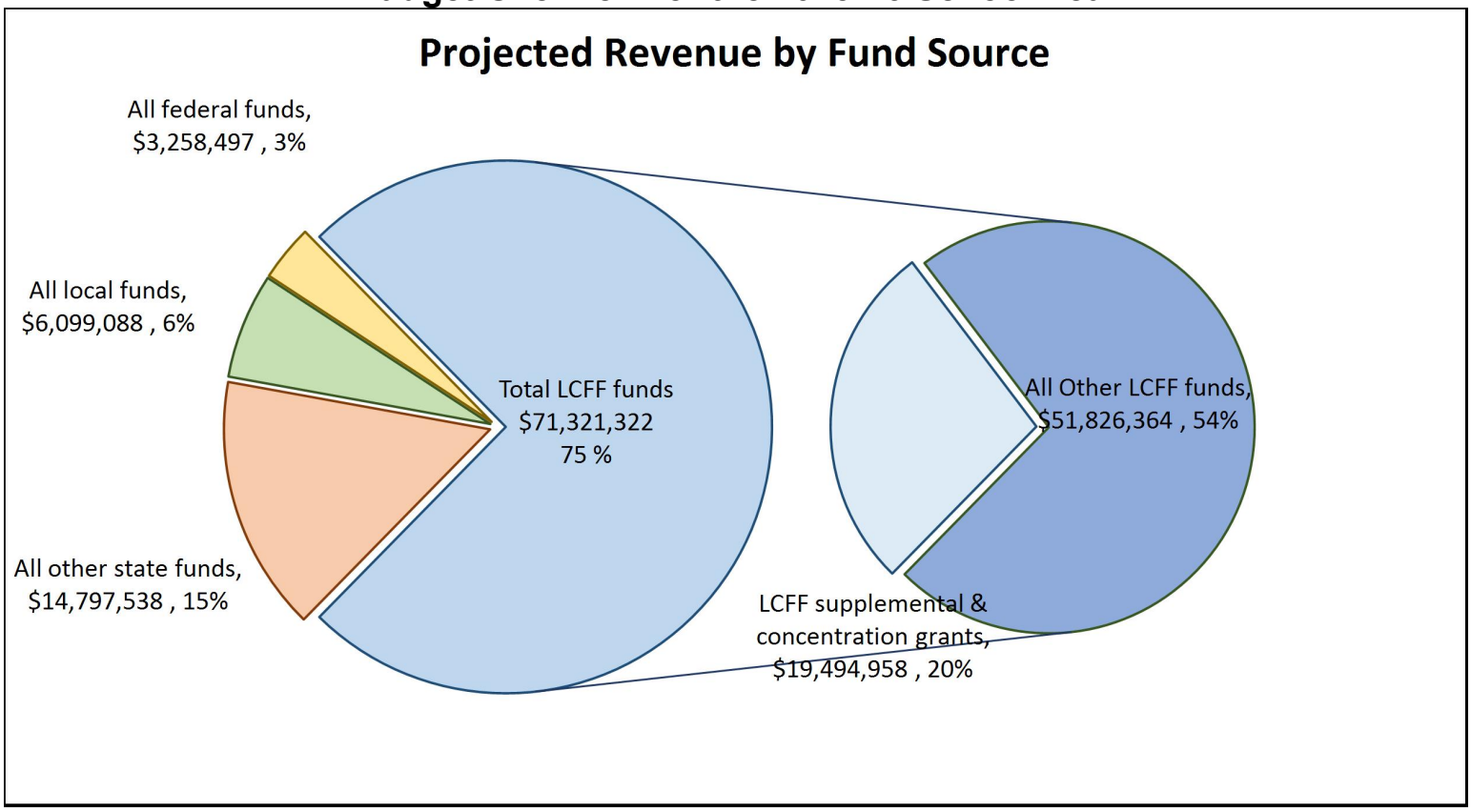
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soledad Unified School District
CDS Code: 27-75440-0000000
School Year: 2025-26
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 2025-26 School Year

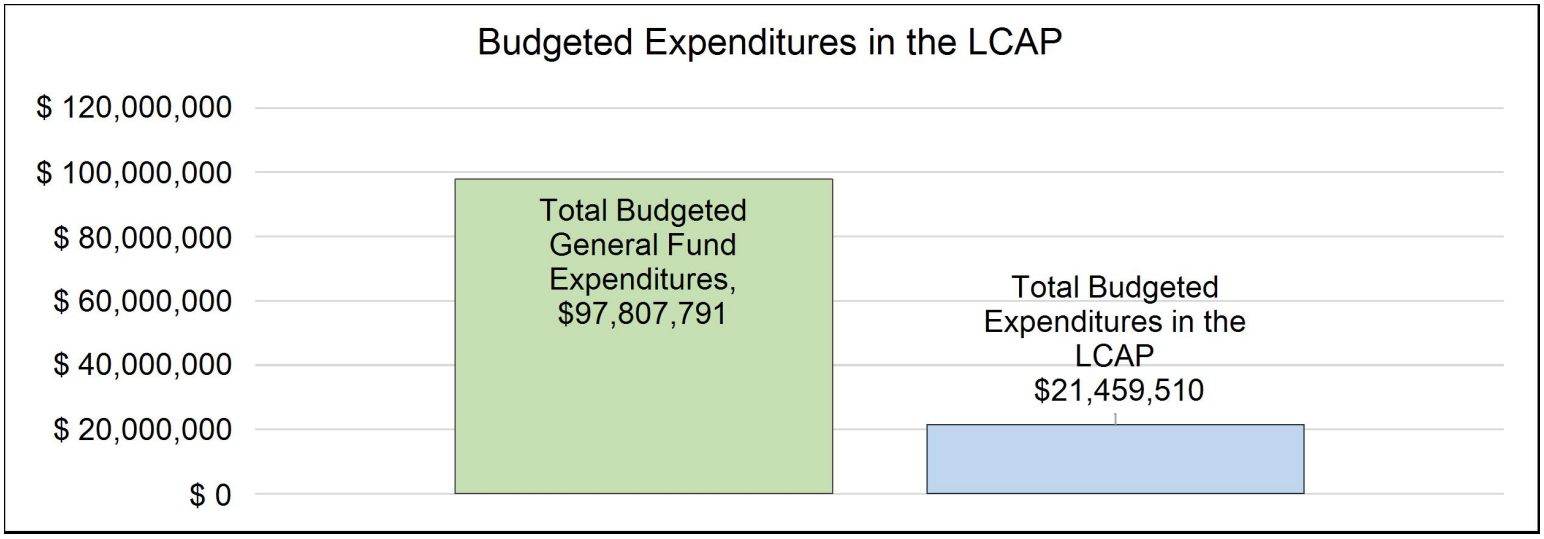


This chart shows the total general purpose revenue Soledad Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soledad Unified School District is $95,476,445.61, of which $71,321,322 is Local Control Funding Formula (LCFF), $14,797,538.28 is other state funds, $6,099,088 is local funds, and $3,258,497.33 is federal funds. Of the $71,321,322 in LCFF Funds, $19,494,958 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.



This chart provides a quick summary of how much Soledad Unified School District plans to spend for 2025-26. 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 $97,807,791.28 for the 2025-26 school year. Of that amount, $21,459,510 is tied to actions/services in the LCAP and $76,585,803.95 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

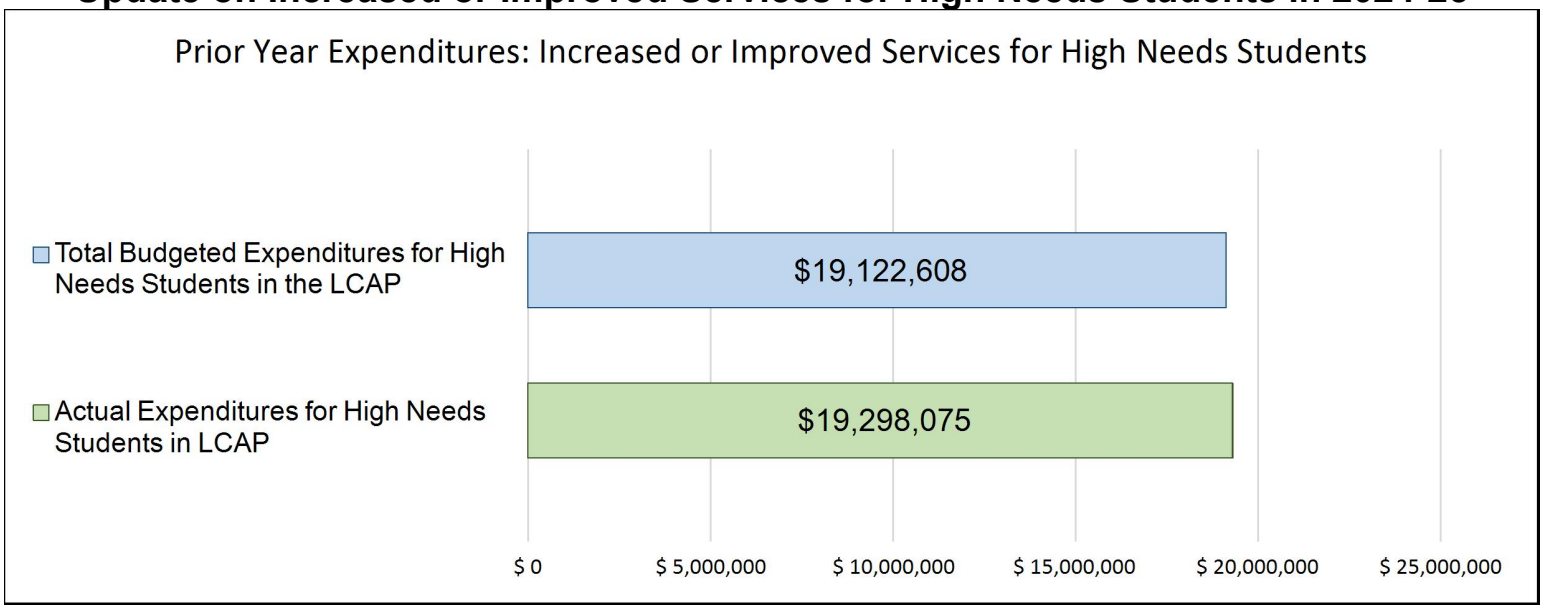
Some district funds are used to support operational needs and educational priorities that are not specifically outlined in the LCAP. These include expenditures for staff, facilities, transportation, utilities, administrative support, and district-wide technology. Funding may support programs and services that are not targeted for specific student groups but still benefit all students, such as school safety initiatives, staff training, and curriculum. These investments help ensure that schools operate smoothly and that all students have access to a safe, clean, and supportive learning environment.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Soledad Unified School District is projecting it will receive $19,494,958 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 $19,939,884 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Soledad Unified School District's LCAP budgeted $19,122,608 for planned actions to increase or improve services for high needs students. Soledad Unified School District actually spent $19,298,074.65 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $175,466.65 had the following impact on Soledad Unified School District’s ability to increase or improve services for high needs students:

All planned expenditures were spent. The district had a carryover because revenue increased throughout the year from the adopted budget.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 4,744 (24-25 data) students is 83.7% Free and Reduced Lunch, 33.4% English Learners, and 0.25% Foster Youth. The district's students are 95.93% Hispanic or Latino, 1.73% White, 0.57% Filipino, 0.38% African American, 0.78% Asian, 0.04% American Indian or Alaskan, 0.06% Pacific Islander, 0.34% Two or more races, and 0.17% Not Reported. Approximately 14.65% of students are in Special Education and 5.3% are designated as Migrant. The number of parents without a high school diploma is 24.5%. During the 23-24 school year, we had 411 out of 430 (95.4%) 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 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 are 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.

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 2023 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. In 2024, our graduation rate increased to 95.4%.
- 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 a 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. In 2024, chronic absenteeism in Soledad USD decreased by 8.1% to 19.9%.
- 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. In 2024, both schools again saw improvements to ELA on the CA Dashboard.
- 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. In 2024, Main Street's ELPI declined to 40.1%, San Vicente declined to 42.4%, and Soledad High School declined to 30%.

- Mathematics Indicator: Gabilan, Jack Franscioni, and Rose Ferrero increased proficiency levels. This is due to efforts in providing visual mathematics for students. On the 2024 CA Dashboard, Gabilan's math scores increased by 19.2 points, Jack Franscioni increased by 7.9 points, and Rose Ferrero increased by 8 points.
- 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. In 2024, Frank Ledesma's suspension rate was 1% and San Vicente's suspension rate was .7%.

Though we experienced many successes, we identified several areas of need for the 2024-2027 LCAP. The following areas were identified “red” on the 2023 California Dashboard as well as the updated color from 2024:

College and Career Readiness Indicator:
- District-Wide: Students with disabilities - Orange in 2024
- Soledad High School: Students with disabilities - Orange in 2024
- Pinnacles High School: All Students - Red in 2024
- Pinnacles High School: Hispanic - Red in 2024
- Pinnacles High School: Socioeconomically disadvantaged students - Red in 2024

Chronic Absenteeism Indicator:
- Frank Ledesma Elementary: Students with Disabilities - Orange in 2024
- Frank Ledesma Elementary: Hispanic students - Orange in 2024
- Frank Ledesma Elementary: Socioeconomically disadvantaged students - Orange in 2024
- Gabilan Elementary: Homeless youth - Orange in 2024

English Language Arts Indicator:
- Soledad High School: Socio-economically disadvantaged students - Yellow in 2024
- Soledad High School: English learners - Orange in 2024
- Soledad High School: Students with disabilities - Orange in 2024
- District-Wide: Homeless youth - Orange in 2024
- Frank Ledesma Elementary: Students with disabilities - Orange in 2024
- Frank Ledesma Elementary: English Learners - Red in 2024
- San Vicente: All students - Red in 2024
- San Vicente: English learners - Red in 2024
- San Vicente: Hispanic - Red in 2024
- San Vicente: Socioeconomically disadvantaged students - Red in 2024
- San Vicente: Students with disabilities - Red in 2024
- Main Street Middle: Students with disabilities - Red in 2024
- Gabilan: Students with disabilities - No Color in 2024

English Language Proficiency Indicator (ELPI)
Gabilan Elementary - Green in 2024

Rose Ferrero Elementary - Green in 2024

Math Indicator:

- District-wide: Students with disabilities - Orange in 2024
- Frank Ledesma: Students with disabilities - Orange in 2024
- Main Street Middle School: Students with disabilities - Orange in 2024
- Soledad High School: All students - Orange in 2024
- Soledad High School: English learner - Orange in 2024
- Soledad High School: Hispanic - Orange in 2024
- Soledad High School: Socioeconomically disadvantaged students - Orange in 2024
- Soledad High School: Students with disabilities - Orange in 2024
- San Vicente: Students with disabilities - Red in 2024
- Gabilan Elementary: Students with disabilities - No color in 2024

Suspension Indicator:

- Rose Ferrero: English learner - Blue in 2024
- Jack Franscioni Elementary: All students - Green in 2024
- Jack Franscioni Elementary: Hispanic - Green in 2024
- Jack Franscioni Elementary: Socioeconomically disadvantaged students - Green in 2024
- Main Street: Hispanic - Green in 2024
- Main Street: Socioeconomically disadvantaged students - Green in 2024
- Main Street: Students with disabilities - Yellow in 2024
- Soledad High: Homeless youth - Yellow in 2024
- District-Wide: Students with disabilities - Yellow in 2024
- District-Wide: Homeless youth - Yellow in 2024
- Gabilan: Students with disabilities - Yellow in 2024
- Jack Franscioni Elementary: English learner - Yellow in 2024
- Jack Franscioni Elementary: Students with disabilities - Yellow in 2024
- Main Street: English learner - Yellow in 2024

Goal 7 was removed from the LCAP because the district and school no longer qualifies for Equity Multiplier funding. The resources associated with these goals have been fully expended, and related actions have been reviewed and integrated, where appropriate, into other existing goals to ensure continued support for students.

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 2 and Goal 3 under Actions 2.2, 2.5, and 3.4. The LREBG items found in Actions 2.2, 2.5 3.4 align with allowable fund uses in the area of tutoring or other one-on-one or small group

learning supports provided by certificated or classified staff, and support for health, wellness, and SEL supports via increasing administrator contact.

Our needs assessment revealed significant needs regarding (1) ELA for several subgroups, (2) English Learner Progress Indicator, and (3) emotional safety and wellness.

1. While we had many successes and some subgroups moved to Yellow and Orange in ELA, the majority of red indicators on the CA Dashboard in 2022-2023 that remained red in 2023-2024 were in the area of language arts (Metric 2.5 - Pupil Achievement: ELA CAASPP Distance from Standard). This includes the following:

- Frank Ledesma - English Learners
- Main Street - Students With Disabilities
- San Vicente - All, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities

In response, Goal 2 Action 5 (Supporting Tier II Literacy Interventions) is being bolstered. Specifically, we will continue our emphasis on literacy intervention through the use of Literacy TOSAs at each of our elementary sites.

The actions align with allowable fund uses in the area of "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as... small group learning supports provided by certificated or classified staff." (Section B - Subsection i)

2. The English Learner Progress Indicator demonstrated a 3% decline and it remained Orange in 2023-2024 (Metric 2.8 - English Learner Progress Indicator). This includes the following:

- Soledad Unified - English Learners and Long-Term English Learners

In response, Goal 2 Action 2 (Strengthening Tier I: Supporting Multilingual Students) is being bolstered. Specifically, we will continue our emphasis on English Language Development through the use of a Districtwide English Learner TOSA and two Paraeducators in our Dual Language Immersion Program.

The actions align with allowable fund uses in the area of "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as... Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both." (Section B - Subsection ii)

3. While there was some growth in 2023-2024, the suspension rate (Metric 3.1 - District-Wide Dashboard Suspension Rate) was the highest in the district at Main Street Middle School in 2022-2023. This includes the following:

- English Learners (Red - 17.9% suspended at least 1 day in 2022-2023)
- Hispanic (Red - 12.1% suspended at least 1 day in 2022-2023)
- Socioeconomically Disadvantaged (Red - 13.2% suspended at least 1 day in 2022-2023)
- Students With Disabilities (Red - 16.3% suspended at least 1 day in 2022-2023)

Additionally, Chronic Absenteeism (Metric 3.8 - Chronic Absenteeism Rate) remained high in 2023-2024 at Main Street Middle School, particularly for the following subgroups:

- Homeless (Orange - 18.8% chronically absent)
- Students With Disabilities (Orange - 27.5% chronically absent)

In response, Goal 3 Action 4 (Strengthening Tier I: Emotional Safety and Wellness) is being bolstered. Specifically, we will continue our emphasis on comprehensive supports to reduce suspensions and chronic absenteeism through the use of an Assistant Principal at Main Street Middle School.

The actions align with allowable fund uses in the area of "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as... Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs." (Section C)

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 2/18/2025 (SY 23/24 - 70 / 24/25 - 35) • Main Street Middle School - Science Night 2/16/2025 (SY 23/24 - 36 / SY 24/25 - 25) • Soledad High School & Pinnacles High School - LCAP Night 2/22/25 (SY 23/24 - 16 / SY 24/25 - 17) • San Vicente Elementary - Math Night 2/22/2025 (SY 23/24 - 78 / SY 24/25 - 66) • Jack Franscioni Elementary - Literacy Night 2/27/2025 (SY 23/24 - 21 / SY 24/25 - 41) • Rose Ferrero Elementary - Visual Math Night 2/28/2025 (SY 23/24 - 38 / SY 24/25 - 47) • Frank Ledesma Elementary - Math Night 3/1/2025 (SY 23/24 - 81 / SY 24/25 - 34) Soledad Unified School District also administered the annual Educational Partner Survey from February 1st - March 15th. Pinnacles High School, identified as an Equity Multiplier school site, was discussed with educational partners on 2/21/25
Students	Soledad Unified School District involved students in the LCAP development process by -

Educational Partner(s)	Process for Engagement
	• Tabling at all sites from December 11, 2023 to January 11, 2024 and February 12, 2025 to March 5, 2025 • Student-generated LCAP student survey which was administered February 1, 2025 - March 15, 2025 • One middle school and one high school student participated in meetings with our LCAP Advisory Committee • 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 2025, 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 / April 30, 2025 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 / April 30, 2025 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: Pinnacles High School,	Soledad Unified School District administered a survey specifically for all educational partners within these school settings from May 1 - May 31, 2025.
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 / Oct 2024-Jun 2025)

Educational Partner(s)	Process for Engagement
Teachers	Soledad Unified School District administered its annual teacher survey from February 1st to March 15th 2025, 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. 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. Drafted LCAP has been shared with the SELPA Director for feedback.

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 that was used for developing the 2024-2027 LCAP:

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 6 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 school, 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

The following describes and summarizes the Educational Partner feedback that was used for making annual updates for the 2025-2026 school year:

- Increase/Add CTE events in grades 6-8
- Increase number of Pathways
- Increase funding for Future Teachers of Soledad
- Increase workshops for college and career readiness
- Increase support for Multilingual students
- Increase use of manipulatives
- Improve classroom management
- Increase Security/Safety Measures
- Add Vape/Smoke Detectors
- Decrease Bullying
- Incentivize positive behavior social-emotional learning/calming corners
- Increase communication
- Increase programs and events that foster community involvement
- Strengthen families
- Offer food, babysitting, and translation services
- Offer virtual events
- Improve customer service
- Reduce Class Sizes
- Increase teacher & student help in classrooms
- Increase College/Career activities

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%	2023-24 All 10.66% EL: 0% SED: 8.9% SWD: 0% HL: 10.26%		All: 20% EL: 20% SED: 20% SWD: 20% HL: 20%	Difference from 2022-2023 to 2023-24 All: +1.51% EL: 0% SED: +.31% SWD: 0% HL: -6.41%

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%	2023-24 All 48.5% EL: 12.9% SED: 45.61% SWD: 3.17% HL: 47.27%		All: 50% EL: 25% SED: 50% SWD: 25% HL: 40%	Difference from 2022-2023 to 2023-24 All: +9.41% EL: +9.05% SED: +10.11% SWD: -2.6% HL: +22.27%
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%	2023-24 All 33.6% EL: 25.5% SED: 33.1% SWD: 6.8% HL: 33%		All: 50% EL: 50% SED: 50% SWD: 38% HL: 38%	Difference from 2022-2023 to 2023-24 All: -4.4% EL: +8.3% SED: -4.8% SWD: -1.2% HL: +8%
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%	2023-24 All 29.9% EL: 19.6% SED: 30.3% SWD: 20.5% HL: 29.9%		All: 50% EL: 50% SED: 50% SWD: 45% HL: 45%	Difference from 2022-2023 to 2023-24 All: +.9% EL: -4.5% SED: -.3% SWD: +.5% HL: +8%
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%	2023-24 All 14.1% EL: 11.8% SED: 14.3% SWD: 4.1% HL: 13.6%		All: 31% EL: 25% SED: 32% SWD: 17% HL: 27%	Difference from 2022-2023 to 2023-24 All: -2.3% EL: +1.5% SED: -2.7% SWD: +2.1% HL: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of students completing AP exams with a score of 3 or higher	2023-24 Baseline per Aeries All: 35.68% EL: 3.7% SED: 58% SWD: 1.2% HL: 11%	2023-24 All: 35.68% EL: 3.7% SED: 58% SWD: 1.2% HL: 11%		All: 48% EL: 19% SED: 73% SWD: 17% HL: 26%	Difference from 2023-2024 to 2023-24: No new data (scores expected in July 2025)
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	2023-24 All: 33.6% (Orange) EL: 20% (Yellow) SED: 32.8% (Orange) SWD: 8.7% (Orange) HL: 33% (Orange)		Per the Dashboard: All: "Prepared" or "Green" EL: "Prepared" or "Green" SED: "Prepared" or "Green" SWD: "Prepared" or "Green" HL: "Prepared" or "Green"	Difference from 2022-2023 to 2023-24 All: 33.6% (Orange) EL: 20% (Yellow) SED: 32.8% (Orange) SWD: 8.7% (Orange) HL: 33% (Orange)
1.8	*Graduation Rates	2022-23 is 91.8%	2023-24 95.4% (Blue)		97.8%	Difference from 2022-2023 to 2023-24 +3.6%

Goal Analysis [2024-25]

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.

Action 1.1: We are fully implementing this action through funding/utilizing (1) CTE and elective staff in grades 7-12, (2) Cardonex for master schedules, and (3) Parchment for transcript services.

Action 1.2: We are fully implementing this action through funding/utilizing (1) salaries for School Counselors, (2) the Assessment Coordinator, and (3) a program for credit recovery (Acellus).

Action 1.3: We are fully implementing this action through funding/utilizing (1) college testing supplies and (2) college and career field trips in grade K-12.

There were no substantive differences in planned actions and actual implementation.

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 areas:

- Action 1.1: Due to an unfilled FTE, we spent less than projected.
- Action 1.3: Due to an unfilled FTE, we spent less than projected.

There are no material differences between the budgeted expenditures and estimated actual expenditures in the following area:

- Action 1.2

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

Action 1.1 (Strengthening Tier I: Elective Offerings) has been effective as evidenced by the following data:

- Metric 1.3: The percentage of students completing UC/CSU entrance requirements (A-G) decreased by 4.4% for all students
- Metric 1.4: The percentage of students completing CTE programs increased by .9% for all students
- Metric 1.8: Graduation rates increased 3.6%
- Staffing for electives provided students with opportunity to take a range of courses.

Action 1.2 (Credit Recovery) had mixed results indicating effectiveness, which is evidenced by the following data:

- Metric 1.1: The percentage of gr. 11 students who Met/Exceeded standard in Math increased by 1.51% for all students
- Metric 1.2: The percentage of gr. 11 students who Met/Exceeded standard in ELA increased by 9.41% for all students
- Metric 1.4: The percentage of students completing CTE programs increased by .9% for all students
- Metric 1.8: Graduation rates increased 3.6%
- Metric 1.3: The percentage of students completing UC/CSU entrance requirements (A-G) decreased by 4.4% for all students
- Metric 1.5: The percentage of students completing A-G and CTE programs decreased by 2.3% for all students

Action 1.3: (College and Career Enrichment) has been somewhat effective as evidenced by the following data:

- Metric 1.1: The percentage of gr. 11 students who Met/Exceeded standard in Math increased by 1.51% for all students
- Metric 1.2: The percentage of gr. 11 students who Met/Exceeded standard in ELA increased by 9.41% for all students
- Metric 1.6: The difference from baseline is not yet known
- Metric 1.7: College and Career Indicator on the CA Dashboard is orange for all students.

- Per the California Dashboard, several subgroups had significant increases in the percentage of students who are in the “Prepared” level on the College/Career Indicator, including Students with Disabilities increasing 6.9%, English Learners increasing 7.7%, and Long-Term English Learners increasing 7.5%. All other subgroups had little change, so they were categorized as “Maintained”. No subgroup declined.

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.

Through feedback from students, parents and staff and in reflecting on our current goal, metrics, target outcomes, and actions, the following two updates will be reflected in our actions in 2025-26:

(1) Increase/Add CTE events in grades 6-8
(2) Increase funding for Future Teachers of Soledad

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.

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	$3,317,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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	$873,971.00	Yes
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	$531,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 • College and career field trips transportation • Stipends for (52) Co-Curricular and (60) Athletic certificated stipends • Materials and supplies for career fairs --- 2025-26 Annual Update: • Added funding for a CTE event for students in sixth grade • Increased funding for Future Teachers of Soledad		

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%)	2024-25 7 Vacancies covered by substitutes - 97.24%		0% of teachers misassigned at any level.	Difference between 2022-23 to 2024-25: -.64%
2.2	Access to Instructional Materials	2023-24: All teachers have access to state-adopted curriculum as evident by our Williams process	2024-25 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	No change
2.3	Implementation of Academic Content Standards	2023-24: "Met" as per the Priority 2 Local Indicators	2024-25 "Met" as per the Priority 2 Local Indicators		"Met" as per the Priority 2 Local Indicators	No change
2.4	EL Access to CA Standards including ELD Standard	2023-24: "Met" as per the Priority 2 Local Indicators	2024-25 "Met" as per the Priority 2 Local Indicators		"Met" as per the Priority 2 Local Indicators	No change
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	2023-24 All: -44.2 EL: -78.6 SED: -51.3 SWD: -131.5 HIS: -45.7 HL: -78.6		All: -40 EL: -55 SED: -45 SWD: -90 HL: -40 Homeless: -60	Difference from 2022-23 to 2023-24: All: +10 EL: +5.5 SED: +10.1 SWD: +2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -98.2 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	Student groups in "Red" on the California Dashboard: Frank Ledesma: English Learner - (-72 Red) Students with Disabilities - (-141.7 Orange) Gabilan: Students with Disabilities - (-136.7 No Color) Main Street Middle: Students with Disabilities - (-161.3 Red) San Vicente: All Students - (-86.4 Red) English Learner - (-97.3 Red) Hispanic - (-86.7 Red) Socioeconomically Disadvantaged - (-90.3 Red) Students with Disabilities - (-130.6 Red)		Student groups will no longer be "Red" 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	HIS: +9.5 HL: +19.6 Student groups in "Red" on the California Dashboard: Frank Ledesma: English Learner: +2.1 (Red to Red) Students with Disabilities: +6 (Red to Orange) Gabilan: Students with Disabilities: +12.4 (Red to No Color) Main Street Middle: Students with Disabilities: -2.3 (Red to Red) San Vicente: All Students: -.9 (Red to Red) English Learner: -5.1 (Red to Red) Hispanic: -1.5 (Red to Red) Socioeconomically Disadvantaged: -.9 (Red to Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Soledad High: English Learner - (-82.8 Orange) Socioeconomically Disadvantaged - (-17.7 Yellow) Students with Disabilities - (-125.2 Orange)			Students with Disabilities: -26 (Red to Red) Soledad High: English Learner: +31.7 (Red to Orange) Socioeconomically Disadvantaged: +27.9 (Red to Yellow) Students with Disabilities: +49 (Red to Orange)
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:	2023-24 All: -90.9 EL: -106.2 SED: -97.5 SWD: -164.1 HL: -92.2 Student groups in "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities (-156.1 Orange) Gabilan:		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:	Difference from 2022-23 to 2023-24: All: +3.9 EL: +1.4 SED: +3.1 SWD: +3 HL: +3.7 Student groups in "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities: +9.5 (Red to Orange) Gabilan:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Students with Disabilities - (-149.8 No Color) Main Street Middle: Students with Disabilities - (-190.7 Orange) San Vicente: Students with Disabilities - (-130.2 Red) Soledad High: All Students - (-137.5 Orange) English Learner - (-201.2 Orange) Hispanic - (-140 Orange) Socioeconomically Disadvantaged - (-144.6 Orange) Students with Disabilities - (-240.2 Orange)		Students with Disabilities -185 San Vicente: Students with Disabilities -110 Soledad High: All Students -145 English Learner -195 Hispanic -135 Socioeconomically Disadvantaged -140 Students with Disabilities -245	Students with Disabilities: +19.4 (Red to No Color) Main Street Middle: Students with Disabilities: +8.5 (Red to Orange) San Vicente: Students with Disabilities: -6.9 (Red to Red) Soledad High: All Students: +11.1 (Red to Orange) English Learner: +7.6 (Red to Orange) Hispanic: +11.5 (Red to Orange) Socioeconomically Disadvantaged: +10.7 (Red to Orange) Students with Disabilities: +20 (Red to Orange)
2.7	Pupil Achievement: CAST CAASPP % of students Met/Exceeded	2022-23 Baseline per the CAASPP website All: 17.9% EL: 1.5%	2023-24 All: 16.62% EL: 0.90% SED: 14.95%		All: 35% EL: 26% SED: 39% SWD: 28%	Difference from 2022-23 to 2023-24: All: -1.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 14.8% SWD: 2.6% HL: 12.5%	SWD: 4.32% HL: 16.34%		HL: 38%	EL: -.6% SED: +.15% SWD: +1.72% HL: +3.84%
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%	2023-24 45.4% of ELs are making progress toward proficiency (decline of 3%) Student groups in "Red" on the California Dashboard: MLLs San Vicente: 42.4% Red MSMS: 40.1 Red SHS: 30% Red Gabilan 50.6% (now in green) Rose Ferrero 52.7% (now in green)		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%	Difference from 2022-23 to 2023-24: 2023-24 -2.9% of ELs are making progress toward proficiency Student groups in "Red" on the California Dashboard: MLLs Gabilan +9.1% (Red to green) Rose Ferrero +18.2% (Red to Green)
2.9	EL Reclassification Rate	In 2022-23: 216/1,425 ELs = 15% per the the Board-approved reclassification criteria	2023-24 13.8% (216/1563 ELs were reclassified based on TK-12 ELPAC Summative Spring 2024 and additional Board-adopted criteria).		30% of ELs are reclassifying	Difference from 2022-23 to 2023-24: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	All students have access to and are enrolled in a broad course of study (including e.g. Social Science, Health, VAPA, 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	In 2023-24: 100%	2024-25 100%		100%	Difference from 2022-23 to 2023-24: No Change

Goal Analysis [2024-25]

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.

Action 2.1: We are fully implementing this through funding and utilizing (1) comprehensive, district-wide diagnostic assessments and software services (e.g., iReady, Renaissance), (2) staff (e.g., TOSAs, technology, and curriculum, dual language immersion), (3) materials and supplies, and (4) professional learning.

Action 2.2: We are fully implementing this action by funding (1) staff (e.g., Spanish DLI teachers, Director of Special Projects), and (2) materials and supplies to support multilingual learners (e.g., Rosetta Stone).

Action 2.3: We have partially implemented this action, and the continual support remains high for our sites with red indicators. In the general education setting, (1) staff provided extra academic support for students with disabilities; however, we were unable to fill one vacant co-teaching position for this school year.

Action 2.4: In math, we have partially implemented this action as teachers along with their principals participated in professional development through MCOE focusing on the subgroups needing additional support.

Action 2.5:In literacy, we have partially implemented this action as teachers along with their principals participated in (1) professional development through MCOE focusing on the subgroups needing additional (2) material and supplies.

Action 2.6: In language development, we have partially implemented this action as teachers along with their principals are focusing on (1) professional development targeted to language development and (2) materials and supplies.

Action 2.7: For our long-term English learners, we have partially implemented this action as the sites are focusing on materials and supplies targeted to their long-term English learners.

Action 2.8: We have fully implemented this action as all students had access to (1) enrichment opportunities (e.g., VAPA, strings) and (2) materials and supplies.

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 the estimated actual expenditures in the following areas:

- Action 2.1: We spent more than budgeted due to higher-than-expected salary/benefits.
- Action 2.2: We spent more than budgeted due to higher-than-expected salary/benefits.
- Action 2.3: Due to vacancies, we spent less than budgeted.
- Action 2.5: We spent more than the budgeted amount due to higher costs in hourly rates for certificated staff and substitute funds.

There are no material differences between the budgeted expenditures and estimated actual expenditures in the following areas:

- Action 2.4

- Action 2.6
- Action 2.7
- Action 2.8

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

Action 2.1: Strengthening Tier I has been largely been effective as evidenced by the following data:

- Metric 2.1 (Appropriately Assigned Teachers): There was a .64% decrease in the number of appropriately assigned teachers.
- Metric 2.2 (Access to Instructional Materials): All teachers continue to have access to state-adopted curriculum
- Metric 2.3 (Implementation of Academic Content Standards): This local indicator is categorized as "Met".
- Metric 2.4 (EL Access to CA Standards including ELD Standard): This local indicator is categorized as "Met".
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.7 (Pupil Achievement: CAST CAASPP % of students Met/Exceeded): SWD, SED, and HL had growth. However, there were declines for All and EL.

- Metric: 2.8 (English Learner Progress Indicator) indicates that 2.9% fewer English Learners made progress toward proficiency.
- Metric 2.9 (EL Reclassification Rate) indicates that 1.2% fewer students were reclassified.
- Metric 2.10 (Broad Course of Study) indicates that all students have access to a Broad Course of Study.

Action 2.2: Strengthening Tier I: Supporting Multilingual Students had mixed results as indicated by the following data:
- Metric 2.5 indicates a slight increase of 5.5 points in literacy for our EL students.
- Metric 2.6 indicates a slight increase of 1.4 points in math for our EL students.
- Metric: 2.8 (English Learner Progress Indicator) indicates that 2.9% fewer English Learners made progress toward proficiency.
- Metric 2.9 (EL Reclassification Rate) indicates that 1.2% fewer students were reclassified.

Action 2.3: Strengthening Tier I: Supporting Students with Disabilities in General Education Settings has been effective as evidenced by the following data:
- Metric 2.5 indicates a slight increase of 2.3% in literacy for our students with disabilities.
- Metric 2.6 indicates a slight increase of 3% in math for our students with disabilities.

Action 2.4 (Supporting Tier II: Math Interventions): was effective as evidenced by the following data:
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard) indicates growth in distance from standard as a district. Additionally, all subgroups in four of five sites with red indicators saw improvement.

Action 2.5 (Supporting Tier II: Literacy Supports): has mixed results as evidenced by the following data:
- Metric 2.5 (Pupil Achievement ELA CAASPP Distance from Standard) indicates growth in distance from standard as a district. Additionally, all subgroups in two of five sites with red indicators saw improvement.
- Metric: 2.8 (English Learner Progress Indicator) indicates that 2.9% fewer English Learners made progress toward proficiency.

Action 2.6 (Supporting Tier II: Language Development): was effective as evidenced by the following data:
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.8 indicates a significant improvement in both red indicator sites as they are now green on the dashboard.

Action 2.7 (Supporting Tier II: Supporting Long-Term English Learners) has mixed results as indicated by the following data:
- Metric 2.5 indicates a slight increase of 5.5 points in literacy for our EL students.
- Metric 2.6 indicates a slight increase of 1.4 points in math for our EL students.
- Metric: 2.8 (English Learner Progress Indicator) indicates that 2.9% fewer English Learners made progress toward proficiency.

Action 2.8: Enrichment for All was effective as evidenced by the following data:
- Metric 2.5 (Pupil Achievement ELA CAASPP Distance from Standard) indicates growth in distance from standard as a district. Additionally, all subgroups in two of five sites with red indicators saw improvement.
- Metric 2.10 100% of our students have access to and are enrolled in a broad course of study.

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.

Below are descriptions of changes made to the planned actions for the coming year that resulted from reflections on prior practice:

Action 2.1: We are adding technology resources district-wide for the 1:1 iPads, including the iPad lease and repairs which were paid out of a different funding source this current school year. We are also upgrading our Google Workspace to increase cybersecurity as well as additional resources for teachers to use in their classrooms.

Action 2.2: Action 2.2 has been revised/added to include LREBG funding. Metric 2.8 monitors English Learners and LTELs.

Action 2.5: Action 2.5 has been revised/added to include LREBG funding. Metric 2.8 and 2.5 monitor all student groups listed.

Action 2.8: Library Media Specialists are funded as we continue to build an infrastructure of library and technology inventory through purchasing library books.

In reflecting on our practices for this school year, we will continue to work with MCOE for professional development opportunities for our sites with red indicators. We will be lessening the funds for travel and conference. Based on educational partner feedback we will be increasing materials and supplies for manipulatives and more resources for our multilingual learners.

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.

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:	$4,021,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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		
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 -- 2025-2026 Annual Update Includes: • English Learner TOSA - Funded by Learning Recovery Emergency Block Grant (LREBG) • English Learner Paraprofessional - Funded by Learning Recovery Emergency Block Grant (LREBG) • Salaries/benefits for Dual language immersion - Spanish staff, 6 (2 additional FTEs - 6 total) LREBG ACTION: The LEA will support English learners and Long-term English learners, district-wide, by providing extra academic support via TOSAs, Para Professionals, and Dual Immersion Staff.	$1,457,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NEEDS ASSESSMENT: The 2024 Dashboard comprehensive needs assessment revealed that English Learner, district-wide, demonstrated significant academic needs in both ELA and Math, performing in the 'Very Low' status range. In particular, Long-term English Learners were identified in the 'Red' performance level on the English Learner Progress indicator, highlighting a critical area for targeted intervention. RESEARCH: Research supports small-group interventions as highly effective for English learners, particularly when delivered by trained educators. The U.S. Department of Education identifies high-dosage tutoring and differentiated instruction as Tier 1 strategies for English Learner acceleration. MONITORING IMPACT: The metric being used to monitor the action is #2.8, English Learner Progress Indicator. LREBG Funds supporting this action: $267,622 per year through 2027–2028.		
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	$598,557.00	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	$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$1,230,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 -- 2025-2026 Annual Update Includes: • Seven TOSAs - Funded by Learning Recovery Emergency Block Grant (LREBG) LREBG ACTION: The LEA will support SWD, LTELS, English learners, Hispanic, Homeless Youth, and SED by providing Tier II TOSAs. NEEDS ASSESSMENT: The 2024 Dashboard comprehensive needs assessment revealed that significant performance gaps, with Students with Disabilities (-131.5), Long-Term English Learners (-107.1), and English Learners (-78.6) performing far below standard. Other groups, including Homeless Youth, Socioeconomically Disadvantaged, and Hispanic students, also show major deficits. RESEARCH: Extensive research confirms that small-group, targeted instruction is one of the most effective strategies for accelerating learning, especially for students performing below grade level. According to the National Reading Panel (2000) and follow-up studies by the Institute of Education Sciences (IES), small-group instruction allows educators to differentiate teaching based on student needs, resulting in greater gains in reading and comprehension skills compared to whole-class instruction. MONITORING IMPACT: The metric being used to monitor the action is #2.5; ELA CAASPP.		

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: $932,159 per year through 2027–2028.		
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 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	$5,000.00	Yes
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	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$1,290,024.00	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%	2023-24 All: 4% EL: 3.4% SED: 4.2%		4.9% for all student groups	Difference from 2023-24 to 2024-25: All: +.9%

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% HL: 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	SWD: 5.3% HL: 5.8% Gabilan: Students with Disabilities 4.3% (Yellow) Jack Franscioni: All Students 1.8% (Green) English Learner 3.2% (Yellow) Hispanic 1.9% (Green) Socioeconomically Disadvantaged 2.1% (Green) Students with Disabilities 5.8% (Yellow) Main Street Middle English Learner 9.3% (Yellow) Hispanic 7.4% (Green) Socioeconomically Disadvantaged 7.5% (Green) Students with Disabilities 9.1% (Yellow) Rose Ferrero			EL: -1.5% SED: +1.2% SWD: -2.8% HL: -2.4% Gabilan: Students with Disabilities: -7.5% (Red to Yellow) Jack Franscioni: All Students -2.6% (Red to Green) English Learner: -2.3% (Red to Yellow) Hispanic: 2.8% (Red to Green) Socioeconomically Disadvantaged: -2.7% (Red to Green) Students with Disabilities: -3.9% (Red to Yellow) Main Street Middle: English Learner: -8.6% (Red to Yellow) Hispanic: -4.7% (Red to Green) Socioeconomically Disadvantaged: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth 15.1%	English Learner .4% (Blue) Soledad High Homeless Youth 8.3% (Yellow)			5.7% (Red to Green) Students with Disabilities: -7.2% (Red to Yellow) Rose Ferrero English Learner: -3.5% (Red to Blue) Soledad High Homeless Youth: -6.8% (Red to Yellow)
3.2	Expulsion Rate	Data for Expulsions for the 22-23 School Year from Data Quest: 0 Expulsions	2023-24 0 Expulsions		0 Expulsions	Difference from 2023-24 to 2024-25: No Change
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.	2024-25 74% parents feel that the school has engaged them as partners (MRA). 75.88% of Students felt that they belonged at school 72.75% had trusted relationships.		100% of Parents and Students feel welcomed and respected at the school sites according to annual survey data	Difference from 2023-24 to 2024-25: New local climate survey is used (now, MRA)
3.4	Safe, Clean, Functional School Facilities	In 2023-24, All sites in “Good Repair” status according to Facility	2024-25 All sites in "Good Repair" status		All sites in “Good Repair” status.	Difference from 2023-24 to 2024-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Inspection Tool (FIT) reports				No Change
3.5	Middle School Dropout Rate	Data for the Middle School Dropout Rate for the 22-23 School Year:1	2023-24 0		Based on baseline data, decrease Dropout Rate to 0.	Difference from 2023-24 to 2024-25: -1 student
3.6	High School Dropout Rate	Data for the High School Dropout rate for the 22-23 School Year: 22	2023-24 18.2% @ PHS & 1.66% @ SHS		Based on baseline data, decrease Dropout Rate to 16	Difference from 2023-24 to 2024-25: (Now disaggregated by site) PHS: -3.8% from combined baseline SHS: -21.34% from combined baseline
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%	2023-24 All: 95.48% SWD: 94.5% EL: 86.3% SED: 95.2%		94% for all student groups	Difference from 2023-24 to 2024-25: All: +2.68% SWD: +15.6% EL: +3.4% SED: +3.4%
3.8	*Chronic Absenteeism Rate	In 2022-23 according to the CA Dashboard: All: 28% SWD: 36.9% EL: 24.7% SED: 28.5%	2023-24 All: 19.9% SWD: 28.1% EL: 17.3% SED: 20.4% Frank Ledesma:		15% decrease for all student groups	Difference from 2023-24 to 2024-25: All: -8.1% SWD: -8.8% EL: -7.4% SED: -8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Frank Ledesma: Hispanic 28.9% Socioeconomically Disadvantaged 29.3% Students with Disabilities 36% Gabilan: Homeless Youth 41.5%	Hispanic 23.5% (Yellow) Socioeconomically Disadvantaged 24.2% (Yellow) Students with Disabilities 32.6% (Orange) Gabilan: Homeless Youth 22.2% (Orange)			Frank Ledesma: Hispanic: -5.4% (Red to Yellow) Socioeconomically Disadvantaged: -5.1% (Red to Yellow) Students with Disabilities: -3.4% (Red to Orange) Gabilan: Homeless Youth: -19.3% (Red to Orange)
3.9	*Student Attendance Rate	In 2023-24 by P-2 92% for all students	2024-25 93.37%		96%	Difference from 2023-24 to 2024-25: +1.37%

Goal Analysis [2024-25]

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.

Action 3.1: We are fully implementing actions to increase physical safety across campuses. Key actions include funding for (1) campus security staff, pupil supervisors, and registered nurses, (2) tools such as Sprigeo, Behavior Alert, and Securely to support incident reporting and online safety, and (3) emergency flip charts, which were successfully distributed to all classrooms.

Action 3:2: We partially implemented this action as the continual support remains high for our sites with red indicators in the area of chronic absenteeism for subgroups.

Action 3:3: We have partially implemented this action as the continual support remains high for our sites with red indicators in the area of suspension for subgroups.

Action 3.4: We are fully implementing strategies to support emotional safety. This component saw the largest scope of implementation, involving staffing continuation and expansion (social workers, counselors, psychologists). Despite initial delays in hiring social workers for each site, all sites were staffed at the beginning of the school year, contributing to improved student access to mental health support. Collaboration with MCBH, Epicenter, and Daybreak Health strengthened school-based mental health interventions. Programs such as A.V.I.L.A. Boxing, Leader in Me, and Girls Inc. supported social-emotional development and positive identity formation. Implementation was largely successful, though referral systems and coordination across partners varied in quality by site. We are currently working on aligning systems so that the referral process, in regards to social-emotional support, is consistent throughout the district.

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:

- Action 3.1: Due to vacancies, we spent less than was projected.
- Action 3.3: Due to underspending in material and supplies, travel and conference, and professional contracting services, the actual expenditures were less than budgeted.
- Action 3.4: We overspent due to higher-than-expected costs to attend travel, conferences, and professional consulting.

There are no material differences between the budgeted expenditures and estimated actual expenditures in the following area:

- Action 3.2

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

Action 3.1 (Physical Safety) has largely been effective as evidenced by the following data:

- Metric 3.1: While the suspension rate for all students increased by .9%, the rate improved for several subgroups, including all subgroups that were "Red" in the previous year
- Metric 3.2: Expulsion rate remained at 0%
- Metric 3.3: 74% parents feel that the school has engaged them as parters, 75.88% of students felt that they belonged at school, and 72.75% of students had trusted relationships
- Metric 3.4: All sites were in "Good Repair" on the Facility Inspection Tool (FIT)
- Metric 3.6: High school drop out rate decreased to 18.2% at PHS and 1.66% at SHS
- Metric 3.7: High school graduation rate increased 2.68% for all students
- Metric 3.8: Chronic absenteeism decreased by 8.1% for all students
- Metric 3.9: Student attendance rate increased by 1.37%
- Sprigeo usage data demonstrate high engagement, especially at the middle school level, with 326 total reports logged in 2024–25. The top concerns included peer mistreatment (27%), bullying (11.7%), and Vaping (5.2%). This volume of reporting indicates that

students are aware of, and utilizing, available tools—suggesting these platforms have been effectively integrated into the school culture.

- School nurses and supervisory staff contributed to more timely responses to incidents, positively impacting school climate and student well-being. For example, we have over 150 students with serious health conditions, and we were able to provide all the required services and oversight to ensure their safety throughout the year. Also, our Nurses were able to provide to all of our Health Technicians training in the following: Overdose: Narcan; Seizures: Diastat, Lorazepam, Nayzilam, and Valtoco; Hypoglycemia (Low blood sugar): Glucagon via injection or nasal; Anaphylaxis: Epi-pen; all of which contributed to the overall physical safety of our students and staff.
- Metic 3.5: Middle school drop out rate increased from 0 students to 1

Action 3.2 (Chronic Absenteeism) has largely been effective as evidenced by the following data:

- Metric 3.8: Chronic absenteeism decreased by 8.1% for all students
- Metric 3.9: Student attendance rate increased by 1.37%
- Gabilan and Frank Ledesma Elementary Schools implemented Positive Behavioral Interventions and Supports (PBIS) strategies specifically designed to address and improve chronic absenteeism, including the use of incentive systems to promote regular attendance. In addition to schoolwide efforts, each site leveraged the support of multidisciplinary staff—counselors, social workers, family liaisons, nurses, and health technicians—to address barriers to attendance. These personnel provided targeted outreach and direct support to students and families, focusing on the underlying factors contributing to chronic absenteeism.

Action 3.3 (Suspension Support) has focused on addressing the needs of students most at risk, particularly those experiencing homelessness under the McKinney-Vento Act. This action has been somewhat effective as evidenced by the following data:

- Metric 3.1: While the suspension rate for all students increased by .9%, the rate improved for several subgroups, including all subgroups that were "Red" in the previous year
- Metric 3.2: Expulsion rate remained at 0%
- Suspension data show concentration at secondary schools—124 suspensions at SHS and 37 at MSMS. However, these numbers must be contextualized: MSMS and SHS have implemented layered supports that appear to have mitigated escalation in terms of physical violence/fighting. At the elementary level, our sites maintained low suspension totals (average=5.6), though some incidents involved serious violations. These outcomes suggest that while suspensions remain a challenge, the supports in place have prevented more severe discipline trends and have introduced alternative, restorative practices.

Action 3.4 (Emotional Safety) has been effective as evidenced by the following data:

- Metric 3.8: Chronic absenteeism decreased by 8.1% for all students
- Metric 3.9: Student attendance rate increased by 1.37%
- The amount of students who received direct mental health services increased dramatically, as part of our MTSS (Tier 1 and 2, Counselors Social Workers; Tier 2 and 3, Social Workers, and Daybreak Health).
- The Leader in Me MRA survey, completed by over 3,300 respondents, revealed increases in student leadership, self-advocacy, and school belonging. These outcomes reflect the successful integration of wellness and leadership programs.

Metric 3.3 will use a new tool for assessment.

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.

As a result of ongoing evaluation and reflection on implementation effectiveness, several adjustments are being proposed to better align funding, activities, and metrics within Goal 3.

For Action 3.1, annual purchases of Safety Flip Charts will no longer be necessary, as these have already been provided districtwide. Moving forward, we will introduce recurring funding for annual licensing related to newly implemented safety technologies, including vape sensors, Verkada Guest visitor management, and security cameras added during the current year. Additionally, funding will be allocated to support the integration of Safety Dogs as part of our broader prevention and safety strategy.

Action 3.4: Action 3.4 has been revised to include LREBG funding. Metric 3.8: Chronic Absenteeism Rate for student groups listed.

To further strengthen student wellness services, we will increase funding available to school nurses to better address students' health-related needs. We will also support the implementation of Crisis Prevention Intervention (CPI) training and fund services of a Board Certified Behavior Analyst (BCBA) to provide targeted behavioral support.
Metric 3.3: New local climate to be used (MRA)

Lastly, we are expanding partnerships with Sun Street Centers to incorporate Life Skills, STEPS, and Road to Success programs, enhancing our prevention and early intervention efforts across the district.

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.

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	$2,686,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Contribution to school facilities and transportation (school facilities contribution was removed in the 2025-2026 Annual Update) -- Adjustments for the 2025-2026 Annual Update: Added to LCAP: • Visitor Management System • Intercom Door System • Vape Sensors • Security Camera Licensing • Safety Dogs • Crisis Prevention Institute Training Removed from LCAP: • School Facilities Contribution		
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 support. Action includes funding for:	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. Actions include funding for: • Professional Services • Materials/Supplies	$74,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 ---- 2025-2026 Annual Update includes funding for: • Assistant Principal at Main Street Middle School - Funded by Learning Recovery Emergency Block Grant (LREBG) LREBG ACTION: The LEA will support all students by providing funding for the Assistant Principal at Main Street Middle School. NEEDS ASSESSMENT: A comprehensive needs assessment was analyzed, and it shows that nearly all student groups are in low or very low status for chronic absenteeism. Groups such as English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Students with Disabilities are especially impacted. These trends indicate widespread issues with attendance, engagement, and emotional well-being.	$3,715,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		RESEARCH: Collaborative for Academic, Social, and Emotional Learning (CASEL) finds that SEL is most effective when embedded in school leadership. Assistant principals can champion schoolwide SEL efforts by organizing professional learning, modeling relational leadership, and supporting the emotional needs of staff and students. RAND Corporation research (2022) highlights that students' engagement and attendance improve in schools where leadership teams (including APs) prioritize relationship-building and clear systems of support. MONITORING IMPACT: The metric being used to monitor the action is #3.8: Chronic Absenteeism. LREBG Funds supporting this action: $220,225 per year through 2027–2028.		

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	2024-25 100%		100% Participation	Difference from 2023-24 to 2024-25: +20%

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.	2024-25 An district wide average of 98% was evident by sign in sheets.		100% Participation	Difference from 2023-24 to 2024-25: +3%
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.	2024-25 Schools continue to make efforts of outreach, utilizing numerous methods, including ParentSqaure, Emails, and phone calls, to parents to attend committee meetings.		SWD Participation: 60% EL Participation: 50%	Difference from 2023-24 to 2024-25: Schools continue to make efforts of outreach, utilizing numerous methods, including ParentSqaure, Emails, and phone calls, to parents to attend committee meetings.

Goal Analysis [2024-25]

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.

The implementation of Goal 4 progressed in alignment with the original plan, with few substantive deviations.

Action 4.1 (Family Services) is being fully implemented. Staffing allocations were successfully implemented as planned, with the Family Resource Center (FRC) Secretary, and partially funded administrative roles (Director of Student and Family Services and Intervention Coordinator) actively engaged in family outreach and support services. These staff members collaborated with school sites, in collaboration with the Family Liaisons at each site, to identify and meet family needs, provide referrals, and offer direct assistance, contributing significantly to district-wide family engagement and support.

Action 4.2 (Parent and Community Communication) is being fully implemented. Translation services were consistently provided during parent engagement events and through all parent communications, ensuring access for multilingual families. Investments in professional services such as ParentSquare, Qualtrics, and the Donovan Group enhanced our outreach capacity, enabling more timely, informative, and accessible communication through digital, print, and video formats.

Action 4.3 (Parent and Family Education) is being fully implemented. The district successfully hosted parent workshops, including those led by the Special Education Department, and partnered with community-based organizations such as PIQE and Partners for Peace to offer targeted educational sessions. Translation and childcare services were provided to support equitable access for all families.

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 no material differences between the budgeted expenditures and estimated actual expenditures.

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

The specific actions under Goal 4 have proven effective in advancing the district's efforts to strengthen parent and community engagement.

Action 4.1 (Family Services) has been effective as evidenced by the following data:

- Metric 4.1: 100% of parents are encouraged to provide input in decision-making
- Metric 4.2: There was a 3% growth in parent participation in parent-teacher conferences
- Metric 4.3: We promote parent participation for students with disabilities and multilingual learners by utilizing ParentSqaure, emails, and phone calls.
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth.

Action 4.2 (Parent and Community Communication): has been effective as evidenced by the following data:

- Metric 4.2: There was a 3% growth in parent participation in parent-teacher conferences
- Metric 4.3: We promote parent participation for students with disabilities and multilingual learners by utilizing ParentSqaure, emails, and phone calls.
- Metric 3.8: Chronic absenteeism decreased by 8.1% for all students

Action 4.3 (Parent and Family Education) has been effective as evidenced by the following data:

- Metric 4.1: 100% of parents are encouraged to provide input in decision-making
- Metric 3.8: Chronic absenteeism decreased by 8.1% for all students

Overall, these actions have been effective in building meaningful connections with families and reinforcing the district's commitment to

inclusive, transparent, and supportive family engagement practices.

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.

As a result of ongoing evaluation and reflection on implementation effectiveness, several adjustments are being proposed to better align funding, activities, and metrics within Goal 4.

For Action 4.2 (Parent and Community Communication), the district will discontinue the use of Qualtrics and instead explore alternative survey tools that are more intuitive and parent-friendly.

For Action 4.3 (Parent and Family Education), increased interest and participation in programs such as PIQE have prompted the district to prioritize expanded access. Accordingly, funding allocations for parent programs will be increased to allow more families to benefit from these highly regarded opportunities. Additionally, the district recognizes that childcare availability is a key enabler of participation, and will correspondingly increase funding for childcare services to support broader attendance at parent workshops and educational sessions.

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.

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	$1,063,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$98,663.00	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 • Materials/Supplies for Special Education and Multilingual Parent Academies • Travel and Conference	$96,000.00	Yes

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%	2024-25 94.80%		100%	Difference from 2023-24 to 2024-25: +.8%
5.2	Retention Rate: Hired 34 New Teachers	Source: Year of collection: 2023-24 244 teachers needed; 34 FTEs needed = 86.4%	2024-25 84.65%		96%	Difference from 2023-24 to 2024-25: -1.75%
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	2024-25 98.5% offered 70% attended		100% of Classified Employees will be offered at least 2 PD activities. 100% of Classified	Difference from 2023-24 to 2024-25: -1.5% offered +10% attended

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	2024-25 39		Will need to hire 10 teachers	Difference from 2023-24 to 2024-25: +5 teachers needed to be hired

Goal Analysis [2024-25]

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.

Action 5.1 (Recruitment, Hiring, and Retention): We are fully implementing this through funding and utilizing (1) recruitment events and services and (2) staff recognition.

Action 5.2 (Certificated Staff Support): We are fully implementing this through funding and utilizing (1) teacher induction program, (2) evaluation tools, and (3) professional development for certificated staff.

Action 5.3 (Classified Staff Support): We are fully implementing this through funding and utilizing (1) professional development for classified staff and (2) timesheets to attend professional development.

Action 5.4 (Administrator and Instructional Leader Support): We are fully implementing this through funding professional development for administrators.

There were no substantive differences in planned actions (e.g., staff recognition, induction, staff training) and actual implementation.

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 no material differences between budgeted expenditures and estimated actual expenditures for the following actions:

- Action 5.1
- Action 5.2
- Action 5.3

- Action 5.4

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

Action 5.1 (Recruitment, Hiring, and Retention) was somewhat effective as evidenced by the following metrics:
- Metric 5.1 indicates the percentage of highly qualified teachers increased slightly
- Metric 5.2 indicates retention rate of teachers decreased slightly
- Metric 5.4 indicates five additional teachers needed to be hired in 2024-25
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth

Action 5.2 (Certificated Staff Support) was not yet effective as evidenced by the following metrics:
- Metric 5.4 indicates five additional teachers needed to be hired in 2024-25
- Metric 5.2 indicates retention rate of teachers decreased slightly
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth

Action 5.3 (Classified Staff Support) was effective as evidenced by the following metrics:
- Metric 5.3 indicates a 10% increase in the number of classified staff who attended at least on professional development activity in 2024-25
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth.
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth.

Action 5.4 (Administrator and Instructional Leader Support) was effective as evidenced by the following data:
- Metric 5.4 indicates five additional teachers needed to be hired in 2024-25
- Metric 2.5 (Pupil Achievement: ELA CAASPP Distance from Standard): As a district, all subgroups saw growth
- Metric 2.6 (Pupil Achievement: Math CAASPP Distance from Standard): As a district, all subgroups saw growth
- Some administrators participating in ACSA events in 2024-25

The retention rate, number of new teachers needing to be hired, and the percentage of highly qualified teachers saw minor changes. The percentage of classified employees who attended professional development in 2024-25 saw a significant increase (10% more).

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.

A greater allocation of funding will be needed for the teacher induction program in 2025-26.

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.

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) • Salaries/benefits for our Family Student Support Liaisons • Professional Services • Materials/Supplies	$92,500.00	Yes
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. ---- In 2025-26, Annual Update includes additional funding for: • Induction Program	$104,753.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$28,000.00	Yes
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	$40,000.00	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	In 2024-25 100% of students have access SWD-100% ELs - 100%		100% of students have access SWD-100% ELs-100%	Difference from 2023-24 to 2024-25 0% SWD-0% ELs - 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	College and Career Ready Indicator (Status)	2023 California Dashboard: Students who were "prepared": ALL: 0% Hispanic: 0% SED: 0%	2023-24 CAASPP Data Students who were "prepared": ALL: 0% Hispanic: 0% SED: 0%		Students who were "prepared": ALL: 10% Hispanic: 10% SED: 10%	Difference from 2022-22 to 2023-24 All: 0% His-0% ELs - 0%
6.3	Participation in Enrichment/Intervention Programs	In 2023-24, there are no enrichment or intervention programs at the school site.	2024-25 School Year Periodic and weekly intervention and enrichment programs where students participate in one or more of the offerings. They include: Interventions: Friday Night Lights, Mindset Academy, Sun Street, Drug-Free Halloween Resource Fair, MCBH, School-Wide Monthly Meeting Enrichment: Avila Victory Boxing Program, Career Fair (High Ceiling Entry Pathways + Parent Involvement), Dual Enrollment		All students will be involved in at least one enrichment or intervention program at the school site.	Difference from 2023-24 to 2024-25 Interventions: Friday Night Lights, Mindset Academy, Sun Street, Drug-Free Halloween Resource Fair, MCBH, School-Wide Monthly Meeting Enrichment: Avila Victory Boxing Program, Career Fair (High Ceiling Entry Pathways + Parent Involvement), Dual Enrollment Planning (2025-26), & Field Trips

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Planning (2025-26), & Field Trips			

Goal Analysis [2024-25]

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.

Action 6.1 (Intensive College/Career Support): We are partially implementing this action through starting Friday Night Lights, Mindset Academy, Sun Street, Drug-Free Halloween Resource Fair, MCBH, School-Wide Monthly Meeting, Avila Victory Boxing Program, Career Fair (High Ceiling Entry Pathways + Parent Involvement), Dual Enrollment Planning (2025-26), & Field Trips in 2024-2025.

Action 6.2 (School Climate and Culture): We will begin implementing this action in 2025-26 as staffing was difficult to find.

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 areas:

- Action 6.1: Friday Night Lights, Mindset Academy, Sun Street, Drug-Free Halloween Resource Fair, MCBH, School-Wide Monthly Meeting, Avila Victory Boxing Program, Career Fair (High Ceiling Entry Pathways + Parent Involvement), Dual Enrollment Planning (2025-26), & Field Trips have been added in 2024-2025, but the expenses were covered by other resources. This resulted in a material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- Action 6.2: Due to spending less than the amount budgeted in 2024-25, there was a material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 6.1 (Intensive College/Career Support) has had mixed effectiveness as evidenced by the following metrics:

- Metric 6.1 indicates all students have access to a Broad Course of Study
- Metric 6.3 indicates several new interventions and enrichment opportunities have been added to support college and career readiness
- Metric 6.2 indicates that we didn't make progress with College and Career Readiness Indicator between 22-23 and 23-24

Action 6.2 (School Climate and Culture): has been effective as evidenced by the following metric:

- Metric 6.1 indicates all students have access to a Broad Course of Study

- Metric 6.3 indicates several new interventions and enrichment opportunities have been added to support college and career readiness

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.

Action 6.1 will provide greater support for students through establishing dual enrollment opportunities.

Action 6.2 will be bolstered through professional consulting services to support school climate and culture.

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.

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	$72,620.00	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	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Materials and Supplies • Contracted Services		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,494,958	$2,449,188

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
37.955%	0.640%	$324,488.77	38.595%

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.	• % of students completing UC/CSU A-G Requirements for student groups • % of students completing CTE

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	• We also acknowledge the potential benefits for all students and therefore are implementing district-wide.	requirements for student groups
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% HL: 16.5%	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 abilities and vocabulary through rhythm and lyrics.	- 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
	Scope: LEA-wide	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. • This action is principally designed for low-income and English learners. However, we recognize that 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	• 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
		be responsive in a timely manner. Other 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:**	With our current Positive Behavior Intervention and Support (PBIS) system and Coordination of	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
	Strengthening Tier II: Alternatives to Suspension **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	Services Team (COST) in place, we are able to 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:**	• 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	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	addressing bullying, discrimination, and other forms of emotional harm. • 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.	• 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.	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
	Scope: LEA-wide	These centers help bridge gaps in support and communication, ensuring that families are equipped to advocate for 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	• 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	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
	Scope: LEA-wide	and families, empowering students with the resources and support they need to succeed.	
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:**	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	• ELA 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
	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	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 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.	• Math CAASPP % of students Met/Exceeded • 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.	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
	Scope: LEA-wide		
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:** 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)	% 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% 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:**	• 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	• ELA CAASPP % of Students Met/Exceeded district wide and for all

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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% 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)	development to support multilingual students	unduplicated pupils English Language Performance Indicator Rose Ferrero and Gabilan
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

2025-26 Total Planned 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	51,362,908	19,494,958	37.955%	0.640%	38.595%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,939,884.00	$1,519,626.00	$0.00	$0.00	$21,459,510.00	$17,230,504.00	$4,229,006.00

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	$3,292,046.00	$25,838.00	$3,317,884.00				$3,317,884.00	
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	$828,971.00	$45,000.00	$873,971.00				$873,971.00	
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	$131,000.00	$400,000.00	$531,000.00				$531,000.00	
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	$2,939,936.00	$1,081,292.00	$4,021,228.00				$4,021,228.00	
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	$1,432,118.00	$25,000.00	$1,189,496.00	$267,622.00			$1,457,118.00	
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	$588,557.00	$10,000.00	$598,557.00				$598,557.00	
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	$5,000.00	$22,500.00				$22,500.00	

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
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	$1,225,254.00	$5,000.00	$298,095.00	$932,159.00			$1,230,254.00	
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	$5,000.00	$5,000.00				$5,000.00	
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	$3,000.00	$3,000.00				$3,000.00	
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	$1,124,524.00	$165,500.00	$1,290,024.00				$1,290,024.00	
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	$1,795,180.00	$891,393.00	$2,686,573.00				$2,686,573.00	
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	$4,000.00	$6,000.00	$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	$7,000.00	$67,500.00	$74,500.00				$74,500.00	

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	$2,677,748.00	$1,037,410.00	$3,494,933.00	$220,225.00			$3,715,158.00	
4	4.1	Family Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,052,507.00	$10,700.00	$1,063,207.00				$1,063,207.00	
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	$69,163.00	$29,500.00	$98,663.00				$98,663.00	
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	$10,000.00	$86,000.00	$96,000.00				$96,000.00	
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	$5,500.00	$87,000.00	$92,500.00				$92,500.00	
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	$2,500.00	$102,253.00	$104,753.00				$104,753.00	
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	$15,000.00	$13,000.00	$28,000.00				$28,000.00	
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	$40,000.00	$40,000.00				$40,000.00	
6	6.1	Intensive College/Career Support	All	No			Specific Schools: Pinnacles High School	2024-27	$12,000.00	$60,620.00		$72,620.00			$72,620.00	

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	$0.00	$27,000.00		$27,000.00			$27,000.00	

2025-26 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
51,362,908	19,494,958	37.955%	0.640%	38.595%	$19,939,884.00	0.000%	38.822 %	**Total:**	$19,939,884.00
								LEA-wide Total:	$13,646,938.00
								Limited Total:	$1,197,496.00
								Schoolwide Total:	$5,095,450.00

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	$3,317,884.00	
1	**1.2**	Supporting Tier II: Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	7th-12th	$873,971.00	
1	**1.3**	College/Career Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Secondary schools	$531,000.00	
2	**2.1**	Strengthening Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,021,228.00	
2	**2.2**	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,189,496.00	
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	$598,557.00	

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	$22,500.00	
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	$298,095.00	
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	$5,000.00	
2	2.7	Supporting Tier II: Interventions for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	$3,000.00	
2	2.8	Enrichment for ALL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,290,024.00	
3	3.1	Strengthening Tier I: Physical Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,686,573.00	
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	$74,500.00	
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,494,933.00	

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	$1,063,207.00	
4	**4.2**	Family and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,663.00	
4	**4.3**	Parent/Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,000.00	
5	**5.1**	Recruitment, Hiring, and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,500.00	
5	**5.2**	Certificated Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,753.00	
5	**5.3**	Classified Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,000.00	
5	**5.4**	Administrator and Instructional Leader Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,376,343.00	$19,340,982.03

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**	Strengthening Tier I: Elective Offerings	Yes	$3,184,902	$3,143,808.53
1	**1.2**	Supporting Tier II: Credit Recovery	Yes	$821,891	$841,705
1	**1.3**	College/Career Enrichment	Yes	$741,504	$595,192.10
2	**2.1**	Strengthening Tier I	Yes	$3,097,336	$3,527,822.92
2	**2.2**	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	$739,398	$970,771.45
2	**2.3**	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Yes	$735,902	$385,997.35
2	**2.4**	Supporting Tier II: Math Interventions	Yes	$20,000.00	$4,011.35
2	**2.5**	Supporting Tier II: Literacy Interventions	Yes	$105,000.00	$297,119.08
2	**2.6**	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Yes	$15,000.00	$24,943.15
2	**2.7**	Supporting Tier II: Interventions for Long-Term English Learners	Yes	$2,500.00	$733.63
2	**2.8**	Enrichment for ALL	Yes	$740,972.00	$778,400.96

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	3.1	Strengthening Tier I: Physical Safety	Yes	$5,221,357.00	$5,094,807.90
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	$10,000.00	$7,495.36
3	3.3	Strengthening Tier II: Alternatives to Suspension	Yes	$82,500.00	$24,330.17
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	$2,144,174.00	$2,231,215.76
4	4.1	Family Services	Yes	$967,945.00	$924,946.83
4	4.2	Family and Community Communication	Yes	$218,247	$198,708.43
4	4.3	Parent/Family Education	Yes	$58,747.00	$35,451.11
5	5.1	Recruitment, Hiring, and Retention	Yes	$100,500.00	$84,894.24
5	5.2	Certificated Staff Support	Yes	$21,253.00	$35,155.06
5	5.3	Classified Staff Support	Yes	$64,980.00	$35,169.79
5	5.4	Administrator and Instructional Leader Support	Yes	$28,500.00	$55,394.48
6	6.1	Intensive College/Career Support	No	$32,087.00	$42,255.95
6	6.2	School Climate and Culture	No	$68,981.00	$0.00

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)
7	**7.1**	Strengthening Tier II Supports: Academics	No	$84,634.00	$651.43
7	**7.2**	Strengthening Tier II: Socio-emotional Services	No	$68,033.00	$0.00

2024-25 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)
$19,553,149.00	$19,122,608.00	$19,298,074.65	($175,466.65)	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	Strengthening Tier I: Elective Offerings	Yes	$3,184,902.00	$3,143,808.53		
1	1.2	Supporting Tier II: Credit Recovery	Yes	$821,891.00	$841,705		
1	1.3	College/Career Enrichment	Yes	$741,504.00	$595,192.10		
2	2.1	Strengthening Tier I	Yes	$3,097,336.00	$3,527,822.92		
2	2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	$739,398.00	$970,771.45		
2	2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Yes	$735,902.00	$385,997.35		
2	2.4	Supporting Tier II: Math Interventions	Yes	$20,000.00	$4,011.35		
2	2.5	Supporting Tier II: Literacy Interventions	Yes	$105,000.00	$297,119.08		
2	2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Yes	$15,000.00	$24,943.15		
2	2.7	Supporting Tier II: Interventions for Long-Term English Learners	Yes	$2,500.00	$733.63		

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	Enrichment for ALL	Yes	$740,972.00	$778,400.96		
3	3.1	Strengthening Tier I: Physical Safety	Yes	$5,221,357.00	$5,094,807.90		
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	$10,000.00	$7,495.36		
3	3.3	Strengthening Tier II: Alternatives to Suspension	Yes	$82,500.00	$24,330.17		
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	$2,144,174.00	$2,231,215.76		
4	4.1	Family Services	Yes	$967,945.00	$924,946.83		
4	4.2	Family and Community Communication	Yes	$218,247.00	$198,708.43		
4	4.3	Parent/Family Education	Yes	$58,747.00	$35,451.11		
5	5.1	Recruitment, Hiring, and Retention	Yes	$100,500.00	$84,894.24		
5	5.2	Certificated Staff Support	Yes	$21,253.00	$35,155.06		
5	5.3	Classified Staff Support	Yes	$64,980.00	$35,169.79		
5	5.4	Administrator and Instructional Leader Support	Yes	$28,500.00	$55,394.48		

2024-25 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)
50,667,463	$19,553,149.00	0.137%	38.728%	$19,298,074.65	0.000%	38.088%	$324,488.77	0.640%

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:

    - 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]).

    - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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.
    - 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.
    - 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,
    - 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) 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.
    - 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:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
    - 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).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - 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.
    - 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.
    - 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.

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

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

- 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.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - 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, target 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - **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

For English Learners and Long-Term English Learners

- 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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).
    - **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.
    - **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.
    - 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%).
    - 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)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - 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 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 %)**
  - 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)**
  - 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)**

- 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)**
  - 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).

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