ferrero Elementary, Main Street Middle School, Soledad High School									
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,782,259.00	$361,915.00	$2,144,174.00				$2,144,174.00	
4	4.1	Family Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$957,945.00	$10,000.00	$967,945.00				$967,945.00	
4	4.2	Family and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$85,747.00	$132,500.00	$218,247.00				$218,247.00	
4	4.3	Parent/Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$5,000.00	$53,747.00	$58,747.00				$58,747.00	
5	5.1	Recruitment, Hiring, and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$5,000.00	$95,500.00	$100,500.00				$100,500.00	
5	5.2	Certificated Staff Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$21,253.00	$21,253.00				$21,253.00	
5	5.3	Classified Staff Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$52,980.00	$12,000.00	$64,980.00				$64,980.00	
5	5.4	Administrator and Instructional Leader Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$28,500.00	$28,500.00				$28,500.00	
6	6.1	Intensive College/Career Support	All	No			Specific Schools: Pinnacles High School	2024-27	$2,000.00	$30,087.00		$32,087.00			$32,087.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	School Climate and Culture	All	No			Specific Schools: Pinnacles High School	2024-27	$2,000.00	$66,981.00		$68,981.00			$68,981.00	
7	7.1	Strengthening Tier II Supports: Academics	All	No			Specific Schools: Soledad Transition Center, Soledad Virtual Academy 8-12	2024-27	$13,000.00	$71,634.00		$84,634.00			$84,634.00	
7	7.2	Strengthening Tier II: Socio-emotional Services	All	No			Specific Schools: Transition Center, Soledad Virtual Academy	2024-27	$10,000.00	$58,033.00		$68,033.00			$68,033.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
49801419	19,032,608	38.217%	0.137%	38.354%	$19,122,608.00	0.000%	38.398 %	**Total:**	$19,122,608.00
								LEA-wide Total:	$13,429,913.00
								Limited Total:	$756,898.00
								Schoolwide Total:	$4,935,797.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Strengthening Tier I: Elective Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	6-12	$3,184,902.00	
1	1.2	Supporting Tier II: Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	7th-12th	$821,891.00	
1	1.3	College/Career Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Secondary schools	$741,504.00	
2	2.1	Strengthening Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,097,336.00	
2	2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$739,398.00	
2	2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,902.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Supporting Tier II: Math Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.5	Supporting Tier II: Literacy Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frank Ledesma, Gabilan Elementary, San Vicente, Main Street Middle School, Soledad High School	$105,000.00	
2	2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rose Ferrero Elementary, Gabilan Elementary K-6	$15,000.00	
2	2.7	Supporting Tier II: Interventions for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	$2,500.00	
2	2.8	Enrichment for ALL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$740,972.00	
3	3.1	Strengthening Tier I: Physical Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,221,357.00	
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.3	Strengthening Tier II: Alternatives to Suspension	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jack Franscioni Elementary, Rose Ferrero Elementary, Main Street Middle School, Soledad High School	$82,500.00	
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,144,174.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Family Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$967,945.00	
4	4.2	Family and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,247.00	
4	4.3	Parent/Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,747.00	
5	5.1	Recruitment, Hiring, and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,500.00	
5	5.2	Certificated Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,253.00	
5	5.3	Classified Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,980.00	
5	5.4	Administrator and Instructional Leader Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,789,535.00	$21,887,787.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Program Support	Yes	$3,573,230.00	$3,368,494
1	1.2	Counseling Services-Secondary (7th-12th Grades)	Yes	$1,222,273.00	$1,071,491
1	1.3	Credit Recovery & Intervention	Yes	$0.00	$62,306
1	1.4	College & Career Readiness (Site-Based Action)	Yes	$167,000.00	$133,452
1	1.5	Student Pathway Enhancement	Yes	$450,132.00	$69,541
1	1.6	Careers in Education Pathways	Yes	$49,135.00	$51,330
2	2.1	Class Size Reduction	Yes	$885,424.00	$1,495,141
2	2.2	District-wide Assessment Plan	Yes	$394,674.00	$29,143
2	2.3	Participation in Academic Activities (Site-Based Action)	Yes	$3,193.00	0
2	2.4	Response to Intervention (RTI)	Yes	$225,302.00	$33,625
2	2.5	After School Program	Yes	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Educational Technology	Yes	$2,008,017.00	$2,156,511
2	2.7	Early Learning Programs	Yes	$144,760.00	$200,153
2	2.8	Reading Intervention	Yes	$1,038.00	0
2	2.9	Science Enrichment	Yes	$189,055.00	$116,764
2	2.10	Library Media Specialists	Yes	$530,236.00	$615,588
2	2.11	Strengthening Tier I Instruction	Yes	$49,518.00	$2,022
2	2.12	Research Best Practices	Yes	$428,231.00	$327,531
2	2.13	Training for Curriculum Adoptions	Yes		0
2	2.14	Mathematics Instruction	Yes	$5,000.00	$1,350
2	2.15	Support for Student Success	Yes	$362,559.00	$275,907
2	2.16	Visual and Performing Arts	Yes	$410,793.00	$446,133
2	2.17	Academic Teacher on Special Assignment	Yes	$141,167.00	$157,570
3	3.1	Provide for Safe School Campuses	Yes	$146,200.00	$275,714

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Campus Safety and Security	No	$75,000.00	$72,900
3	3.3	School Facilities	Yes	$2,844,979.00	$2,844,979
3	3.4	Mental Health, Social Emotional Learning, and Wellness	Yes	$1,630,667.00	$1,412,821
3	3.5	Support for Student Mental Health			
3	3.6	Student Incentive Programs (Site-Based Action)	Yes	$142,500.00	$70,076
3	3.7	Elementary Counselor Services (TK-6)	Yes	$608,897.00	$625,450
3	3.8	Campus Safety & Security: Pupil Supervisors	Yes	$1,504,709.00	$1,327,558
3	3.9	Health Care Services for Students	Yes	$431,373.00	$242,808
3	3.10	Student Transportation	Yes	$1,221,522.00	$1,221,522
4	4.1	Parent and Community Support Parent and Family Liaisons	Yes	$811,114.00	$699,830
4	4.2	(Moved to 3.10 - Student Transportation)	Yes	$0.00	
4	4.3	District-Wide Family Services	Yes	$52,212.00	$479,620
4	4.4	Communication with the Public	Yes	$190,395.00	$163,691
4	4.5	Parent & Committee Engagement	Yes	$28,113.00	$20,332
4	4.6	Parent Education	Yes	$29,415.00	$38,829

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Student & Parent Orientations (Site-Based Action)	Yes	$0.00	0
4	4.8	Parent College Awareness	Yes	$0.00	$4
4	4.9	Communication with Parents (Site-Base Action)	Yes	$16,379.00	$18
5	5.1	Recruitment & Hiring	Yes	$68,729.00	$79,533
5	5.2	New Teacher Support	Yes	$172,554.00	$53,968
5	5.3	Peer Assistance Review	Yes	$1,500.00	
5	5.4	Classified Professional Development	Yes	$89,579.00	$21,919
5	5.5	Certificated Evaluation Alignment-CA Standards for the Teaching Profession	Yes	$8,000.00	$6,144
5	5.6	Certificated Professional Development	Yes	$13,130.00	$137,099
5	5.7	District Support for Administrators and Instructional Leaders	Yes	$241,100.00	$33,874
6	6.1	Support for English Learners	Yes	$511,342.00	$633,850
6	6.2	Support Inclusionary Practices	Yes	$281,628.00	$175,570
6	6.3	Services for Transitional Youth (Homeless & Foster Youth)	Yes	$215,242.00	$180,626

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.4	Support for LGBTQ Students	Yes	$32,519.00	$5,000
7	7.1	Monitoring and Support - Intervention Coordinator	No	$150,000.00	150000
7	7.2	Professional Development	No	$30,000.00	300000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$19,554,862	$22,534,535.00	$21,364,887.00	$1,169,648.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Program Support	Yes	$3,573,230.00	$3,368,494		
1	1.2	Counseling Services-Secondary (7th-12th Grades)	Yes	$1,222,273.00	$1,071,491		
1	1.3	Credit Recovery & Intervention	Yes	$0.00	$62,306		
1	1.4	College & Career Readiness (Site-Based Action)	Yes	$167,000.00	$133,452		
1	1.5	Student Pathway Enhancement	Yes	$450,132.00	$69,541		
1	1.6	Careers in Education Pathways	Yes	$49,135.00	$51,330		
2	2.1	Class Size Reduction	Yes	$885,424.00	$1,495,141		
2	2.2	District-wide Assessment Plan	Yes	$394,674.00	$29,143		
2	2.3	Participation in Academic Activities (Site-Based Action)	Yes	$3,193.00	0		
2	2.4	Response to Intervention (RTI)	Yes	$225,302.00	$33,625		
2	2.5	After School Program	Yes	$0.00	0		
2	2.6	Educational Technology	Yes	$2,008,017.00	$2,156,511		
2	2.7	Early Learning Programs	Yes	$144,760.00	$200,153		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Reading Intervention	Yes	$1,038.00	0		
2	2.9	Science Enrichment	Yes	$189,055.00	$116,764		
2	2.10	Library Media Specialists	Yes	$530,236.00	$615,588		
2	2.11	Strengthening Tier I Instruction	Yes	$49,518.00	$2,022		
2	2.12	Research Best Practices	Yes	$428,231.00	$327,531		
2	2.13	Training for Curriculum Adoptions	Yes		0		
2	2.14	Mathematics Instruction	Yes	$5,000.00	$1,350		
2	2.15	Support for Student Success	Yes	$362,559.00	$275,907		
2	2.16	Visual and Performing Arts	Yes	$410,793.00	$446,133		
2	2.17	Academic Teacher on Special Assignment	Yes	$141,167.00	$157,570		
3	3.1	Provide for Safe School Campuses	Yes	$146,200.00	$275,714		
3	3.3	School Facilities	Yes	$2,844,979.00	$2,844,979		
3	3.4	Mental Health, Social Emotional Learning, and Wellness	Yes	$1,630,667.00	$1,412,821		
3	3.6	Student Incentive Programs (Site-Based Action)	Yes	$142,500.00	$70,076		
3	3.7	Elementary Counselor Services (TK-6)	Yes	$608,897.00	$625,450		
3	3.8	Campus Safety & Security: Pupil Supervisors	Yes	$1,504,709.00	$1,327,558		
3	3.9	Health Care Services for Students	Yes	$431,373.00	$242,808		
3	3.10	Student Transportation	Yes	$1,221,522.00	$1,221,522		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Parent and Community Support Parent and Family Liaisons	Yes	$811,114.00	$699,830		
4	4.2	(Moved to 3.10 - Student Transportation)	Yes	$0.00	0		
4	4.3	District-Wide Family Services	Yes	$52,212.00	$479,620		
4	4.4	Communication with the Public	Yes	$190,395.00	$163,691		
4	4.5	Parent & Committee Engagement	Yes	$28,113.00	$20,332		
4	4.6	Parent Education	Yes	$29,415.00	$38,829		
4	4.7	Student & Parent Orientations (Site-Based Action)	Yes	$0.00	0		
4	4.8	Parent College Awareness	Yes	$0.00	$4		
4	4.9	Communication with Parents (Site-Base Action)	Yes	$16,379.00	$18		
5	5.1	Recruitment & Hiring	Yes	$68,729.00	$79,533		
5	5.2	New Teacher Support	Yes	$172,554.00	$53,968		
5	5.3	Peer Assistance Review	Yes	$1,500.00	0		
5	5.4	Classified Professional Development	Yes	$89,579.00	$21,919		
5	5.5	Certificated Evaluation Alignment- CA Standards for the Teaching Profession	Yes	$8,000.00	$6,144		
5	5.6	Certificated Professional Development	Yes	$13,130.00	$137,099		
5	5.7	District Support for Administrators and Instructional Leaders	Yes	$241,100.00	$33,874		
6	6.1	Support for English Learners	Yes	$511,342.00	$633,850		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	6.2	Support Inclusionary Practices	Yes	$281,628.00	$175,570		
6	6.3	Services for Transitional Youth (Homeless & Foster Youth)	Yes	$215,242.00	$180,626		
6	6.4	Support for LGBTQ Students	Yes	$32,519.00	$5,000		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$50,660,921	$19,554,862	3.71%	42.309%	$21,364,887.00	0.000%	42.172%	$69,495.17	0.137%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been 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.

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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
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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

    o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

- o **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.

- o **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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023