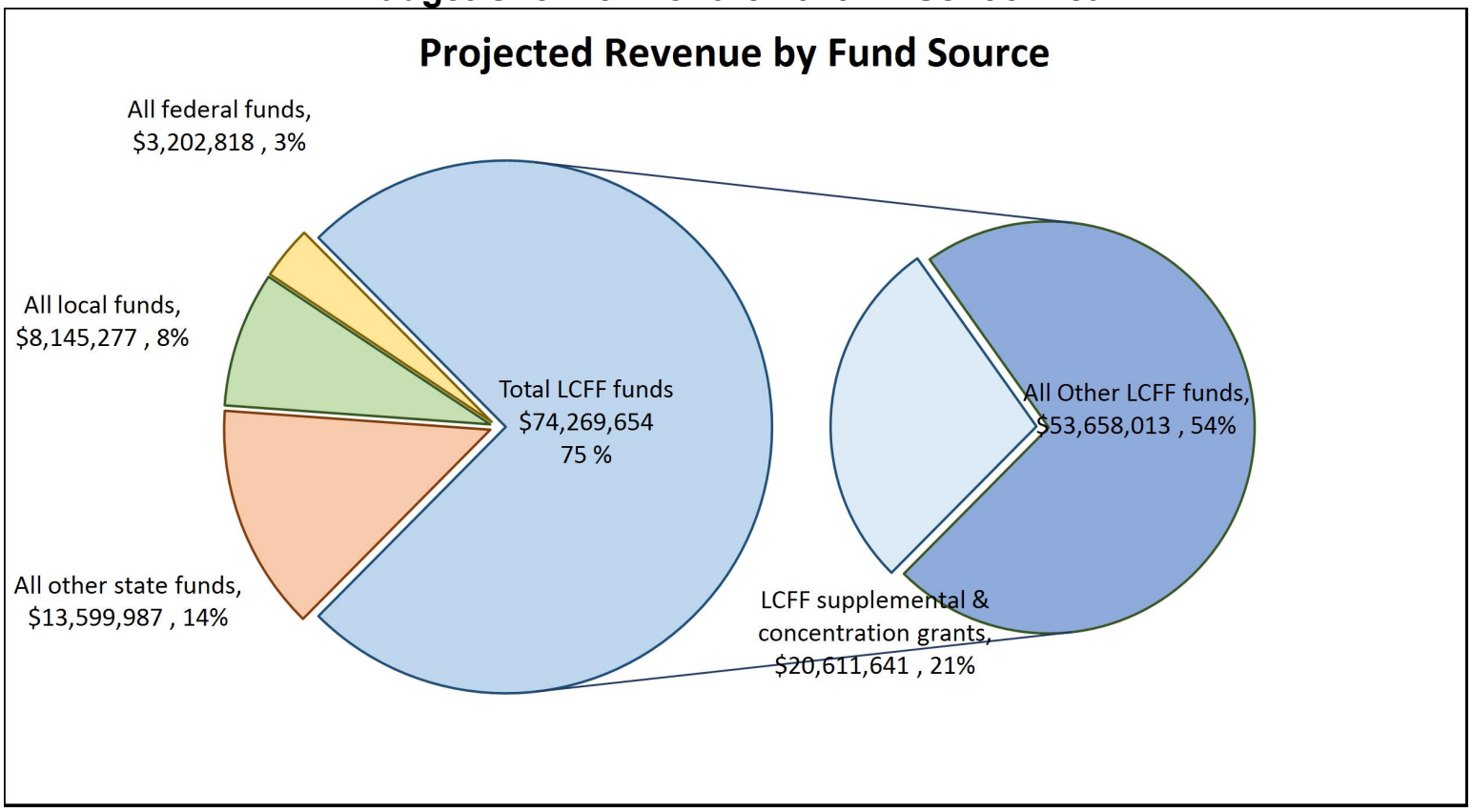
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soledad Unified School District
CDS Code: 27-75440-0000000
School Year: 2026-27
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 2026-27 School Year

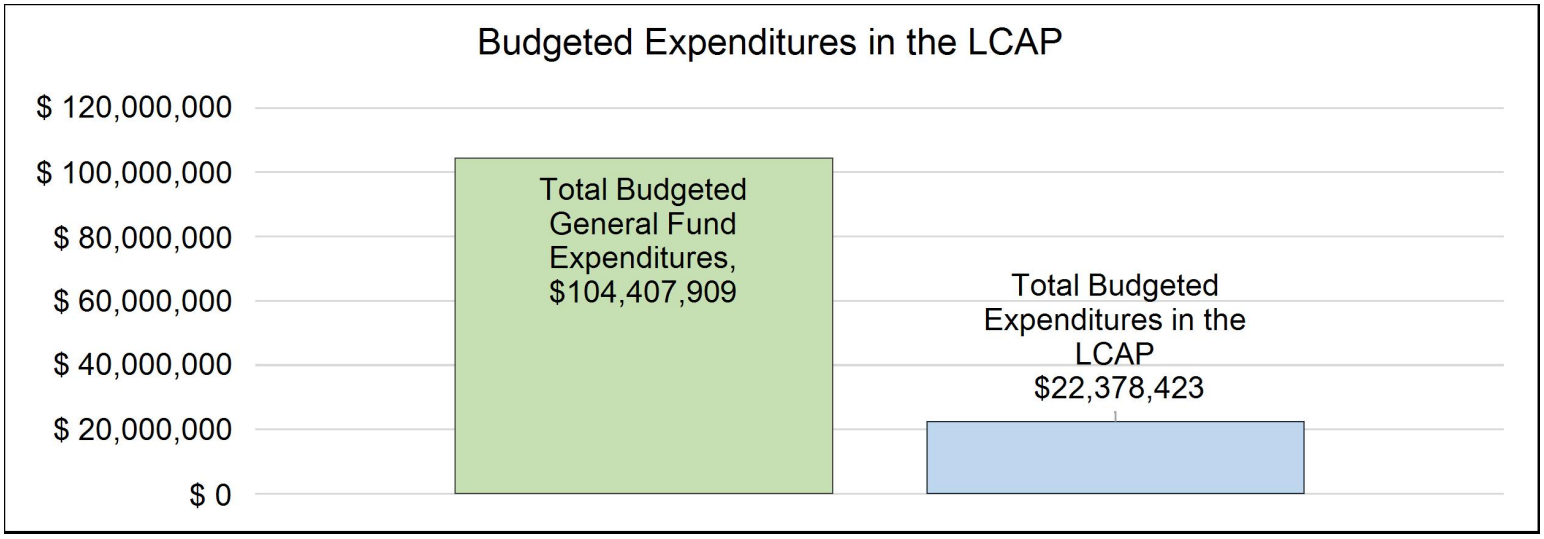


This chart shows the total general purpose revenue Soledad Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soledad Unified School District is $99,217,736, of which $74,269,654 is Local Control Funding Formula (LCFF), $13,599,987 is other state funds, $8,145,277 is local funds, and $3,202,818 is federal funds. Of the $74,269,654 in LCFF Funds, $20,611,641 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 2026-27. 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 $104,407,909 for the 2026-27 school year. Of that amount, $22,378,423 is tied to actions/services in the LCAP and $81,716,820 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

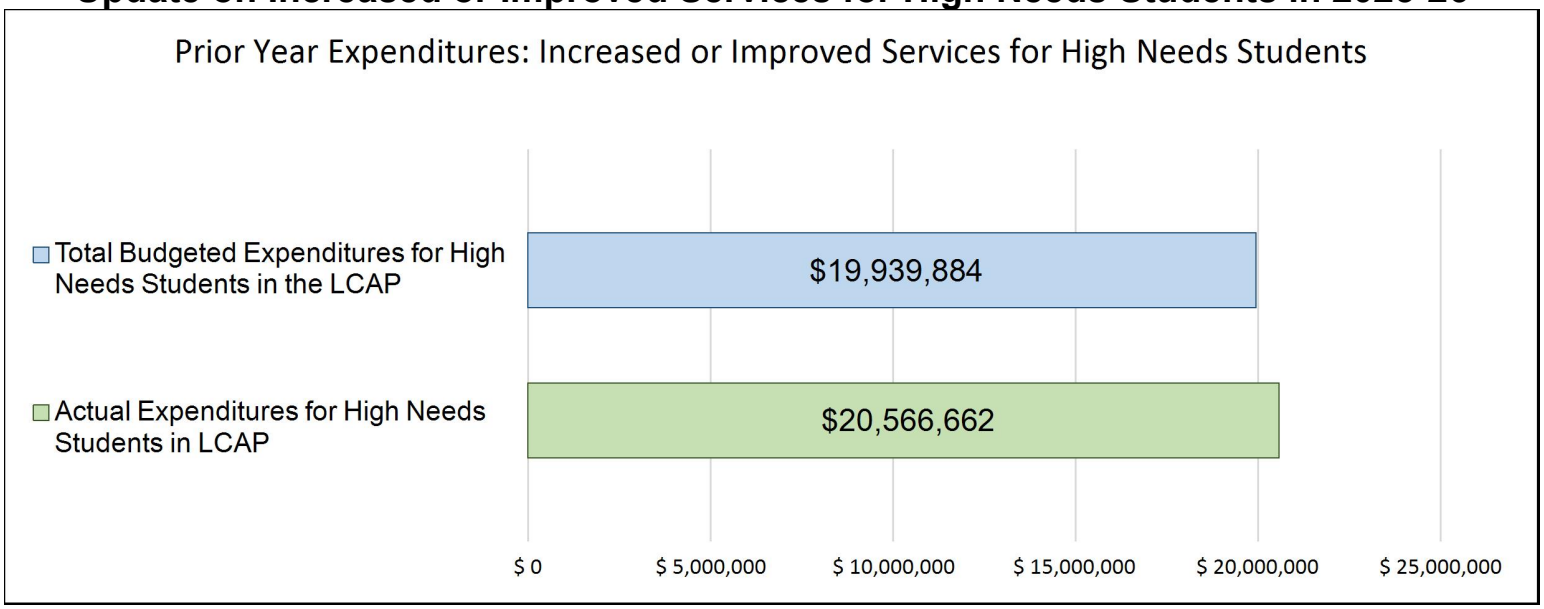
Some district funds are used to support operational needs and educational priorities that are not specifically outlined in the LCAP. These include expenditures for staff, facilities, transportation, utilities, administrative support and district-wide technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Soledad Unified School District is projecting it will receive $20,611,641 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 $20,611,641 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 2025-26



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 2025-26, Soledad Unified School District's LCAP budgeted $19,939,884 for planned actions to increase or improve services for high needs students. Soledad Unified School District actually spent $20,566,662 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $626,778 had the following impact on Soledad Unified School District's ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted; however, planned services were implemented as intended, and the reduced expenditures did not reduce, delay, or negatively affect the level or effectiveness of services provided to high-needs students. The difference was due to final expenditure adjustments and the timing of one-time funding sources, including Equity Multiplier and LREBG funds, which are reflected in the 2026–27 LCAP.

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 [2026-27]

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.

Soledad Unified School District (SUSD) is located in Soledad, California, in the heart of the Salinas Valley. The district provides comprehensive educational services for students from Preschool through Grade 12, as well as adult education services.

SUSD serves students through five elementary schools—Gabilan Elementary, Frank Ledesma Elementary, Jack Franscioni Elementary, Rose Ferrero Elementary, and San Vicente Elementary; one middle school, Main Street Middle School; one comprehensive high school, Soledad High School; and the Community Education Center, which includes Pinnacles High School (continuation high school) and Soledad Adult School.

The district continues to expand access to early learning opportunities. Preschool and Transitional Kindergarten (TK) programming is available throughout the district, and Frank Ledesma Elementary School, Rose Ferrero Elementary School, and Jack Franscioni Elementary School offer full-day Transitional Kindergarten programming.

District enrollment decreased from 4,744 students in 2024–2025 to 4,640 students in 2025–2026. During 2025–2026, approximately 83.3% of students qualified for Free and Reduced-Price Meals, 30.7% were English learners, 14.7% received special education services, 5.4% qualified for Migrant Education services, and 0.12% were identified as foster youth. The district continues to serve a diverse student population that is approximately 95.8% Hispanic or Latino, reflecting the strengths and cultural assets of the broader Soledad community.

The district's Local Control and Accountability Plan supports the Soledad Unified School District's Vision, Mission, and Core Values, which were developed through engagement with students, families, and staff.

Vision Statement: The Soledad Unified School District will empower every student to achieve rigorous goals and thrive as lifelong, resilient learners who 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 every day to nurturing the unique skills and abilities of every student while working collaboratively across schools and the broader learning community to achieve our shared vision.

The district remains committed to ensuring all students have access to rigorous academic opportunities, safe and supportive learning environments, high-quality instruction, and systems of support that promote academic achievement, wellness, and college and career readiness.

SUSD continues to strengthen instructional systems through professional learning, teacher collaboration structures, Multi-Tiered System of Supports (MTSS), data-informed continuous improvement processes, and expanded academic interventions designed to improve outcomes for all students, particularly English learners, low-income students, foster youth, students receiving special education services, and students experiencing homelessness.

The district continues to prioritize strong family and community partnerships through the Family Resource Center, Family Student Support Liaisons, Community Schools Coordinators, and Coordination of Services Teams (COST) operating across school sites. These systems strengthen access to academic, behavioral, wellness, and family support services and reinforce the district's commitment to equitable outcomes and student success.

Beginning in 2026–2027, Pinnacles High School no longer meets eligibility requirements to generate Equity Multiplier funding. Supports previously connected to Equity Multiplier funding have been integrated into broader district systems to ensure continuity of services and supports for students.

Reflections: Annual Performance

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

Based on a review of California School Dashboard results and local performance measures, Soledad Unified School District identified areas of growth and continued need that informed refinement of the 2026–2027 Local Control and Accountability Plan.

The district demonstrated positive progress across several indicators. Graduation rates increased from 91.8% to 95.4%, reflecting the impact of expanded intervention opportunities, embedded academic supports during the school day, credit recovery systems, tutoring, and counselor monitoring of student progress. Although chronic absenteeism is 21.9%, the district will continue to strengthen attendance systems, family outreach practices, and participation in the Monterey County Office of Education Research Practice Partnership focused on improving attendance outcomes.

Several school sites demonstrated academic improvement. Jack Franscioni Elementary School and Main Street Middle School demonstrated improvement in English Language Arts performance through strengthened literacy instruction and multilingual learner supports. Elementary mathematics performance also improved at multiple school sites, reflecting instructional refinement and targeted academic interventions. Suspension rates declined at select sites as implementation of alternatives to suspension, positive behavior supports, and school climate systems strengthened student engagement efforts.

Despite these successes, Dashboard outcomes and local measures demonstrate persistent performance gaps requiring continued focus.

We are continuing to focus on the Red indicators from the 2023 California School Dashboard identified below.

English learners, students receiving special education services, socioeconomically disadvantaged students, and students experiencing homelessness continue to experience lower outcomes across multiple indicators, including English Language Arts, mathematics, chronic absenteeism, and college and career readiness.

In English Language Arts, English learners and students receiving special education services remained at Red performance levels across multiple school sites, including Frank Ledesma Elementary School and Soledad High School. Districtwide outcomes for students experiencing homelessness also declined to Red performance levels, reinforcing the need to continue strengthening literacy systems and targeted intervention supports. The following student groups continue to be a focus in ELA: districtwide HY; Frank Ledesma (EL, SWD); Gabilan (SWD); Main Street Middle School (SWD); San Vicente (ALL, EL, HI, SED, SWD); and Soledad High (EL, SED, SWD).

Mathematics performance data indicate a continued need for strengthened Tier I instruction and intervention systems, particularly for students receiving special education services and high school student groups demonstrating Orange and Red performance levels. The following student groups will continue to be monitored and supported in mathematics: districtwide SWD; Frank Ledesma (SWD); Gabilan (SWD); Main Street Middle School (SWD); and Soledad High (ALL, EL, HI, SED, SWD).

English Learner Progress Indicator outcomes also demonstrate ongoing need. While Long-Term English Learner outcomes improved, overall English learner progress declined, reinforcing the need to continue strengthening designated and integrated English Language Development systems to accelerate language acquisition and support reclassification outcomes. Rose Ferrero and Gabilan Elementary Schools will continue to be monitored and supported to improve ELPI outcomes.

School climate data indicate a continued need to strengthen engagement systems for identified student groups. Districtwide chronic absenteeism increased, and some student groups—including English learners, socioeconomically disadvantaged students, and students experiencing homelessness—continue to experience elevated absenteeism rates. The 2023 California School Dashboard identified Red chronic absenteeism performance levels for Hispanic students, socioeconomically disadvantaged students, and students with disabilities at Frank Ledesma Elementary School, and for students experiencing homelessness at Gabilan Elementary School. Suspension disparities also persist for specific student groups, reinforcing the need to continue strengthening prevention systems, behavioral supports, and student wellness efforts.

College and Career Readiness outcomes indicate continued need, particularly for students receiving special education services, who remain significantly underrepresented within College/Career Indicator preparedness levels. The following student groups continue to be a focus for CCI: districtwide SWD; Pinnacles High (ALL, HI, SED); and Soledad High (SWD).

The district's needs assessment process, informed by Dashboard outcomes, local assessment data, educational partner engagement, and root cause analysis processes, identified three primary district priorities: improving English Language Arts outcomes, increasing English learner progress and reclassification outcomes, and strengthening systems supporting student engagement, attendance, and social-emotional wellness.

The following student groups continue to be a focus through engagement efforts, root cause analysis, and targeted supports: districtwide SWD; Gabilan (SWD); Jack Franscioni (ALL, EL, HI, SED, SWD); Main Street Middle (EL, HI, SED, SWD); Rose Ferrero (EL); and Soledad High (HY).

In response, the district refined actions within Goals 1–5 of the Local Control and Accountability Plan. Goal 1 strengthens college and career readiness opportunities beginning in sixth grade through high school. Goal 2 strengthens literacy systems, multilingual learner supports, mathematics systems, and instructional capacity. Goal 3 strengthens attendance systems, wellness supports, behavior systems, and school climate efforts. Goal 4 strengthens family engagement, communication systems, and family education opportunities. Goal 5 strengthens staff development systems and workforce capacity to improve instructional effectiveness.

The district continues to have unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These funds support targeted actions aligned with identified student needs, including academic intervention systems and social-emotional supports designed to strengthen engagement, access to instruction, and student outcomes. LREBG funds support Actions 2.2, 2.5, and 3.4, which remain aligned with allowable uses and identified student needs within Goals 2 and 3.

The district no longer qualifies for Equity Multiplier funding beginning in 2026–2027. Supports previously connected to Equity Multiplier funding have been integrated into broader district systems to ensure continuity of support and maintain focus on improving outcomes for students with the greatest needs.

Overall, Dashboard data, local performance measures, and educational partner input reinforce the district's commitment to strengthening instructional systems, expanding targeted supports, and refining continuous improvement practices to improve outcomes for all students while accelerating growth for student groups experiencing persistent performance gaps.

Reflections: Technical Assistance

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

Soledad Unified School District qualified for Differentiated Assistance based on the performance of specific student groups on state indicators, including students experiencing homelessness (Academic Indicator, Priority 4; Suspension Indicator, Priority 6) and students receiving special education services (Academic Indicator, Priority 4; Suspension Indicator, Priority 6; and College and Career Readiness Indicator, Priority 8).

In response, the district engaged in ongoing technical assistance and continuous improvement efforts in partnership with the Monterey County Office of Education (MCOE). These efforts focused on strengthening district and site capacity to analyze data, identify root causes, implement evidence-based instructional and behavioral practices, and improve outcomes for identified student groups.

The district participated in Professional Learning Networks (PLNs) facilitated by MCOE to support targeted school improvement efforts. Schools engaged in structured cycles of inquiry focused on identified student needs, utilizing student data, common formative assessments, and collaborative reflection processes to strengthen instructional practices and intervention systems.

Examples of site-level focus areas included strengthening academic vocabulary development for multilingual learners, improving literacy intervention systems, and increasing access to grade-level content for students receiving special education services. Schools utilized collaborative planning processes and instructional refinement strategies to improve access to learning and strengthen student outcomes.

As schools identified successful practices, district and site leaders began expanding effective strategies beyond initial implementation areas to strengthen instructional coherence and build sustainable systems of support across schools.

School teams also participated in the Monterey County Office of Education Research Practice Partnership (RPP) focused on improving attendance outcomes. Through participation in the RPP, district and school teams engaged in root cause analysis related to chronic absenteeism and identified transition points—including kindergarten, seventh grade, and ninth grade—as critical opportunities for intervention and support.

As a result of this work, the district strengthened attendance systems, family communication structures, and intervention processes. Districtwide implementation of SchoolStatus Attend strengthened communication consistency and supported more systematic attendance monitoring and family outreach. The district also expanded attendance communication efforts through positive attendance letters distributed districtwide to all students five times annually to encourage and reinforce positive attendance habits.

To strengthen school climate and behavioral supports, the district implemented and refined a districtwide discipline matrix focused on prevention, intervention, consistency, and positive behavior supports. The discipline matrix will continue to be reviewed annually to ensure alignment with district priorities and student needs.

Additionally, the district will continue its partnership with Monterey County Office of Education to strengthen Positive Behavioral Interventions and Supports (PBIS) implementation and school climate systems. MCOE will provide districtwide professional development and site walk-through processes designed to strengthen implementation consistency and sustain improvement efforts across schools.

Collectively, these technical assistance efforts strengthened district capacity to utilize continuous improvement processes, align instructional and behavioral systems, strengthen attendance and engagement practices, and improve supports for identified student groups.

The district will continue building on this work during the 2026–2027 school year by strengthening instructional coherence, expanding effective practices, maintaining collaboration with Monterey County Office of Education, and aligning resources and supports to improve student outcomes and reduce persistent performance gaps.

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 engaged parents and community members through a structured process conducted from February through March of the LCAP development cycle. The district hosted site-based engagement events at each school, including Math Nights, Literacy Nights, Science Nights, and a district LCAP Night at the secondary level. These meetings provided opportunities to share student performance data and gather input on academic supports, enrichment opportunities, school climate, and communication. Attendance was monitored to ensure representation across school sites. In addition, the district administered its annual Educational Partner Survey from February 1 through March 15, providing families multiple opportunities to provide input through both in-person and virtual formats.
Students	Students were engaged through direct outreach conducted across all school sites during the winter and early spring months (December through March). District staff conducted student “tabling” events to gather feedback from students regarding their educational experiences, including academic supports, engagement, and school climate. Additional student voice was incorporated through participation in LCAP Advisory Committee meetings.
Other School Personnel	Other school personnel, including classified staff and administrators, were engaged through the district’s annual staff survey administered in December, which included input on teaching and learning conditions, student supports, school climate, and communication. In addition, site-based meetings were held during the month of February

Educational Partner(s)	Process for Engagement
	at each school to gather qualitative input and discuss site-specific needs. Staff also participated in ongoing climate surveys throughout the year, and these data were used to inform LCAP development.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) was engaged throughout the LCAP development cycle through regularly scheduled meetings. During these meetings, families of English learners were provided information on student performance and district programs and were given opportunities to provide input on services and supports for multilingual learners. DELAC members were also encouraged to participate in the Educational Partner Survey to ensure their perspectives were included in the broader engagement process.
Districts Migrant Educational Partners	The district engaged families participating in the Migrant Education Program throughout the LCAP development cycle through scheduled meetings and outreach efforts. These opportunities allowed families to provide input on student needs, academic supports, and barriers to engagement. Families were also supported in completing the Educational Partner Survey to ensure their perspectives were captured.
Local Collective Bargaining Units	Local bargaining unit members were engaged through participation in the districtwide survey process and through their involvement in School Site Councils and advisory committees. These structures provided opportunities for certificated and classified staff to contribute input on instructional practices, working conditions, and student support strategies during the LCAP development process.
Principals and Administrators	Principals and district administrators were engaged throughout the LCAP development cycle through regular leadership meetings, data review sessions, and site-based collaboration. During these meetings, administrators analyzed California School Dashboard and local data, identified areas of need for specific student groups, and provided input on priorities related to instruction, student supports, school climate, and resource allocation. Feedback from principals and administrators informed the development and refinement of LCAP goals, actions, and services to ensure alignment between district priorities and site-level implementation.

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through the annual teacher survey administered in December, which included input on instructional practices, student learning needs, school climate, and communication. Teachers also participated in site-based meetings during the month of February to review student data and identify instructional priorities. Additional input was gathered through ongoing climate surveys conducted during the school year.
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. Date: 6/1/26.

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

The development of the adopted 2026–27 Local Control and Accountability Plan (LCAP) was directly influenced by feedback gathered from educational partners throughout the engagement process, including students, families, staff, bargaining unit representatives, site and district leadership, community members, and the LCAP Advisory Committee. Educational partner input helped validate district strengths, identify areas of need, and refine actions and services to better align resources with student outcomes and district priorities.

Feedback highlighted the importance of strengthening academic systems, including literacy, mathematics, and multilingual learner supports; expanding college and career readiness opportunities; improving school climate and safety; increasing family communication and engagement opportunities; and continuing professional learning and support systems for staff. Educational partners also emphasized maintaining strong student supports while ensuring long-term fiscal sustainability.

As a result of this feedback, the adopted LCAP includes refinements and strategic investments such as expanded college and career readiness opportunities, expanded implementation of CaliforniaColleges.edu, instructional improvements including mathematics curriculum pilot work and multilingual learner supports, expanded translation and family engagement efforts, strengthened professional learning systems, collaboration structures to support instructional practice, safety enhancements, attendance system refinements, bullying prevention efforts, and targeted parent workshops. Educational partner input also informed fiscal planning decisions designed to protect essential student programs and staffing stability while strategically aligning available resources to highest-priority student needs.

The district will continue using educational partner feedback as an ongoing component of continuous improvement to monitor implementation, evaluate effectiveness, and inform future LCAP revisions to ensure actions and services remain responsive to student and community needs.

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.

Goal 1 was developed based on analysis of California School Dashboard outcomes, local performance measures, educational partner feedback, and district needs assessment processes identifying the continued importance of strengthening college and career awareness, college and career readiness systems, and postsecondary preparation opportunities for students.

Educational partner feedback consistently reinforced the importance of expanding college and career opportunities, strengthening career exploration systems, increasing student exposure to postsecondary pathways, and providing experiences that support students in connecting academic learning to future goals.

Goal 1 actions continue strengthening a districtwide college and career awareness and readiness system designed to support students from elementary grades through graduation. Students will continue receiving opportunities to build awareness of future educational pathways, workforce opportunities, and postsecondary options through age-appropriate experiences aligned to grade-level readiness.

The district will continue strengthening college and career readiness opportunities beginning in sixth grade through expansion of CaliforniaColleges.edu implementation to sixth grade students, middle school students, and high school students. This work strengthens student access to career exploration tools, academic planning resources, college and career readiness activities, and postsecondary planning opportunities earlier in students' educational experiences.

The district will also continue refining college and career field trip experiences and career exposure opportunities to strengthen student awareness of career pathways and future educational opportunities. Career Technical Education exposure opportunities beginning in sixth grade will continue supporting student understanding of pathway opportunities available throughout secondary education.

Goal 1 actions are intended to strengthen student preparedness for postsecondary opportunities while improving access to career awareness experiences, college readiness supports, and long-term educational planning systems.

Progress toward Goal 1 will continue to be monitored through California School Dashboard indicators, College/Career Indicator outcomes, local measures, student participation opportunities, and district college and career readiness metrics.

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 experiencing homelessness

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	All: 9.15% EL: 0% SED: 8.59% SWD: 0% HL: 16.67%	All 10.66% EL: 0% SED: 8.9% SWD: 0% HL: 10.26%	All: 7.38% EL: 4.55% SED: 6.31% SWD: 1.89% HL: 6.92%	All: 20% EL: 20% SED: 20% SWD: 20% HL: 20%	All: -1.77% EL: +4.55% SED: -2.28% SWD: +1.89% HL: -9.75%
1.2	11th Grade Pupil Achievement: ELA CAASPP % of students Met/Exceeded	All: 39.09% EL: 3.85% SED: 35.5% SWD: 5.77% HL: 25%	All 48.5% EL: 12.9% SED: 45.61% SWD: 3.17% HL: 47.27%	All: 39.4% EL: 4.88% SED: 36.05% SWD: 5.56% HL: 39.26%	All: 50% EL: 25% SED: 50% SWD: 25% HL: 40%	All: +.31% EL: +1.03% SED: +.55% SWD: -.19% HL: +14.26%
1.3	Percentage of students completing UC/CSU Entrance Requirements (A-G)	All: 38% EL: 17.2% SED: 37.9%	All 33.6% EL: 25.5% SED: 33.1%	All: 34.4% EL: 14.9% SED: 34.1%	All: 50% EL: 50% SED: 50%	All: -3.6% EL: -2.3% SED: -3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 8.0% HL: 25%	SWD: 6.8% HL: 33%	SWD: 6.6% HL: 23.9%	SWD: 38% HL: 38%	SWD: -1.4% HL: -1.1%
1.4	Percentage of students completing CTE programs	All: 29% EL: 24.1% SED: 30.6% SWD: 20.0% HL: 21.9%	All 29.9% EL: 19.6% SED: 30.3% SWD: 20.5% HL: 29.9%	All: 41.6% EL: 25.4% SED: 41.9% SWD: 19.8% HL: 32.4%	All: 50% EL: 50% SED: 50% SWD: 45% HL: 45%	All: +12.6% EL: +1.3% SED: +11.3% SWD: -.2% HL: +10.5%
1.5	Percentage of students completing BOTH A-G and CTE	All: 16.4% EL: 10.3% SED: 17.0% SWD: 2.0% HL: 12.5%	All 14.1% EL: 11.8% SED: 14.3% SWD: 4.1% HL: 13.6%	All: 20.7% EL: 6% SED: 20.4% SWD: 3.3% HL: 14.1%	All: 31% EL: 25% SED: 32% SWD: 17% HL: 27%	All: +4.3% EL: -4.3% SED: +3.4% SWD: +1.3% HL: +1.6%
1.6	Percentage of students completing AP exams with a score of 3 or higher	All: 35.68% EL: 3.7% SED: 58% SWD: 1.2% HL: 11%	All: 35.68% EL: 3.7% SED: 58% SWD: 1.2% HL: 11%	All: 43.9% EL: 4.7% SED: 75% SWD: .8% HL: 17.4%	All: 48% EL: 19% SED: 73% SWD: 17% HL: 26%	All: +8.22% EL: +1% SED: +17% SWD: -.4% HL: +6.4%
1.7	College and Career Indicator via the California Dashboard	All: Low EL: Low SED: Low	All: 33.6% (Orange) EL: 20% (Yellow)	All: 41.6% (Green) EL: 22.4% (Red)	All: "Prepared" or "Green" EL: "Prepared" or "Green"	All: 41.6% (Low to Green) EL: 22.4% (Low to Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 2% HL: Low	SED: 32.8% (Orange) SWD: 8.7% (Orange) HL: 33% (Orange)	SED: 41.4% (Orange) SWD: 2.8% HL: 31% (Red)	SED: "Prepared" or "Green" SWD: "Prepared" or "Green" HL: "Prepared" or "Green"	SED: 41.4% (Low to Orange) SWD: 7.7% (Very Low to Orange) HL: 31% (Low to Red)
1.8	*Graduation Rates	91.8%	95.4%	95%	97.8%	+3.2%

Goal Analysis [2025-26]

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 (Strengthening Tier I: Elective Offerings) was fully implemented through continued support of Career Technical Education (CTE) and elective opportunities in grades 6–12 designed to strengthen college and career readiness. Students accessed pathway opportunities including Agriculture, Digital Media, Woodworking, Culinary, Dental Services, STEM, Robotics, Floristry, NJROTC, Nursing/CNA, and Mechatronics. The district continued utilizing staffing supports, transcript services, and master scheduling systems to strengthen student access to college and career readiness opportunities and postsecondary preparation.

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Action 1.2 (Supporting Tier II: Credit Recovery/Counseling Services) was fully implemented through secondary counseling services, credit recovery programming, counselor training, pathway conferences, and systems designed to strengthen college and career readiness. Middle school students continued development of six-year plans and high school students developed four-year plans to support postsecondary planning. Collaboration between counseling and special education departments continued to strengthen college and career access for students receiving special education services through course planning, accommodations support, and ongoing collaboration to ensure equitable access to postsecondary opportunities. Metrics 1.3 (UC/CSU A-G) and 1.4 (CTE) were used and it was determined that A-G declined whereas CTE improved for all students and subgroups.

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Action 1.3 (College/Career Enrichment) was fully implemented through college and career enrichment opportunities intended principally for unduplicated student groups while benefiting all students districtwide. Students participated in co-curricular opportunities including MESA, NJROTC, FFA/AG, SkillsUSA, and Future Teachers of Soledad. Students also accessed college and career instructional services including

field trips to colleges and universities, college and career awareness activities, career exploration opportunities, concurrent enrollment and dual enrollment opportunities, and college preparatory supports. Additional implementation included college testing supplies and college and career field trips across grade spans to strengthen postsecondary awareness and preparation. Metrics used are 1.1 (CAASPP ELA), 1.2 (CAASPP Math), and 1.6 (AP results). Math continues to be a focus areas as their metric showed little to no improvement in either ELA or Math.

There were no substantive differences between planned actions and implementation. One implementation challenge included maintaining staffing capacity while continuing to expand college and career experiences and pathway opportunities for students. Implementation successes included expanded college and career experiences, continued pathway participation opportunities, strengthened counseling supports, and continued systems supporting student preparation for postsecondary success.

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

- Action 1.1
- Action 1.2
- Action 1.3

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

The district analyzed the effectiveness of Goal 1 actions through local measures, College and Career Indicator outcomes, Career Technical Education completion rates, A–G completion data, graduation rates, Advanced Placement participation measures, and educational partner feedback.

Action 1.1 (Strengthening Tier I: Elective Offerings) demonstrated effectiveness in expanding access to pathway opportunities and college and career readiness experiences. Career Technical Education completion rates increased from a baseline of 29.0% to 41.6% for all students. Graduation rates also improved from 91.8% to 95.4%, indicating positive movement toward postsecondary readiness outcomes. Students continued accessing a broad course of study aligned to college and career pathways. However, A–G completion rates declined from 38.0% to 34.4%, demonstrating a continued need to strengthen pathway completion and college readiness systems. English learners and students receiving special education services continue demonstrating areas requiring additional support.

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Action 1.2 (Supporting Tier II: Credit Recovery/Counseling Services) demonstrated mixed effectiveness. Graduation outcomes improved and counseling systems continued strengthening student planning processes through six-year plans, four-year plans, pathway conferences, and collaboration supporting students receiving special education services. However, district College and Career Indicator outcomes continue demonstrating the need to strengthen readiness outcomes for English learners and students receiving special education services, indicating continued refinement of targeted supports remains necessary.

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Action 1.3 (College/Career Enrichment) demonstrated effectiveness through expanded student access to college and career enrichment opportunities. Educational partner feedback consistently emphasized increasing college and career experiences, earlier pathway awareness opportunities, and stronger connections between learning and future goals. Students participated in college and career field experiences, career awareness opportunities, co-curricular experiences, and postsecondary exploration activities intended to strengthen college and career readiness. Continued investment in exposure opportunities aligns with educational partner priorities and district needs. However, continued refinement remains necessary to strengthen outcomes for student groups demonstrating lower college and career readiness outcomes.

Overall, Goal 1 actions positively contributed toward expanding college and career readiness opportunities and strengthening postsecondary awareness. Continued refinement remains necessary to strengthen pathway completion, college readiness outcomes, and access to opportunities for student groups identified through Dashboard and local data.

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.

Based on analysis of Dashboard data, local data, educational partner feedback, and reflection on implementation, Soledad Unified School District refined Goal 1 actions for the 2026–2027 school year.

Educational partners identified the need to increase college and career activities, strengthen early exposure to Career Technical Education pathways, and expand opportunities connecting students to future educational and career goals. Educational partners also emphasized strengthening college and career readiness opportunities across grade spans and increasing opportunities for career exploration and postsecondary planning.

In response, Soledad Unified School District will continue sixth grade Career Technical Education pathway awareness opportunities initiated during the 2025–2026 school year and expand implementation of Californiacolleges.edu to middle school and sixth grade students districtwide. Oversight will be provided through district and site administrators, with counselors, teachers, and site staff supporting implementation. Expansion of Californiacolleges.edu is intended to strengthen college and career exploration, postsecondary planning, and awareness opportunities earlier in students' educational experiences.

The district also refined college and career field experiences to strengthen alignment across grade spans. Elementary experiences will continue emphasizing exposure and awareness opportunities, middle school experiences will strengthen exploration opportunities, and secondary experiences will emphasize pathway development and postsecondary readiness. Additional funding has been prioritized to strengthen college and career field experiences and increase student access to postsecondary opportunities.

Additional refinements include staff training supporting implementation of Californiacolleges.edu, continued college testing supports, transportation supports connected to college and career readiness experiences, continuation of sixth grade pathway exposure opportunities, and exploration of opportunities related to AVID programming in grades 6–12.

These refinements strengthen alignment between educational partner feedback, identified student needs, district priorities, and Goal 1 outcomes related to college and career readiness.

No changes are proposed to Goal 1 metrics or target outcomes.

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	Fund staffing, master scheduling supports, transcript services, elective opportunities, and Career Technical Education (CTE) pathway access in grades 6–12 to strengthen college and career readiness and expand student access to postsecondary preparation opportunities. Provide students access to elective coursework and pathway experiences designed to strengthen career awareness, pathway completion, and college and career readiness outcomes. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.	$3,175,958.00	Yes
1.2	Supporting Tier II: Credit Recovery	Fund counseling services, counselor training, pathway conferences, planning systems, and credit recovery supports designed to strengthen graduation outcomes and college and career readiness. Provide middle school students opportunities to develop six-year planning systems and high school students opportunities to develop four-year planning systems that support postsecondary planning and pathway completion. Continue collaboration between counseling and special education departments to strengthen college and career planning opportunities and coursework access for students receiving special education services. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.	$939,440.00	Yes
1.3	College/Career Enrichment	Fund college and career field experiences, transportation supports connected to college and career opportunities, college testing supports, implementation supports associated with Californiacolleges.edu, college and career awareness activities, dual enrollment and concurrent	$634,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrollment opportunities, co-curricular experiences, and college and career enrichment opportunities designed to strengthen postsecondary awareness, career exploration, and college and career readiness. Provide sixth grade students continued access to Career Technical Education pathway awareness opportunities designed to strengthen early exposure to college and career pathways and future educational opportunities. Expand implementation of Californiacolleges.edu from high school to middle school and sixth grade students districtwide to strengthen career planning, college awareness, and postsecondary preparation opportunities. Oversight of implementation will be provided by district and site administrators, with counselors, teachers, and site staff supporting implementation. Provide college and career experiences aligned across grade spans to strengthen awareness opportunities at the elementary level, exploration opportunities at the middle school level, and pathway development and postsecondary readiness opportunities at the secondary level. Explore opportunities related to AVID programming in grades 6–12. Applications and recruitment for opportunities with limited participation will prioritize English learners, low-income students, and students experiencing homelessness while benefiting all students districtwide.		

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.

Goal 2 was developed based on analysis of California School Dashboard outcomes, local assessment data, educational partner feedback, and district root cause analysis processes identifying the continued need to strengthen literacy systems, mathematics achievement, multilingual learner outcomes, and instructional practices districtwide.

District and site data demonstrated persistent performance gaps in English Language Arts and mathematics, particularly for English learners, students receiving special education services, socioeconomically disadvantaged students, and students experiencing homelessness. English Learner Progress Indicator outcomes and reclassification trends also reinforced the need to strengthen language acquisition systems and improve outcomes for multilingual learners.

Educational partner feedback consistently emphasized the importance of strengthening literacy instruction, mathematics supports, intervention systems, multilingual learner supports, and professional learning opportunities supporting effective classroom instruction.

Goal 2 actions continue strengthening instructional systems through targeted academic interventions, professional learning opportunities, multilingual learner supports, instructional coaching systems, vertical articulation opportunities, and collaboration structures intended to improve instructional effectiveness and student outcomes.

The district will continue supporting Constructing Meaning professional learning to strengthen instructional practices supporting multilingual learners and accelerate progress toward English learner reclassification outcomes. Elementary Literacy Teachers on Assignment and secondary Learning Recovery Teachers on Assignment will continue strengthening instructional systems, collaboration opportunities, intervention supports, and academic recovery efforts aligned to identified student needs.

Professional learning and collaboration opportunities will continue supporting vertical articulation, instructional consistency, and implementation of effective English Language Development practices across grade spans.

Additionally, the district will continue piloting mathematics instructional materials, determine associated professional learning needs, engage educational partners in instructional materials review processes, and develop recommendations informing future curriculum adoption decisions. This work is intended to strengthen mathematics instructional systems and improve long-term mathematics outcomes districtwide.

Progress toward Goal 2 will continue to be monitored through California School Dashboard indicators, English Learner Progress Indicator outcomes, local assessment measures, reclassification outcomes, intervention effectiveness measures, and district academic metrics aligned to literacy, mathematics, and multilingual learner achievement.

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 experiencing homelessness
- 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	111/113 Elementary School Teachers were appropriately assigned (98%) 769/786 Sections at Secondary Schools were appropriately assigned. (97%)	97.24%	98.6% -Elementary 98.6%-Secondary	0% of teachers misassigned at any level.	+.6% - Elementary +1.6% - Secondary
2.2	Access to Instructional Materials	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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Implementation of Academic Content Standards	"Met" as per the Priority 2 Local Indicators	"Met" as per the Priority 2 Local Indicators	"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	"Met" as per the Priority 2 Local Indicators	"Met" as per the Priority 2 Local Indicators	"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	All: -54.2 EL: -84.1 SED: -61.2 SWD: -133.8 HL: -55.2 HL: -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	All: -44.2 EL: -78.6 SED: -51.3 SWD: -131.5 HIS: -45.7 HL: -78.6 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: -48.4 EL: -78.4 SED: -55.4 SWD: -125.2 HIS: -49.8 HL: -78.4 Student groups in "Red" on the California Dashboard: Frank Ledesma: English Learner -(-76.8 Red) Students with Disabilities - (-162.9 Red) Gabilan: Students with Disabilities - (-137.7 No Color) Main Street Middle: Students with Disabilities - (-153.1 Orange) San Vicente:	All: -40 EL: -55 SED: -45 SWD: -90 HL: -40 HL: -60 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	All: +5.8 EL: +5.7 SED: +5.8 SWD: +8.6 HIS: +5.4 HL: +19.8 Student groups in "Red" on the California Dashboard: Frank Ledesma: English Learner: • 2.7 (Red to Red) Students with Disabilities: -15.2 (Red to Red) Gabilan: Students with Disabilities: +11.4 (Red to No Color) Main Street Middle: Students with Disabilities: +5.9 (Red to Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged -89.4 Students with Disabilities -104.6 Soledad High: English Learner -114.5 Socioeconomically Disadvantaged -45.6 Students with Disabilities -174.2	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) Soledad High: English Learner - (-82.8 Orange) Socioeconomically Disadvantaged - (-17.7 Yellow) Students with Disabilities - (-125.2 Orange)	All Students - (-71.1 Orange) English Learner - (-80.3 Orange) Hispanic - (-69.4 Orange) Socioeconomically Disadvantaged - (-74.2 Red) Students with Disabilities - (-88 Red) Soledad High: English Learner - (-91.1 Red) Socioeconomically Disadvantaged - (-37.5 Orange) Students with Disabilities - (-129.3 Red)	English Learner - 60 Hispanic -55 Socioeconomically Disadvantaged -55 Students with Disabilities -65 Soledad High: English Learner - 85 Socioeconomically Disadvantaged -30 Students with Disabilities -110	San Vicente: All Students: +14.4 (Red to Orange) English Learner: +11.9 (Red to Orange) Hispanic: +15.8 (Red to Orange) Socioeconomically Disadvantaged: +15.2 (Red to Red) Students with Disabilities: +16.6 (Red to Red) Soledad High: English Learner: +23.4 (Red to Red) Socioeconomically Disadvantaged: +8.1 (Red to Orange) Students with Disabilities: +44.9 (Red to Red)
2.6	Pupil Achievement: Math CAASPP Distance from Standard	All: -94.8 EL: -107.6 SED: -100.6 SWD: -167.1	All: -90.9 EL: -106.2 SED: -97.5 SWD: -164.1	All: -89.2 EL: -105 SED: -93 SWD: -161.1	All: -80 EL: -90 SED: -85 SWD: -160	All: +5.6 EL: +2.6 SED: +7.6 SWD: +6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HL: -95.9 Red indicators on the 2023 California Dashboard: Frank Ledesma: Students with Disabilities -165.5 Gabilan: Students with Disabilities -169.2 Main Street Middle: Students with Disabilities -199.2 San Vicente: Students with Disabilities -123.3 Soledad High: All Students -148.6 English Learner -208.8 Hispanic -151.5 Socioeconomically Disadvantaged -155.3 Students with Disabilities -260.2	HL: -92.2 Student groups in "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities (-156.1 Orange) Gabilan: 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)	HL: -121.5 Student groups in "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities (-184.6 Red) Gabilan: Students with Disabilities - (-155 No Color) Main Street Middle: Students with Disabilities - (-197.2 Red) San Vicente: Students with Disabilities - (-104.5 Red) Soledad High: All Students - (-146.9 Red) English Learner - (-183.9 Orange) Hispanic - (-149.5 Red)	HL: -80 Student groups will no longer be "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities -150 Gabilan: Students with Disabilities -155 Main Street Middle: Students with Disabilities -185 San Vicente: Students with Disabilities -110 Soledad High: All Students -145 English Learner - 195 Hispanic -135 Socioeconomically Disadvantaged - 140	HL: -25.6 Student groups in "Red" on the California Dashboard: Frank Ledesma: Students with Disabilities: -19.1 (Red to Red) Gabilan: Students with Disabilities: +14.2 (Red to No Color) Main Street Middle: Students with Disabilities: +2 (Red to Red) San Vicente: Students with Disabilities: +18.8 (Red to Red) Soledad High: All Students: +1.7 (Red to Red) English Learner: +24.9 (Red to Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged - (-144.6 Orange) Students with Disabilities - (-240.2 Orange)	Socioeconomically Disadvantaged - (-151.8 Red) Students with Disabilities - (-232.4 Orange)	Students with Disabilities -245	Hispanic: +2 (Red to Red) Socioeconomically Disadvantaged: +3.5 (Red to Red) Students with Disabilities: +27.8 (Red to Orange)
2.7	Pupil Achievement: CAST CAASPP % of students Met/Exceeded	All: 17.9% EL: 1.5% SED: 14.8% SWD: 2.6% HL: 12.5%	All: 16.62% EL: 0.90% SED:14.95% SWD: 4.32% HL: 16.34%	All: 17.67% EL: 0.97% SED:16.37% SWD: 2.53% HL: 17.15%	All: 35% EL: 26% SED: 39% SWD: 28% HL: 38%	All: -.23% EL: -.53% SED: +1.57% SWD: -.07% HL: +4.65%
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%	45.4% of ELs are making progress toward proficiency Student groups in "Red" on the California Dashboard: MLLs Gabilan 50.6% Rose Ferrero 52.7%	45.1% of ELs are making progress toward proficiency Student groups in "Red" on the California Dashboard: MLLs Gabilan 43.6% Orange Rose Ferrero 46.8% Orange	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%	-3.2% of ELs are making progress toward proficiency Student groups in "Red" on the California Dashboard: MLLs Gabilan +2.1% (Red to Orange) Rose Ferrero +12.3% (Red to Orange)
2.9	EL Reclassification Rate	216/1,425 ELs = 15% per the the Board-approved reclassification criteria	13.8% (216/1563 ELs were reclassified based on TK-12 ELPAC Summative Spring	13% (207/1589 ELs were reclassified based on TK-12 ELPAC Summative Spring	30% of ELs are reclassifying	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 and additional Board-adopted criteria).	2025 and additional Board-adopted criteria).		
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	100%	100%	100%	100%	No Change

Goal Analysis [2025-26]

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 – Strengthening Tier I
Action 2.1 was fully implemented through districtwide instructional systems, diagnostic assessments, instructional technology, curriculum supports, staffing, and professional learning designed to strengthen Tier I instruction and improve academic outcomes in English Language Arts and mathematics. Teachers participated in professional learning and instructional collaboration opportunities designed to strengthen access to grade-level standards and improve classroom instructional practices.

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Action 2.2 – Supporting Multilingual Students
Action 2.2 was fully implemented through multilingual learner instructional supports, designated and integrated English Language Development (ELD), assessment coordination, instructional materials, and staffing systems designed to strengthen language acquisition and access to grade-level content. Multilingual learner instructional supports continued districtwide.

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Action 2.3 – Supporting Students with Disabilities in General Education Settings
Action 2.3 was fully implemented through instructional staffing, classroom supports, collaboration systems, and instructional practices designed to strengthen access to grade-level curriculum and improve outcomes for students receiving special education services. Inclusion systems and instructional supports continued districtwide implementation.

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Action 2.4 – Math Interventions
Action 2.4 was fully implemented through mathematics instructional supports, intervention systems, and professional learning opportunities aligned to identified student needs. Staff participated in mathematics-focused instructional work designed to strengthen student access to mathematics content and improve outcomes.

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Action 2.5 – Literacy Interventions
Action 2.5 was fully implemented through Literacy Teachers on Special Assignment (TOSAs), Learning Recovery instructional systems, instructional aides, intervention supports, and site-based literacy systems designed to strengthen English Language Arts outcomes. Literacy intervention systems remained a district priority in response to Dashboard data and identified student needs.

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Action 2.6 – Targeted Support for Site-Specific Multilingual Students
Action 2.6 was fully implemented through professional learning and instructional supports focused on strengthening instructional practices supporting multilingual learners. Implementation successes included strengthening instructional systems supporting multilingual learners and increasing educator collaboration opportunities. A continued challenge remains ensuring consistent implementation across sites. Continued implementation remains an area of focus moving into 2026–2027.

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Action 2.7 – Interventions for Long-Term English Learners
Action 2.7 was fully implemented through instructional supports and targeted academic systems designed to strengthen language development and academic achievement outcomes for long-term English learners. Implementation successes included strengthening support systems for Long-Term English Learners. A continued challenge remains accelerating language acquisition and improving Long-Term English Learner outcomes. Continued implementation remains necessary to strengthen student outcomes.

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Action 2.8 – Enrichment for ALL

Action 2.8 was fully implemented through enrichment opportunities, library supports, extracurricular opportunities, and expanded access to instructional experiences beyond core academics.

Implementation successes included strengthened literacy intervention systems, expanded instructional support structures, multilingual learner systems, and continued districtwide professional learning. Challenges included persistent achievement gaps for English learners, students receiving special education services, socioeconomically disadvantaged students, and students experiencing homelessness across English Language Arts, mathematics, and English Learner Progress Indicator outcomes.

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 2.4: We spent less than budgeted due to not offering as many after school math opportunities.
- Action 2.5: We spent more than the budgeted amount due to higher costs in hourly rates for certificated staff and substitute funds.
- Action 2.8: We spent less than the budgeted amount due to less salary/benefits needed.

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

- Action 2.2
- Action 2.3
- Action 2.6
- Action 2.7

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
Action 2.1 demonstrated partial effectiveness in strengthening districtwide instructional systems and access to grade-level instruction. Districtwide instructional systems continued supporting academic growth; however, Dashboard and local data continue demonstrating persistent performance gaps in English Language Arts and mathematics for English learners, students receiving special education services, socioeconomically disadvantaged students, and students experiencing homelessness, indicating continued refinement remains necessary. Metrics used are 2.5, 2.6, 2.8, and 2.9. We continue to focus on ELA, Math, ELPI, and ELs achievement on CAASPP.

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Action 2.2 – Supporting Multilingual Students
Action 2.2 demonstrated mixed effectiveness. Multilingual learner supports strengthened language acquisition systems and instructional access; however, overall English Learner Progress Indicator outcomes declined, demonstrating the need to continue strengthening designated and integrated English Language Development systems and instructional practices supporting multilingual learners. Long-Term English Learner outcomes demonstrated improvement. Metrics used are 2.5, 2.6, 2.8, and 2.9. We continue to focus on ELA, Math, ELPI, and ELs achievement on CAASPP.

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Action 2.3 – Supporting Students with Disabilities in General Education Settings
Action 2.3 demonstrated partial effectiveness. Students receiving special education services continue demonstrating performance challenges in English Language Arts and mathematics, indicating continued refinement of supports remains necessary to strengthen access to grade-level curriculum and improve academic outcomes. Metrics used are 2.2, 2.3, 2.5, and 2.6.We continue to focus on ELA, Math on CAASPP.

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Action 2.4 – Math Interventions
Action 2.4 demonstrated partial effectiveness. Mathematics growth occurred at several sites; however, district and site-level data continue demonstrating performance challenges for identified student groups, including students receiving special education services and socioeconomically disadvantaged students. Continued strengthening of mathematics instructional systems remains necessary.

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Action 2.5 – Literacy Interventions
Action 2.5 demonstrated effectiveness in strengthening literacy intervention systems and instructional supports. Dashboard and local data demonstrated improvement in English Language Arts outcomes at Jack Franscioni Elementary and Main Street Middle School. Continued literacy intervention remains necessary to strengthen outcomes for English learners, students receiving special education services, and students experiencing homelessness. Metric 2.8 was used to monitor ELPI within LREBG.

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Action 2.6 – Targeted Support for Site-Specific Multilingual Students
Action 2.6 demonstrated partial effectiveness. Professional learning and language development supports strengthened instructional systems supporting multilingual learners. Implementation successes included strengthening instructional systems supporting multilingual learners and increasing educator collaboration opportunities. A continued challenge remains ensuring consistent implementation across sites. Metrics used 2.5, 2.6 for Rose Ferrero and Gabilan Elementary Schools to focus on their ELs and ELPI.

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Action 2.7 – Interventions for Long-Term English Learners
Action 2.7 demonstrated partial effectiveness. Long-Term English Learner outcomes demonstrated improvement; however, Metric 2.5, ELA CAASPP Distance from Standard, shows that English learners remain below standard despite improving by 5.7 points from the baseline. Red ELA performance levels also persist for English learners at identified school sites, demonstrating the continued need for targeted instructional supports to strengthen academic achievement and language development outcomes for Long-Term English Learners.

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Action 2.8 – Enrichment for ALL
Action 2.8 demonstrated effectiveness by strengthening student engagement and access to instructional opportunities beyond core academics. Expanded enrichment opportunities continue strengthening conditions supporting student engagement and learning. Metric 2.5 is used to focus on literacy within our enrichment activities.

Collectively, Goal 2 actions strengthened instructional systems while reinforcing the continued need for evidence-based literacy systems, mathematics supports, multilingual learner instructional practices, and targeted interventions supporting identified student groups.

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 planned actions for the 2026–2027 school year that resulted from reflection on implementation, Dashboard outcomes, local measures, Learning Recovery Emergency Block Grant implementation, and educational partner feedback.

Action 2.1 – Strengthening Tier I
Based on educational partner feedback and reflection on implementation practices, funding has been added to provide substitute coverage supporting teacher collaboration through vertical alignment opportunities and collaboration time with Teachers on Special Assignment (TOSAs). These efforts are intended to strengthen literacy instruction, mathematics instruction, and effective English Language Development implementation within classrooms.

Leveraging partial funding from Title II and Title IV will reduce LCAP funding for a districtwide Academic Instructional Coach TOSA and a districtwide Technology Instructional Coach TOSA. Following analysis of program implementation and effectiveness measures, the district will discontinue funding for SeeSaw, FitnessGram, and Nearpod due to limited utilization. Additionally, the district will discontinue funding for iReady due to limited correlation with California Assessment of Student Performance and Progress (CAASPP) outcomes. The district will instead utilize Focused Interim Assessment Blocks and additional Renaissance programs to strengthen instructional decision-making and progress monitoring.

Educational partner feedback also identified the need for additional instructional resources and manipulatives to strengthen classroom instruction and support multilingual learners. Additional materials and supplies will be incorporated into implementation planning for the 2026–2027 school year.

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Action 2.2 – Supporting Multilingual Students
Action 2.2 will continue utilizing Learning Recovery Emergency Block Grant (LREBG) resources to strengthen multilingual learner instructional supports. LREBG funding will continue supporting staffing designed to strengthen multilingual learner outcomes, including instructional coaching and targeted instructional supports intended to improve language acquisition and academic outcomes.
Metric 2.8 will continue monitoring progress for English learners and Long-Term English Learners.

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Action 2.4 – Math Interventions
Based on Dashboard outcomes, local data, and educational partner feedback identifying mathematics achievement as an area of need, the district will pilot mathematics instructional materials across grade spans, engage teachers, principals, District English Learner Advisory Committee representatives, students, and district administrators in reviewing instructional materials and implementation needs, identify professional learning priorities, and develop recommendations supporting future mathematics curriculum adoption.

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Action 2.5 – Literacy Interventions
Action 2.5 will continue utilizing Learning Recovery Emergency Block Grant resources to strengthen literacy intervention systems and targeted instructional supports.
LREBG resources will continue supporting Teachers on Special Assignment designed to strengthen literacy systems, instructional coaching, Tier II intervention systems, teacher collaboration, and academic supports intended to improve literacy outcomes and reduce identified learning gaps.
Metrics 2.5 and 2.8 will continue monitoring student progress and effectiveness of implementation.

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Actions 2.6–2.7 – Language Development Supports
The district will continue strengthening instructional supports supporting multilingual learners through Constructing Meaning professional learning and integrated English Language Development implementation. Targeted supports will continue at identified sites based on student need while maintaining districtwide access and support.

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Professional Learning and Resource Refinement
The district will continue partnering with Monterey County Office of Education to provide professional learning opportunities supporting school sites demonstrating red Dashboard indicators. The district will reduce expenditures associated with travel and conference participation and utilize Student Support and Professional Development Discretionary Block Grant resources to strengthen professional learning systems.

No changes are proposed to Goal 2 metrics or target outcomes.

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	Fund districtwide diagnostic assessment systems, instructional technology, technology infrastructure, supplemental instructional materials, staffing supports, professional learning, and teacher collaboration opportunities designed to strengthen Tier I instruction and improve student academic outcomes in English Language Arts, mathematics, and access to grade-level content. Provide teachers with instructional tools, assessment systems, and collaboration time to support data-informed planning, differentiation, small-group instruction, progress monitoring, and implementation of effective instructional practices. Provide substitute coverage, as needed, for teachers to collaborate with Teachers on Special Assignment (TOSAs) and participate in instructional planning connected to literacy instruction, mathematics instruction, and effective English Language Development within the classroom. Continue supporting districtwide instructional systems and classroom resources designed to strengthen access to high-quality instruction for all students. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.	$4,328,622.00	Yes
2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Fund multilingual learner instructional supports, dual language immersion staffing, English learner program staffing, assessment coordination, professional learning, instructional materials, and targeted academic supports designed to strengthen English language acquisition and access to grade-level content. Provide Tier I instructional supports for multilingual learners through designated and integrated English Language Development, differentiated instructional practices, small-group instructional supports, Constructing Meaning strategies, onboarding and assessment coordination, and instructional materials aligned to multilingual learner needs. Continue supporting multilingual learner instructional systems designed to strengthen English learner progress, improve access to academic content, and support progress toward reclassification. Services are intended	$1,520,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principally for English learners while benefiting multilingual students districtwide. LREBG-Funded Component: This action includes Learning Recovery Emergency Block Grant (LREBG) funding of $279,496 to support English learner instructional staffing and targeted language acquisition supports, including a TOSA English Learner Resource Coach and paraprofessional support. These supports are designed to accelerate English language proficiency and academic progress for English learners and long-term English learners. Research supports targeted small-group instruction, instructional coaching, and evidence-based language development supports as strategies to accelerate learning recovery and improve English learner outcomes. Metric 2.8, English Learner Progress Indicator, will be used to monitor the impact of the LREBG-funded portion of this action, along with reclassification outcomes where applicable.		
2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Fund staffing supports, instructional supports, materials, collaboration opportunities, and intervention systems designed to strengthen access to grade-level instruction for students receiving special education services within general education settings. Provide academic supports that strengthen inclusive practices, differentiated instruction, access to grade-level curriculum, collaboration between general education and special education staff, and targeted instructional support for students receiving special education services. Continue supporting systems that increase access to core instruction and improve academic outcomes for students receiving special education services. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide, including students receiving special education services.	$631,801.00	Yes
2.4	Supporting Tier II: Math Interventions	Fund mathematics intervention supports, instructional materials pilot processes, substitute release time, professional learning supports, and teacher collaboration opportunities designed to strengthen mathematics achievement and improve access to grade-level mathematics instruction.	$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Pilot mathematics instructional materials across grade spans, engage educational partners in reviewing instructional materials and implementation needs, identify professional learning priorities, and develop recommendations supporting future mathematics curriculum adoption. Educational partners engaged in this process will include teachers, principals, District English Learner Advisory Committee representatives, students, and district administrators. Provide targeted mathematics supports and teacher collaboration opportunities designed to strengthen instructional practices for students demonstrating academic need, including English learners, low-income students, foster youth, students receiving special education services, and other student groups identified through Dashboard and local data. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.		
2.5	Supporting Tier II: Literacy Interventions	Fund site-based Teachers on Special Assignment (TOSAs), instructional aides, Tier II intervention supports, instructional coaching systems, professional learning, teacher collaboration, and small-group instructional supports designed to strengthen literacy outcomes and reduce identified learning gaps. Provide Literacy Teachers on Special Assignment at elementary schools and Learning Recovery Teachers on Special Assignment at secondary schools to strengthen instructional systems supporting English Language Arts and mathematics achievement. TOSAs support instructional coaching, teacher collaboration, Tier II small-group instructional support, intervention systems, data-informed instructional practices, and instructional planning designed to strengthen student outcomes. Secondary Learning Recovery TOSAs also support intervention systems, integrated English Language Development implementation, Professional Learning Community collaboration, and academic systems supporting English Language Arts and mathematics achievement.	$1,322,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue targeted literacy intervention and instructional support systems at sites and for student groups identified through Dashboard and local data while maintaining districtwide academic support structures. LREBG-Funded Component: This action includes Learning Recovery Emergency Block Grant (LREBG) funding to support seven Teachers on Special Assignment. These supports are designed to accelerate academic progress and reduce learning gaps through targeted small-group instruction, instructional coaching, intervention systems, and data-informed academic support. Research supports targeted small-group instruction and instructional coaching as evidence-based strategies for accelerating literacy development and improving outcomes for students performing below grade level. Metrics 2.5, ELA CAASPP, and 2.8, English Learner Progress Indicator, will be used to monitor the impact of the LREBG-funded portion of this action is $1,028,610. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.		
2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Fund Constructing Meaning professional learning, substitute release time, instructional materials, and teacher collaboration opportunities designed to strengthen language development instructional practices for multilingual learners. Provide professional learning and collaboration aligned to Constructing Meaning instructional strategies to support Tier I and Tier II language development, academic vocabulary development, and multilingual learner access to grade-level content. Target intensified implementation and coaching support at Rose Ferrero Elementary and Gabilan Elementary based on identified student need, while maintaining districtwide availability and support for other sites. Services are intended principally for English learners while benefiting multilingual learners and other students who need additional academic language development support.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Supporting Tier II: Interventions for Long-Term English Learners	Fund instructional materials, teacher collaboration supports, substitute release time, and instructional systems designed to strengthen language development and academic achievement outcomes for long-term English learners. Provide targeted instructional supports and collaboration opportunities for Teachers on Special Assignment and classroom teachers to strengthen integrated English Language Development, academic language development, and access to grade-level content for long-term English learners and multilingual learners. Continue supporting secondary sites, including Main Street Middle School, Soledad High School, and Pinnacles High School, with instructional materials and collaboration supports aligned to long-term English learner needs. Services are intended principally for English learners while benefiting multilingual learners and other students requiring additional academic language development support.	$6,000.00	Yes
2.8	Enrichment for ALL	Fund enrichment opportunities, library media systems, instructional materials, extracurricular supports, staff stipends, and expanded learning experiences designed to strengthen student engagement, access to academic resources, and participation in meaningful learning opportunities beyond core instruction. Provide enrichment opportunities that support creativity, engagement, access to instructional resources, and connection to school. Continue supporting library systems, instructional resources, and enrichment activities that strengthen student access to learning materials and broaden academic experiences. Services benefit all students districtwide.	$1,248,503.00	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.

Creating safe, welcoming, and engaging learning environments remains a priority for Soledad Unified School District. California School Dashboard indicators, local data, and educational partner feedback continue to demonstrate the importance of strengthening school climate systems, improving student engagement, reducing suspension rates, and supporting student well-being.

Educational partners consistently identified physical safety, emotional safety, bullying prevention, student behavior supports, and stronger relationships between students and staff as areas requiring continued attention. Students and families emphasized the importance of supportive school environments where students feel connected, respected, and engaged.

To address these needs, Soledad Unified School District will continue strengthening districtwide systems that support positive student behavior, relationship building, social-emotional supports, and proactive interventions. The district will continue implementation and annual review of districtwide behavior supports, interventions, and consequences systems to ensure consistent expectations and intervention practices across schools. Professional learning focused on bullying prevention and relationship-building strategies will continue to support staff capacity to create positive learning environments and strengthen student engagement.

Progress toward this goal will continue to be monitored through state and local measures related to school climate, suspension rates, chronic absenteeism, and student engagement.

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)	All: 4.9% 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%	All: 4% EL: 3.4% SED: 4.2% 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)	All: 3.4% EL: 3.4% SED: 3.7% SWD: 4.1% HL: 4.9% Gabilan: Students with Disabilities 0% (Blue) Jack Franscioni: All Students 1.3% (Green) English Learner .6% (Blue) Hispanic 1.4% (Green) Socioeconomically Disadvantaged 1.5% (Green) Students with Disabilities 1.8% (Green)	4.9% for all student groups	All: -1.5% EL: -1.5% SED: -1.7% SWD: -4% HL: -3.3% Gabilan: Students with Disabilities: -11.8% (Red to Blue) Jack Franscioni: All Students -3.1% (Red to Green) English Learner: -4.9% (Red to Blue) Hispanic: -3.3% (Red to Green) Socioeconomically Disadvantaged: -3.3% (Red to Green) Students with Disabilities: -7.9% (Red to Green)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 13.2% Students with Disabilities 16.3% Rose Ferrero English Learner 3.9 % Soledad High Homeless Youth 15.1%	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 English Learner .4% (Blue) Soledad High Homeless Youth 8.3% (Yellow)	Main Street Middle English Learner 8.9% (Yellow) Hispanic 4.8% (Green) Socioeconomically Disadvantaged 5.3% (Green) Students with Disabilities 3.3% (Green) Rose Ferrero English Learner 2.5% (Orange) Soledad High Homeless Youth 9.2% (Orange)		Main Street Middle: English Learner: -9% (Red to Yellow) Hispanic: -7.3% (Red to Green) Socioeconomically Disadvantaged: -7.9% (Red to Green) Students with Disabilities: -13% (Red to Green) Rose Ferrero English Learner: -1.4% (Red to Orange) Soledad High Homeless Youth: -5.9% (Red to Orange)
3.2	Expulsion Rate	0 Expulsions	0 Expulsions	0 Expulsions	0 Expulsions	No Change
3.3	Local School Climate Survey	72% of parents and 59% of students feel welcomed and respected at the school sites according to the local climate survey.	74% of families reported positive Family & Community Engagement	74.75% of families reported positive Family & Community Engagement	100% of Parents and Students feel they belong at the school sites according to annual survey data	New local climate survey is used (now, MRA)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			75.88% of students felt that they belonged at school 72.75% of students reported having trusted relationships.	76.25% of Students felt that they belonged at school 76.5% of students reported having Trusted Relationships		
3.4	Safe, Clean, Functional School Facilities	All sites in “Good Repair” status according to Facility Inspection Tool (FIT) reports	All sites in "Good Repair" status	All sites in "Good Repair" status	All sites in “Good Repair” status.	No Change
3.5	Middle School Dropout Rate	Data for the Middle School Dropout Rate for the 22-23 School Year:1	0	0	0	-1
3.6	High School Dropout Rate	22	18.2% @ PHS 1.66% @ SHS	4.0% at PHS 0.53% at SHS	16	(Now disaggregated by site) PHS: -18% SHS: -21.34%
3.7	High School Graduation Rate	All: 91.8% SWD: 78.9% EL: 82.9% SED: 91.8%	All: 95.48% SWD: 94.5% EL: 86.3% SED: 95.2%	All: 95% SWD: 89% EL: 86.6% SED: 95.1%	94% for all student groups	All: +3.2% SWD: +10.1% EL: +3.7% SED: +3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	*Chronic Absenteeism Rate	All: 28% SWD: 36.9% EL: 24.7% SED: 28.5% Frank Ledesma: Hispanic 28.9% Socioeconomically Disadvantaged 29.3% Students with Disabilities 36% Gabilan: Homeless Youth 41.5%	All: 19.9% SWD: 28.1% EL: 17.3% SED: 20.4% Frank Ledesma: Hispanic 23.5% (Yellow) Socioeconomically Disadvantaged 24.2% (Yellow) Students with Disabilities 32.6% (Orange) Gabilan: Homeless Youth 22.2% (Orange)	All: 21.9% SWD: 30.8% EL: 19.4% SED: 22.5% Frank Ledesma: Hispanic 24.1% (Red) Socioeconomically Disadvantaged 24.1% (Red) Students with Disabilities 36.5% (Red) Gabilan: Homeless Youth 28.8% (Red)	15% decrease for all student groups	All: -6.1% SWD: -6.1% EL: -5.3% SED: -6% Frank Ledesma: Hispanic: -4.8% (Red to Red) Socioeconomically Disadvantaged: -5.2% (Red to Red) Students with Disabilities +.5% (Red to Red) Gabilan: Homeless Youth: -12.7% (Red to Red)
3.9	*Student Attendance Rate	By P-2 92% for all students	93.37%	94.31%	96%	+2.31%

Goal Analysis [2025-26]

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 – Strengthening Tier I: Physical Safety
Action 3.1 was fully implemented to increase physical safety across district campuses. Key implementation actions included funding for: (1) campus security staff, pupil supervisors, and registered nurses; (2) safety and monitoring tools such as Sprigeo, Behavior Alert, and Securly to support incident reporting and online safety; and (3) safety infrastructure including emergency flip charts, visitor management systems at

all school sites, vape detectors at secondary schools, and expanded camera systems. Additionally, Safety Dogs were introduced at secondary school sites as a deterrence and prevention strategy supporting proactive campus safety efforts.

Overall implementation was strong, with major components in place and actively utilized throughout the school year.

Implementation successes included integration of multiple safety systems that strengthened site-level response capacity and increased visibility into student concerns. The addition of Safety Dogs and expanded monitoring systems contributed to a more proactive approach to school safety. A challenge during implementation included ensuring consistent utilization and monitoring of multiple safety systems and platforms as new systems were introduced throughout the year.

No substantive differences occurred between planned implementation and actual implementation.

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Action 3.2 – Supporting Tier II: Targeted Chronic Absenteeism Intervention
Action 3.2 was fully implemented with targeted attendance supports focused on reducing chronic absenteeism and strengthening student engagement. Key attendance strategies were implemented at Gabilan Elementary School and Frank Ledesma Elementary School and included attendance motivational assemblies, site-based interventions, and coordinated outreach efforts through multidisciplinary teams including counselors, social workers, family liaisons, and health staff.

A significant enhancement during implementation was districtwide adoption of SchoolStatus Attend to strengthen consistency in attendance communication and intervention systems. The system strengthened attendance monitoring processes, standardized attendance communication with families, and supported school sites in conducting structured parent meetings intended to identify attendance barriers and strengthen intervention planning.

Implementation successes included stronger attendance communication systems, improved consistency in attendance intervention practices, and expanded collaboration supporting attendance improvement efforts. A continued challenge remains addressing attendance barriers for students experiencing chronic absenteeism requiring intensified supports.

No substantive differences occurred between planned implementation and actual implementation.

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Action 3.3 – Strengthening Tier II: Alternatives to Suspension
Action 3.3 was fully implemented to strengthen alternatives to suspension and reduce exclusionary discipline practices, particularly for student groups disproportionately impacted by disciplinary outcomes.

Implementation included restorative practices, targeted behavioral interventions, and increased staff supports across school sites intended to strengthen prevention systems and proactively address behavioral concerns.

Staff participated in professional learning opportunities, including the Homeless Conference, to strengthen support systems for students identified under the McKinney-Vento Act. Partnerships including Mindset Academy provided direct behavioral and social-emotional intervention support for students requiring additional services.

Implementation successes included strengthened intervention systems and expanded behavioral supports available to students requiring additional support. A continued challenge remains reducing suspension disparities for identified student groups while strengthening consistent implementation of intervention systems districtwide.

No substantive differences occurred between planned implementation and actual implementation.

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Action 3.4 – Strengthening Tier I: Emotional Safety and Wellness
Action 3.4 was fully implemented to strengthen emotional safety and wellness systems across all school sites. Continued and expanded staffing of social workers, counselors, and psychologists strengthened student access to behavioral health and mental health supports throughout the school year.

Partnerships with Monterey County Behavioral Health, Epicenter, and Daybreak Health strengthened school-based support systems, while programs including BGCMC, Mindset Academy, A.V.I.L.A. Boxing, Leader in Me, Sun Street Centers, and Girls Inc. strengthened social-emotional development, student connectedness, and positive identity development.

School sites continued implementation of Positive Behavioral Interventions and Supports practices to strengthen Tier I and Tier II behavioral supports.

A key implementation enhancement during the school year was strengthening Coordination of Services Team systems. Secondary sites strengthened referral processes to improve identification and support of students requiring academic, behavioral, social-emotional, and mental health interventions. Elementary schools continued regular Coordination of Services Team meetings to ensure systematic identification of students requiring additional support and strengthen coordination of interventions.

Implementation successes included strengthened coordination systems, expanded access to interventions, and stronger alignment across school-based support systems. Continued implementation efforts remain focused on ensuring timely and consistent intervention systems supporting student emotional safety and wellness.

No substantive differences occurred between planned implementation 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 no material differences between the budgeted expenditures and estimated actual expenditures in the following area:

- Action 3.1

- Action 3.2
- Action 3.3
- Action 3.4

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

Action 3.1 – Strengthening Tier I: Physical Safety
Action 3.1 (Physical Safety) has largely been effective as evidenced by district metrics and implementation outcomes. Metric 3.1 demonstrated improvement, with suspension rates decreasing by 1.5% for all students and improvement occurring across student groups. Metric 3.3 data from the 2025–2026 Measurable Results Assessment (MRA) survey reflected positive school climate outcomes, with 74.75% of families reporting positive Family and Community Engagement, 76.25% of students reporting a sense of School Belonging, and 76.5% of students reporting Trusted Relationships with adults at school. Metric 3.4 demonstrated continued success with all school sites maintaining "Good Repair" status on the Facility Inspection Tool. Metric 3.5 remained stable with middle school dropout rates remaining at 0%. Metric 3.6 improved with high school dropout rates decreasing to 4.0% at Pinnacles High School and 0.53% at Soledad High School. Metric 3.7 increased by 3.2% for all students. Metric 3.8 improved with chronic absenteeism decreasing by 6.1%, while Metric 3.9 improved by 2.31%.

The District continued implementation of Sprigeo as an anonymous reporting system supporting school safety, student voice, and timely intervention. During the 2025–2026 school year, 321 reports were submitted districtwide, including 19 reports from elementary schools, 213 reports from middle schools, and 89 reports from high schools. Sprigeo continued providing students a confidential reporting system allowing staff to proactively respond to concerns and strengthen school climate, emotional safety, and physical safety systems.

School nurses, health technicians, and supervisory staff continued supporting student health and safety needs districtwide. Approximately 4,797 students were served, including students with significant medical needs, approximately 690 students with active Individualized Education Programs, and 133 students with Section 504 plans. District nurses provided annual health and emergency response training to health technicians and designated staff and maintained Emergency Action Plans while coordinating screenings and health services supporting overall student well-being.

Collectively, these efforts strengthened proactive safety systems, student wellness supports, and school climate conditions contributing to progress toward Goal 3 outcomes. Continued implementation remains important to sustain positive outcomes and strengthen consistency of implementation across sites.

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Action 3.2 – Supporting Tier II: Targeted Chronic Absenteeism Intervention
Action 3.2 (Chronic Absenteeism) has largely been effective as evidenced by attendance improvements and strengthened intervention systems. Metric 3.8 improved with chronic absenteeism decreasing by 6.1%, while Metric 3.9 improved with student attendance increasing by 2.31%.

Gabilan Elementary School and Frank Ledesma Elementary School continued implementation of Positive Behavioral Interventions and Supports attendance strategies designed to strengthen attendance habits and reduce chronic absenteeism. Attendance incentives and

schoolwide recognition systems supported regular attendance expectations while multidisciplinary teams including counselors, social workers, family liaisons, nurses, and health technicians provided targeted outreach and support for students and families experiencing attendance barriers.

During the 2025–2026 school year, school sites implemented SchoolStatus Attend to strengthen attendance monitoring and interventions related to chronic absenteeism and truancy. The system strengthened attendance tracking processes, automated truancy notifications, parent conference scheduling and documentation systems, and follow-up practices supporting students and families experiencing attendance concerns.

These efforts strengthened attendance systems and contributed to improved attendance outcomes while reinforcing the importance of continuing targeted attendance interventions for students experiencing chronic absenteeism.

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Action 3.3 – Strengthening Tier II: Alternatives to Suspension
Action 3.3 (Suspension Support) has focused on addressing the needs of students most impacted by disciplinary outcomes, particularly students experiencing homelessness under the McKinney-Vento Act.

Metric 3.1 improved, with suspension rates decreasing by 1.5% for all students and improving by 3.3% for students identified as homeless. Metric 3.2 remained stable with expulsion rates remaining at 0%.

Suspension data from the 2025–2026 school year demonstrated higher concentrations of suspensions at secondary schools, including 64 suspensions at Soledad High School and 25 suspensions at Main Street Middle School. Elementary school suspension totals remained comparatively low, including Rose Ferrero Elementary School (3), San Vicente Elementary School (14), Gabilan Elementary School (2), Frank Ledesma Elementary School (10), and Jack Franscioni Elementary School and Pinnacles High School (0), resulting in a district total of 118 suspensions.

School sites continued implementation of layered supports and restorative approaches including counseling services, social work services, family outreach, Positive Behavioral Interventions and Supports practices, and intervention systems designed to proactively address student behavior and reduce escalation.

These supports contributed to improved suspension outcomes while reinforcing continued focus on reducing suspension disparities and strengthening behavioral intervention systems.

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Action 3.4 – Strengthening Tier I: Emotional Safety and Wellness
Action 3.4 (Emotional Safety) has been effective in strengthening emotional safety systems and student connectedness. Metric 3.1 is used to monitor school suspensions as it pertains to student connectedness to the sites.

Metric 3.8 improved with chronic absenteeism decreasing by 6.1%, while Metric 3.9 improved by 2.31%.

The District continued strengthening its Multi-Tiered System of Supports through expanded mental health, wellness, and student support systems across school sites. Tier I and Tier II supports continued through counselors and social workers, while Tier II and Tier III interventions included expanded social work services and partnerships including Monterey County Behavioral Health and Daybreak Health.

The District strengthened Coordination of Services Team referral systems at secondary schools to improve early identification of students requiring academic, behavioral, social-emotional, or mental health support and improve coordination of interventions and follow-up systems.

The District continued implementation of wellness and leadership systems connected to Leader in Me and the Measurable Results Assessment process. Measurable Results Assessment data reflected positive outcomes related to school belonging, trusted relationships, student empowerment, self-advocacy, and family engagement, reinforcing continued growth in student connectedness and emotional safety.

Additionally, the Youth Safety Network Team conducted student listening sessions supporting student voice and identifying opportunities to strengthen emotional safety systems and wellness supports.

These efforts strengthened emotional safety systems, student connectedness, and intervention supports contributing to continued progress toward Goal 3 outcomes. Continued implementation remains important to sustain progress and strengthen student wellness systems districtwide.

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 of implementation effectiveness, Dashboard outcomes, local measures, Learning Recovery Emergency Block Grant (LREBG) implementation, and educational partner feedback, several refinements are proposed to strengthen alignment between funding, activities, and intended outcomes within Goal 3.

Action 3.1 – Strengthening Tier I: Physical Safety
Reflection on implementation effectiveness reinforced the importance of continuing proactive school safety systems while strengthening accessibility and responsiveness of existing supports. In response to School Site Council feedback and continued reflection on implementation practices, the District will expand the Safety Dog program to elementary school sites to strengthen prevention efforts and proactive school safety systems districtwide.

The District will also explore alternative and supplemental reporting systems to complement existing reporting platforms, including Sprigeo, to strengthen accessibility and responsiveness for students reporting safety concerns.

Additionally, the District will invest in Geocomm school mapping systems to strengthen emergency response coordination, first responder access, and school site preparedness. The District will also explore implementation of a vision screener to strengthen early identification of student vision needs that may impact supervision, engagement, and overall student safety during the school day.

These refinements are intended to strengthen physical safety systems and continue supporting positive school climate and student safety outcomes.
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Action 3.3 – Strengthening Tier II: Alternatives to Suspension
Reflection on implementation effectiveness and educational partner feedback reinforced the importance of strengthening Tier I prevention systems, proactive behavior supports, and intervention strategies.

The District will strengthen professional learning opportunities focused on bullying prevention and restorative practices, leveraging available grant resources where appropriate. These refinements are intended to strengthen Tier I prevention efforts, strengthen positive student behavior systems, and continue reducing exclusionary discipline practices across school sites.
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Action 3.4 – Strengthening Tier I: Emotional Safety and Wellness
Action 3.4 includes Learning Recovery Emergency Block Grant (LREBG) funding.

Additional LREBG funding added during the 2025–2026 school year will support funding for a Dean of Students position at Soledad High School beginning in 2026–2027 to strengthen student support systems, behavioral interventions, and school connectedness.

All remaining LREBG-funded supports within Action 3.4 will continue supporting the same purposes funded during 2025–2026 to sustain implementation of student wellness systems, behavioral supports, intervention systems, and emotional safety structures designed to improve student outcomes.

No changes are proposed to Goal 3 metrics or target outcomes.

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	Fund campus security staff, pupil supervisors, registered nurses, safety technology, emergency preparedness systems, health supports, and safety infrastructure designed to strengthen physical safety and supervision across all school sites. Provide safety and monitoring systems including anonymous reporting tools, online safety supports, visitor management systems, vape detectors, school mapping systems, camera systems, emergency response	$2,937,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials, and Safety Dogs as prevention and deterrence strategies. Support school health systems through nursing services, health technician support, screenings, emergency action planning, and staff training related to student health and emergency response. The District will invest in Geocomm school mapping systems to strengthen emergency response coordination, first responder access, and school site preparedness. These supports are intended to improve physical safety, strengthen emergency preparedness, support timely response to student health and safety needs, and improve school climate for English learners, low-income students, and foster youth while benefiting all students districtwide. Metrics used to monitor effectiveness include Metric 3.1 Suspension Rate, Metric 3.3 School Climate/Belonging/Trusted Relationships, Metric 3.4 Facility Inspection Tool, Metric 3.8 Chronic Absenteeism, and Metric 3.9 Attendance Rate.		
3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Fund targeted chronic absenteeism interventions, attendance communication systems, attendance incentives, family outreach supports, and site-based attendance monitoring systems designed to improve student attendance and reduce chronic absenteeism. Provide targeted attendance supports including SchoolStatus Attend, standardized attendance communication, structured parent meetings, site-based interventions, attendance recognition systems, and coordinated outreach by multidisciplinary teams including counselors, social workers, family liaisons, nurses, and health staff. Supports will be implemented districtwide, with targeted attention to students and families experiencing attendance barriers. These services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide by strengthening attendance monitoring, family communication, and early intervention systems. Metrics used to monitor effectiveness include Metric 3.8 Chronic Absenteeism Rate and Metric 3.9 Attendance Rate.	$72,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Strengthening Tier II: Alternatives to Suspension	Fund alternatives to suspension, restorative practices, behavioral intervention supports, professional learning, and partnerships designed to reduce exclusionary discipline and strengthen positive student behavior at identified school sites. Provide targeted supports including restorative practices, bullying prevention professional development, behavioral and social-emotional interventions, Mindset Academy supports, McKinney-Vento-related professional learning, family outreach, PBIS-aligned supports, and implementation of the districtwide discipline matrix. The districtwide discipline matrix will support consistent use of interventions, supports, and consequences while emphasizing teaching expected behaviors and intervening before more intensive disciplinary responses are needed. This action is intended principally for English learners, low-income students, and foster youth at Jack Franscioni Elementary, Rose Ferrero Elementary, Main Street Middle School, and Soledad High School while also supporting improved school climate for all students at those sites. Metrics used to monitor effectiveness include Metric 3.1 Suspension Rate and Metric 3.2 Expulsion Rate.	$39,000.00	Yes
3.4	Strengthening Tier I: Emotional Safety and Wellness	Fund counselors, social workers, psychologists, student wellness supports, mental health partnerships, COST systems, wellness programming, leadership development programs, and student support services designed to strengthen emotional safety, student connectedness, and access to timely intervention supports across all school sites. Provide Tier I and Tier II supports through counselors and social workers, and provide Tier II and Tier III supports through expanded social work services and partnerships such as Monterey County Behavioral Health and Daybreak Health. Support wellness and student connectedness through programs including BGCMC, Mindset Academy, A.V.I.L.A. Boxing, Leader in Me, Sun Street Centers, Girls Inc., Youth Safety Network listening sessions, and PBIS-aligned practices. Continue strengthening	$4,078,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordination of Services Team systems to improve early identification, referral, coordination, and follow-up for students needing academic, behavioral, social-emotional, or mental health supports. LREBG-Funded Component: This action includes Learning Recovery Emergency Block Grant funding in the amount of $10,000 to strengthen emotional safety, wellness, and student support systems, including continued LREBG-funded supports from 2025–2026 and funding for a Dean of Students at Soledad High School. These supports are designed to address barriers to learning by increasing adult support, improving student connectedness, strengthening behavioral interventions, and supporting social-emotional wellness. Research supports integrated student support systems, mental health services, social-emotional learning, and coordinated intervention systems as evidence-based strategies for improving engagement and reducing barriers to learning. Metrics used to monitor the impact of this action, including the LREBG-funded component, include Metric 3.1 Suspension Rate, Metric 3.3 School Climate/Belonging/Trusted Relationships, Metric 3.8 Chronic Absenteeism Rate, and Metric 3.9 Attendance Rate. Services are intended principally for English learners, low-income students, and foster youth while benefiting all students districtwide.		

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.

Meaningful family and community engagement remains essential to improving student outcomes and strengthening school connectedness. Educational partner feedback consistently emphasized the importance of communication, family engagement opportunities, access to information, and reducing barriers that may limit participation in school activities and decision-making processes.

Families identified the need for continued parent education opportunities, translation supports, accessible communication systems, and expanded opportunities to engage meaningfully with schools. Educational partners also emphasized strengthening communication practices and increasing opportunities for family involvement across grade levels.

To address these needs, Soledad Unified School District will continue strengthening communication systems, parent education opportunities, and community partnerships. Parent workshops, Parent Institute for Quality Education (PIQE), Family Resource Center supports, Parent Academies, and family engagement opportunities will continue to strengthen partnerships between schools and families. The district will also continue communication efforts designed to increase family awareness of school programs, resources, and student supports, including districtwide communication strategies intended to strengthen family connection and engagement.

Progress toward this goal will continue to be monitored through family engagement measures and educational partner participation data.

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	100% Participation at School Site Council, ELAC, DELAC, and all other district-wide advisory committees. Current data: 80%	100%	100%	100%	+20%
4.2	Promotion of parental participation in parent-teacher conferences for unduplicated students	95% of parents participate as evident by sign-in sheets.	98%	100%	100%	+5%
4.3	Promote parental participation in programs for individuals with exceptional needs and multilingual learners.	Parent participation wasn't tracked to provide reliable data.	Schools continue to make efforts of outreach, utilizing numerous methods, including ParentSquare, Emails, and phone calls, to parents to attend committee meetings.	Schools continue to make efforts of outreach, utilizing numerous methods, including ParentSquare, Emails, and phone calls, to parents to attend committee meetings.	SWD Participation: 60% EL Participation: 50%	Schools continue to make efforts of outreach, utilizing numerous methods, including ParentSquare, Emails, and phone calls, to parents to attend committee meetings.

Goal Analysis [2025-26]

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 4.1 – Family Services
Action 4.1 was fully implemented to strengthen family engagement systems and improve access to family support resources across the district. Family Resource Center services continued supporting connections between families, school sites, and community resources while Family Student Support Liaisons provided outreach and direct support to families.

Implementation included family workshops, parent trainings, family resource navigation, and supports designed to strengthen family understanding of educational systems and student learning supports. Families continued receiving access to community resources, including mental health supports, housing resources, and basic needs supports intended to reduce barriers impacting student success.

Implementation successes included continued strengthening of school-to-family connections and expansion of coordinated support systems through the Family Resource Center. Family engagement systems continued strengthening communication and partnership opportunities between schools and families.

Challenges included continuing to increase participation opportunities and ensuring families experiencing barriers to engagement were able to access available supports.

No substantive differences occurred between planned implementation and actual implementation.

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Action 4.2 – Family and Community Communication
Action 4.2 was fully implemented to strengthen communication systems and improve accessibility of information shared with families.

The District continued implementation of multiple communication strategies including ParentSquare, emails, phone communication, school messaging systems, newsletters, and multilingual communication systems intended to improve family access to information regarding school events, academic supports, and opportunities for engagement.

Translation systems and communication supports continued strengthening accessibility for multilingual families across the district.

Implementation successes included maintaining multiple communication pathways and strengthening communication consistency across school sites.

An area identified for continued refinement included evaluating communication systems and translation supports to ensure continued accessibility and responsiveness to family needs.

No substantive differences occurred between planned implementation and actual implementation.

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Action 4.3 – Parent/Family Education
Action 4.3 was fully implemented to strengthen family education opportunities and increase family capacity to support student learning and engagement.

Implementation included parent workshops, informational sessions, multilingual learner supports, special education parent supports, and Family Resource Center programming intended to strengthen family understanding of educational systems and support strategies for student success.

Childcare supports, translation services, and accessibility supports continued strengthening participation opportunities for families.

Implementation successes included continued parent academy opportunities and expanded family engagement programming supporting multilingual learners and students receiving special education services.

Challenges included continuing efforts to increase participation opportunities and strengthen family access to educational workshops across all family groups.

No substantive differences occurred between planned implementation 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 Actions 4.1 and 4.3.

Action 4.2 had a material difference between the planned expenditure of $98,663 and estimated actual expenditures of $405,677. The original planned amount accurately reflected the action's budget at the time the LCAP was adopted. Estimated actual expenditures increased because prior-year carryover funds were subsequently allocated to the action. The additional funds supported school communication marquees and expanded family communication and engagement activities, including interpreting services, staff time, and materials.

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

Action 4.1 – Family Services
Action 4.1 has been effective in strengthening family engagement opportunities and supporting parent participation.

Metric 4.1 demonstrated continued efforts to seek parent input in decision-making through School Site Councils, ELAC, DELAC, and district advisory opportunities. Metric 4.2 demonstrated improvement, with promotion of parent participation in parent-teacher conferences increasing from baseline levels to 100%. Metric 2.5 and 2.6 were used to monitor student CAASPP results in ELA and Math for decision-making within these parent input sessions.

Family Resource Center systems, Family Student Support Liaison supports, and expanded family resource systems strengthened family-school partnerships and improved access to support systems.

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Action 4.2 – Family and Community Communication
Action 4.2 has been effective in strengthening communication systems and increasing family access to information.

Metric 4.2 demonstrated growth in parent participation efforts while Metric 4.3 demonstrated continued outreach supporting families of multilingual learners and students receiving special education services through ParentSquare, emails, phone communication, and direct outreach efforts. Metric 3.8 is used to monitor student attendance for Chronic Absenteeism and supporting families with students coming to school.

Multiple communication systems strengthened accessibility and increased opportunities for family engagement.

Continued refinement remains important to ensure communication systems remain accessible and responsive to all families.

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Action 4.3 – Parent/Family Education
Action 4.3 has been effective in strengthening family education opportunities and increasing family engagement.

Metric 4.1 demonstrated continued family engagement opportunities supporting parent participation in decision-making processes. Metric 3.8 is used to monitor student attendance for Chronic Absenteeism and supporting families with students coming to school.

Family Resource Center programming, parent workshops, multilingual learner supports, and special education family supports strengthened family understanding of educational systems and improved opportunities for participation.

Educational partner feedback reinforced continued importance of family workshops, translation supports, childcare supports, and increased opportunities strengthening family engagement systems.

Collectively, Goal 4 actions have strengthened family-school partnerships, communication systems, and opportunities for family engagement supporting district efforts to strengthen student outcomes.

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 of implementation effectiveness, local measures, and educational partner feedback, refinements are proposed to strengthen alignment between family engagement efforts and intended outcomes.

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Action 4.2 – Family and Community Communication
The District will continue reviewing and refining translation services and communication systems to determine whether additional capacity or expanded communication supports are needed to strengthen accessibility, timeliness, and communication effectiveness for all families.

Reflection on implementation reinforced the importance of strengthening communication accessibility and ensuring families receive information through multiple communication methods.

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Action 4.3 – Parent/Family Education

The District will expand parent workshops through school sites and the Family Resource Center with continued emphasis on attendance awareness, punctuality, educational systems navigation, multilingual learner supports, students receiving special education services, and broader family engagement opportunities.

PIQE opportunities and expanded parent workshops will continue strengthening family capacity to support student success.

Translation services, childcare supports, and accessibility structures will continue supporting family participation.

Metrics to monitor were removed from the Action Descriptions to reduce confusion about alignment with metrics listed in the Increased and Improved Services section.

No changes are proposed to Goal 4 metrics or target outcomes.

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	Fund Family Resource Center staffing, Family Student Support Liaison staffing, professional services, materials, supplies, and family support systems designed to strengthen family engagement, increase access to resources, and improve connections between families and schools. Provide coordinated family support services through the Family Resource Center and strengthen connections between school sites and district family support systems. Provide workshops, training opportunities, and family support services designed to increase family understanding of educational systems, strengthen support for student learning at home, promote positive parent-child relationships, and increase access to available district and community resources. Continue expanding access to family support services including mental health resources, housing assistance, basic needs supports, and connection to community services intended to reduce barriers impacting student engagement and academic success. Family Resource Center services, Family Student Support Liaison systems, and family engagement efforts are intended principally for English	$997,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learners, low-income students, and foster youth while benefiting all families districtwide.		
4.2	Family and Community Communication	Fund district translation services, communication supports, professional services, and family communication systems designed to strengthen family-school partnerships and improve communication accessibility across all school sites. Provide comprehensive communication systems including ParentSquare, newsletters, email communication, phone communication, school messaging systems, social media communication, and district outreach efforts designed to strengthen regular communication with families regarding school events, academic information, opportunities for engagement, attendance expectations, and available student supports. Continue strengthening translation systems and multilingual communication supports to improve accessibility and ensure communication remains timely, understandable, and inclusive for families representing all languages within the district community. Communication systems are intended principally for English learners, low-income students, and foster youth while benefiting all families districtwide.	$169,867.00	Yes
4.3	Parent/Family Education	Fund parent education opportunities, Family Resource Center workshops, professional services, childcare supports, parent academy materials and supplies, translation services, and family engagement programming designed to strengthen family capacity to support student success. Provide workshops and training opportunities at school sites and the Family Resource Center focused on supporting student learning, educational systems navigation, attendance and punctuality, college and career awareness, multilingual learner supports, special education	$88,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports, and family engagement strategies that strengthen home-school partnerships. Continue implementation of multilingual learner and special education parent academies and expand broader parent education opportunities through Family Resource Center programming and PIQE opportunities. Translation services, childcare supports, and accessibility structures will continue supporting increased participation and engagement. Educational partner feedback emphasized strengthening family systems, increasing communication, expanding workshops and supports, and increasing accessibility to family engagement opportunities. Parent education opportunities are intended principally for English learners, low-income students, and foster youth while benefiting all families districtwide.		

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.

Attracting, recruiting, supporting, and retaining highly effective staff remains a priority for Soledad Unified School District. District data and educational partner feedback continue to reinforce the importance of maintaining a highly qualified workforce while strengthening staff capacity to meet the academic, behavioral, and developmental needs of students.

Educational partners emphasized the importance of high-quality instruction, staff support systems, professional development opportunities, customer service, and consistent instructional practices across schools. Maintaining stable staffing systems and investing in staff growth remain critical components of improving student outcomes.

To support this work, Soledad Unified School District will continue investing in recruitment efforts, staff support systems, induction supports, professional development opportunities, and systems that strengthen instructional effectiveness. Recruitment fairs and recruitment activities will continue supporting hiring efforts, while ongoing staff support systems and professional learning opportunities will strengthen staff capacity and instructional practices. The district will continue monitoring staffing metrics, retention rates, and professional development participation to support continuous improvement efforts.

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%	94.80%	98.75%	100%	+4.75%
5.2	Retention Rate: Hired 34 New Teachers	Source: Year of collection: 2023-24	84.65%	83.75%	96%	-2.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		244 teachers needed; 34 FTEs needed = 86.4%				
5.3	Number/Percentage of classified employees offered and participating in at least one professional development activity per year	In 2023-24, 100% of Classified Employees were offered at least 2 PD activities. 60% of Classified Employees have participated in 1 PD.	98.5% offered 70% attended	100% offered 60% attended	100% of Classified Employees will be offered at least 2 PD activities. 100% of Classified Employees will participate in 2 PD activities by 2027.	0% offered 0% attended
5.4	The number of new teachers needing to be hired.	In 2023-24, needed to hire 34 teachers	39	39	Will need to hire 10 teachers	+5

Goal Analysis [2025-26]

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) was fully implemented through recruitment events, recruitment systems, staff recognition efforts, and workforce support activities designed to strengthen recruitment and retention systems.

Implementation included recruitment fairs, candidate outreach efforts, and systems intended to strengthen staffing stability and support hiring of highly qualified employees. Staff recognition systems continued strengthening workforce engagement and retention efforts.

Implementation successes included continued recruitment efforts and workforce support systems intended to strengthen staffing systems districtwide. Challenges continue related to workforce recruitment and maintaining adequate staffing levels in a competitive labor market.

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Action 5.2 (Certificated Staff Support) was fully implemented through teacher induction systems, evaluation tools, staff wellness supports, substitutes supporting teacher collaboration opportunities, and professional development systems supporting certificated staff.

Implementation included continued use of evaluation systems supporting instructional feedback and calibration, induction systems supporting new teachers, and professional learning opportunities strengthening workforce capacity.

Implementation successes included continued strengthening of certificated support systems and instructional development opportunities.

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Action 5.3 (Classified Staff Support) was fully implemented through classified employee professional development systems, job-alike learning opportunities, and staff participation systems supporting classified employee learning.

Implementation included classified professional learning opportunities intended to strengthen district operational systems and improve consistency of support systems serving students and families.

Implementation successes included continued classified employee learning opportunities and strengthening workforce support systems.

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Action 5.4 (Administrator and Instructional Leader Support) was fully implemented through administrator professional learning systems supporting instructional leadership development and continuous improvement systems.

Implementation included administrator learning opportunities strengthening leadership capacity and systems supporting school improvement efforts.

There were no substantive differences between planned implementation 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
Action 5.1 demonstrated partial effectiveness in strengthening workforce recruitment and staffing systems. Recruitment efforts, hiring systems, and workforce support strategies contributed to maintaining highly qualified staffing and supporting district operational stability. District systems continued supporting recruitment efforts in a competitive labor market; however, workforce recruitment and retention challenges persist, particularly in maintaining long-term staffing stability and reducing vacancy needs across the district.

Metric 5.1 (Highly Qualified Teachers), Metric 5.2 (Retention Rate), and Metric 5.4 (Number of Teachers Needed to Be Hired) indicate continued progress while reinforcing the need to strengthen long-term workforce sustainability strategies. Highly qualified teachers increased

from 94% to 98.75%, demonstrating positive progress toward workforce quality goals. Teacher retention rates declined from 86.4% to 83.75%, reinforcing the need to continue strengthening retention systems and long-term workforce sustainability efforts. Metric 5.4 further reinforces continued workforce need, with 39 teachers needing to be hired compared to a target of 10. Metrics 2.5 and 2.6 indicate continued need for high qualified teachers in ELA and Math.

These data indicate recruitment systems are strengthening workforce quality while retention strategies require continued refinement.

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Action 5.2 – Certificated Staff Support
Action 5.2 demonstrated effectiveness in strengthening professional support systems for certificated staff. Teacher induction supports, classroom observation systems, evaluation processes, staff wellness supports, and professional learning opportunities strengthened instructional capacity and professional growth systems districtwide.

Metrics 2.5 and 2.6 indicate improvement in student achievement, with districtwide ELA CAASPP Distance from Standard improving by 5.8 points and Mathematics improving by 5.6 points from baseline. English learners improved by 5.7 points in ELA and 2.6 points in Mathematics, while students with disabilities improved by 8.6 points in ELA and 6 points in Mathematics. These gains suggest that certificated staff supports and professional learning contributed to stronger instructional practices; however, achievement remains below district targets, demonstrating the need for continued support and refinement. Metric 5.4 also demonstrates an ongoing staffing need, with 39 teachers needing to be hired compared with the target of 10. Continued investment in induction, professional development, evaluation systems, and staff wellness remains necessary to strengthen instructional quality, retention, and workforce stability.

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Action 5.3 – Classified Staff Support
Action 5.3 demonstrated effectiveness through continued professional development opportunities and job-alike training systems supporting classified employees. District systems strengthened access to learning opportunities intended to build employee capacity and improve organizational effectiveness.

Metric 5.3 (Number/Percentage of Classified Employees Offered and Participating in Professional Development Activities) demonstrated continued implementation of classified employee support systems. Continued refinement remains necessary to strengthen participation rates and sustain professional growth opportunities aligned to district priorities. Metrics 2.5 and 2.6 indicate continued need for high qualified teachers in ELA and Math.

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Action 5.4 – Administrator and Instructional Leader Support
Action 5.4 demonstrated effectiveness in strengthening leadership capacity and instructional leadership systems districtwide. Professional learning opportunities, coaching structures, and administrator development systems supported continuous improvement efforts and strengthened district capacity to implement instructional priorities consistently across schools.

Metrics 2.5 and 2.6 indicate improvement in student achievement, with districtwide ELA CAASPP Distance from Standard improving by 5.8 points and Mathematics improving by 5.6 points from baseline. English learners and students with disabilities also demonstrated growth in both content areas. These results suggest that administrator professional learning and instructional leadership supports contributed to stronger implementation of instructional priorities; however, achievement remains below district targets and continued leadership development is necessary. Metric 5.4 further demonstrates the need for strong administrator and instructional leader support, as 39 teachers needed to be hired compared with the target of 10. Continued leadership development remains important for strengthening staff support, instructional quality, recruitment, retention, and school improvement capacity.

Actions 5.1–5.4 demonstrated effectiveness in supporting improved student achievement through investments in recruitment and retention, certificated and classified staff development, and instructional leadership. These actions were designed to strengthen instructional quality and workforce capacity, particularly for English learners, low-income students, and foster youth. District CAASPP results indicate positive academic growth, with ELA Distance from Standard improving from -54.2 to -48.4 (+5.8 points) and Mathematics improving from -94.8 to -89.2 (+5.6 points). Student groups also demonstrated gains, including English Learners (+5.7 points in ELA and +2.6 points in Math) and Students with Disabilities (+8.6 points in ELA and +6 points in Math). Improvements were also observed among Hispanic and socioeconomically disadvantaged students in both content areas. These results suggest that professional learning opportunities, induction supports, staff development systems, and administrator leadership training strengthened instructional practices and contributed to increased student performance. While achievement levels remain below district targets, the observed growth indicates that Goal 5 actions are having a positive impact on teaching and learning. Continued implementation of these actions will support ongoing improvement in ELA and Mathematics outcomes while helping to reduce achievement gaps among unduplicated student groups. Collectively, Goal 5 actions strengthened workforce systems supporting recruitment, retention, professional learning, leadership development, and instructional capacity. Reflection on implementation effectiveness reinforced the importance of continuing workforce support systems while refining resource alignment and retention strategies to strengthen organizational stability and instructional effectiveness districtwide.

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.

Reflection on implementation effectiveness reinforced the importance of continuing workforce development systems while refining resource alignment.

Action 5.2 (Certificated Staff Support) includes additional funding supporting evaluation systems during 2026–2027.

Teacher induction systems will continue while leveraging Title II funding where appropriate to strengthen alignment of available resources supporting certificated staff development.

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Action 5.4 (Administrator and Instructional Leader Support) will support ACSA memberships through LCAP funding during 2026–2027. Additional administrator development opportunities will continue through non-LCAP funding sources.

Professional learning priorities will continue being informed through district needs, Dashboard outcomes, local data, educational partner feedback, and partnership work with Monterey County Office of Education.

Metrics to monitor were removed from the Action Descriptions to reduce confusion about alignment with metrics listed in the Increased and Improved Services section.

No changes are proposed to Goal 5 metrics or target outcomes.

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	Fund recruitment activities, recruitment fairs, professional services, materials and supplies, and staff recognition systems designed to attract, recruit, hire, support, and retain a highly qualified and diverse workforce. Provide resources supporting recruitment efforts intended to strengthen staffing stability and increase access to highly qualified employees across the district. Recruitment systems include participation in recruitment fairs and activities supporting candidate outreach and workforce development. Continue staff recognition efforts intended to strengthen retention and employee engagement. Recruitment and retention systems are intended to strengthen workforce stability supporting all students districtwide. Stable and highly qualified staffing supports continuity of instruction and strengthens educational outcomes, particularly for English learners, foster youth, and low-income students.	$93,673.00	Yes
5.2	Certificated Staff Support	Fund certificated staff support systems, professional learning opportunities, substitutes, consulting and partnering services, evaluation tools, and staff wellness supports designed to strengthen instructional practice and support development of highly effective educators.	$26,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide a California Standards for the Teaching Profession-aligned classroom observation process utilizing electronic evaluation tools to strengthen instructional feedback systems and support calibration across school sites. Continue teacher induction supports and professional development opportunities supporting new teachers and certificated staff. Professional learning systems will continue supporting instructional improvement priorities identified through district needs and student outcomes data. Staff wellness supports will continue strengthening employee well-being to support staff capacity to meet academic, developmental, and social-emotional needs of students. Additional funding has been added in 2026–2027 for staff evaluation software. Teacher induction supports will continue while leveraging Title II funding where appropriate. This action is also supported through Goal 2 and categorical funding. Services strengthen instructional quality supporting all students districtwide while principally benefiting English learners, foster youth, and low-income students.		
5.3	Classified Staff Support	Fund professional development, job-alike training opportunities, extra hours, timesheets supporting participation in training, and staff learning opportunities designed to strengthen classified employee effectiveness and district operational systems. Provide professional learning opportunities for classified employees that may include customer service, technology systems, supporting instruction, workplace safety, Positive Behavioral Interventions and Supports implementation, student supervision, de-escalation strategies, and district procedures and expectations.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue strengthening onboarding and calibration systems supporting both new and returning classified staff to improve consistency of implementation and strengthen support systems for students and families. Classified staff support systems strengthen school operations and direct student services districtwide while principally benefiting English learners, foster youth, and low-income students.		
5.4	Administrator and Instructional Leader Support	Fund professional learning opportunities supporting administrators and instructional leaders to strengthen instructional leadership systems and continuous improvement practices districtwide. Provide professional development, learning opportunities, and coaching structures supporting administrators to strengthen instructional leadership capacity, continuous improvement systems, and school improvement efforts. LCAP funding within Action 5.4 will support ACSA memberships during 2026–2027. Additional administrator learning opportunities funded through non-LCAP sources will continue strengthening leadership systems aligned to district priorities and identified needs. Administrator development systems strengthen district capacity supporting instructional quality, staff development systems, and school improvement efforts benefiting all students districtwide while principally supporting English learners, foster youth, and low-income students.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Discontinued Equity Multiplier Focus Goal – Pinnacles High School College and Career Readiness	Maintenance of Progress 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.

Goal 6 was originally developed as an Equity Multiplier Focus Goal to address identified student needs at Pinnacles High School based on California School Dashboard data and Equity Multiplier eligibility requirements in effect at the time the goal was created. The goal prioritized supports related to college and career readiness and school climate for student groups identified for focused support, including All Students, Hispanic students, and Socioeconomically Disadvantaged students.

The District identified this goal through analysis of Dashboard outcomes, local performance measures, and consultation with educational partners. Actions within this goal were intended to provide evidence-based supports designed to improve student outcomes through increased college and career opportunities, student engagement, and school climate systems aligned to identified student needs.

For the 2026–2027 LCAP, Pinnacles High School no longer qualifies to generate Equity Multiplier funding based on current eligibility criteria and Stability Rate requirements. As a result, Soledad Unified School District is discontinuing Goal 6 beginning in 2026–2027. Supports previously provided through this goal have been integrated into broader district systems and will continue through existing district goals and actions, including Goal 1 college and career readiness supports and districtwide student support systems.

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	100% of students have access SWD-100% ELs - 100%	100% of students have access SWD-100% ELs-100%	100% of students have access SWD-100% ELs-100%	0% - of students have access SWD-0% ELs - 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		https://drive.google.com/file/d/14PCpsJSovB_flAJiLPObB9NwYl5vBZ9h/view				
6.2	College and Career Ready Indicator (Status)	2023 California Dashboard: Students who were "prepared": ALL: 0% Hispanic: 0% SED: 0%	ALL: 0% Hispanic: 0% SED: 0%	ALL: 0% Hispanic: 0% SED: 0%	Students who were "prepared": ALL: 10% Hispanic: 10% SED: 10%	All: 0% His-0% SED - 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 +	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	All students will be involved in at least one enrichment or intervention program at the school site.	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Involvement), Dual Enrollment Planning, & Field Trips	Enrollment Planning, & Field Trips		Enrollment Planning, & Field Trips

Goal Analysis [2025-26]

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.

Goal 6 actions were fully implemented during 2025–2026 to support college and career readiness opportunities and strengthen school climate and culture at Pinnacles High School.

Action 6.1 supported implementation of college and career activities designed to increase student exposure to postsecondary pathways and career opportunities through college and career exploration activities and student access to representatives from colleges, universities, and workforce opportunities.

Action 6.2 supported school climate and culture efforts intended to strengthen student engagement and academic supports aligned to student interests and academic proficiency.

Implementation successes included continued expansion of intervention and enrichment opportunities supporting student college and career readiness and efforts strengthening school culture and engagement systems.

There were no substantive differences between planned implementation 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 was a material difference between budgeted expenditures and estimated actual expenditures for Action 6.1. Of the $72,620 planned for Intensive College/Career Support, $11,221 was expended, resulting in $61,399 of unspent funds. The planned Equity Multiplier funds for Action 6.1 were not fully expended during the 2025–2026 school year, and the remaining funds were unspent at the end of the year. There was no material difference between budgeted expenditures and estimated actual expenditures for Action 6.2.

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

Goal 6 actions demonstrated mixed effectiveness in supporting intended student outcomes.

Action 6.1 (Intensive College/Career Support) demonstrated mixed effectiveness. Metric 6.1 indicated students maintained access to a Broad Course of Study and Metric 6.3 demonstrated expansion of intervention and enrichment opportunities supporting college and career readiness. However, Metric 6.2 demonstrated that College and Career Readiness outcomes did not improve between 2022–2023 and 2023–2024, reinforcing the continued importance of targeted college and career readiness supports.

Action 6.2 (School Climate and Culture) demonstrated effectiveness through continued access to student supports and enrichment opportunities intended to strengthen engagement and school connectedness.

Collectively, implementation reinforced the importance of maintaining college and career readiness systems and student engagement supports through districtwide structures moving forward.

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.

Pinnacles High School no longer qualifies to generate Equity Multiplier funding for the 2026–2027 LCAP based on current eligibility requirements and Stability Rate criteria. As a result, Goal 6 will be discontinued beginning in 2026–2027.

Reflection on implementation effectiveness reinforced the importance of sustaining college and career readiness opportunities and student engagement systems previously supported through this Equity Multiplier Focus Goal.

Rather than continuing Goal 6 as a standalone Equity Multiplier Focus Goal, supports will continue through broader district systems.

College and career readiness opportunities will continue through Goal 1 actions supporting college and career readiness. Student engagement systems, school climate systems, and academic support systems will continue through districtwide systems embedded within Goals 2 and 3.

Because Pinnacles High School no longer generates Equity Multiplier funding, Goal 6 metrics, actions, and expenditures associated with the former Equity Multiplier Focus Goal are being discontinued beginning in 2026–2027 and integrated into existing district systems supporting all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Discontinued Intensive	This action supported college and career readiness opportunities at Pinnacles High School during the period in which Pinnacles High School generated Equity Multiplier funding. Supports included college and career		No

Action #	Title	Description	Total Funds	Contributing
	College/Career Support	exploration activities intended to increase awareness of postsecondary opportunities and career pathways. Pinnacles High School no longer qualifies to generate Equity Multiplier funding for the 2026–2027 LCAP. As a result, this action is discontinued beginning in 2026–2027. College and career readiness opportunities previously supported through this action will continue through districtwide supports included within Goal 1.		
6.2	Discontinued School Climate and Culture	This action supported school climate and culture efforts intended to strengthen student engagement and academic support systems at Pinnacles High School during the period in which Pinnacles High School generated Equity Multiplier funding. Pinnacles High School no longer qualifies to generate Equity Multiplier funding for the 2026–2027 LCAP. As a result, this action is discontinued beginning in 2026–2027. Student engagement, academic supports, and school climate systems will continue through districtwide supports embedded throughout Goals 2 and 3.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,611,641	$2,614,302

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.757%	0.000%	$0.00	38.757%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 25%/21.9% of students experiencing homelessness completed UC/CSU requirements and CTE programs respectively. **Scope:** LEA-wide		
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 **Need:**	Though all students will receive access, applications and recruitment will prioritize students classified as English learners, socioeconomically disadvantaged, and homeless. Students will be identified through our student information system.	• 11th grade pupil achievement: Math/ELA for all student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 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		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
2.4	**Action:** Supporting Tier II: Math Interventions	• All teachers have a diverse population in their classrooms and the training received	Math CAASPP % of Students Met/Exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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	district wide and for all unduplicated pupils
2.5	**Action:** Supporting Tier II: Literacy Interventions **Need:** California Dashboard "Red" Indicators: • All Students: San Vicente Elementary	• All teachers have a diverse population in their classrooms, and the training 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	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
	• 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	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% **Scope:** LEA-wide	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. 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	- 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
		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 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"	• 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
		ensures a physically safe environment for students.	
3.2	**Action:** Supporting Tier II: Targeted Chronic Absenteeism Intervention **Need:** California Dashboard "Red" Indicators: • Hispanic: Frank Ledesma Elementary • Homeless Youth: Gabilan Elementary • Socioeconomically Disadvantaged: Frank Ledesma Elementary • Students with Disabilities: Frank Ledesma Elementary **Scope:** LEA-wide	• Schools will be able to participate in root-cause analysis activities in collaboration with our county office. Through this opportunity, we provide culturally responsive support to our unduplicated pupils listed. • Efforts to address chronic absenteeism are particularly beneficial for low-income students and English learners, as they often face barriers that make regular attendance more challenging. By targeting these efforts, schools can provide tailored support and resources that help overcome these barriers, ensuring these students have consistent access to education and the opportunity to catch up and thrive academically.	California Dashboard: Chronic Absenteeism Metric
3.3	**Action:** Strengthening Tier II: Alternatives to Suspension **Need:** California Dashboard "Red" Indicators: • All Students: Jack Franscioni Elementary • English Learner: Jack Franscioni Elementary, Main Street Middle, Rose Ferrero Elementary	With our current Positive Behavior Intervention and Support (PBIS) system and Coordination of 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	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
	• 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	to succeed despite behavioral challenges. By implementing these strategies on an LEA-wide basis, we ensure that all students, regardless of their school site, have access to consistent and equitable support. This broad implementation allows us to systematically address the diverse needs across our entire district, promoting a cohesive and inclusive educational environment.	
3.4	**Action:** Strengthening Tier I: Emotional Safety and Wellness **Need:** • 72% of parents and 59% of students feel welcomed and respected at the school sites according to the Qualtrics Survey **Scope:** LEA-wide	• All students benefit when provided safe and inclusive learning environments. Our Coordination of Services Teams (COST) review all student data to target services, and will prioritize unduplicated pupils in the development of services through this process. Data from the COST team will provide insight on potential training including but not limited to strategies for addressing bullying, discrimination, and other forms of emotional harm. • 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	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
		and COST in place, we are able to provide differentiated support for students, especially our unduplicated populations.	
4.1	**Action:** Family Services **Need:** • It is critical to provide a connection with each school site to our Family Resource Center, which will be equipped with bilingual staff who provide a welcoming environment for families to access information, resources, and support services, especially for our unduplicated pupils. • Educational Partner data indicated the need for additional services for families. **Scope:** LEA-wide	• Educational partner data indicates that 88.5% of parents believe that their school values the diversity their child brings to our school environment. • Through our Coordination of Services Team (COST) meetings, we will be able to identify and target our unduplicated student needs, and provide targeted assistance on navigating the education system, supporting student learning at home, and promote positive parent-child relationships. • FRCs provide crucial support services and resources tailored to English Learners and Low Income students unique needs. These centers help bridge gaps in support and communication, ensuring that families are equipped to advocate for 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.	CAASPP ELA and Math
4.2	**Action:** Family and Community Communication	• When students/families are aware of the services provided in a way that is culturally relevant to them,	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
	Need: • Educational partner survey indicated that more than half of students/families that completed the survey were not aware of instructional and social emotional programs available to them. Surveys indicate that English Learners, Foster youth and Socio-economically disadvantaged students will benefit from greater communication. • Students 7-12th grade students participating in the Principal Advisory Council and LCAP Advisory also indicated they were not aware of services, and finding a culturally relevant approach to messaging is essential **Scope:** LEA-wide	students/families are able to advocate for services needed. • All students and families benefit from the services offered at the Family Resource Center, however, we will use our data to ensure our unduplicated pupils are supported first. • Improved communication ensures that low-income students and English learners receive timely and clear information about academic resources, support services, and opportunities for engagement, which helps bridge gaps created by socioeconomic and language barriers. Additionally, fostering an inclusive communication environment builds stronger relationships between schools and families, empowering students with the resources and support they need to succeed.	
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:**	• 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

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		
5.1	**Action:** Recruitment, Hiring, and Retention **Need:** Unduplicated students is positively impacted when staff are highly qualified. Attracting and retaining high-quality, diverse teachers is challenging endeavor for the district. **Scope:** LEA-wide	Improved teacher retention provides low-income students and English learners with consistent, stable instruction, which is crucial for building trust and supporting long-term academic growth. Experienced and committed teachers are better equipped to address the unique needs of these students, leading to more effective and personalized teaching strategies that can significantly enhance learning outcomes. Our training will be targeted in nature, therefore, it will address the need of all students, particularly unduplicated pupils.	• CAASPP ELA and Math • Teacher retention rates • Number of staff needed to be hired at the beginning of each year
5.2	**Action:** Certificated Staff Support **Need:** ELA CAASPP % of students Met/Exceeded All: 29.9% EL: 8.1% SED: 26.9% 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.	Our unduplicated pupils are scoring below the general average. Because this action supports our teaching staff who serve all students, it was initially developed to target low-income and English learner students. However, by implementing this on an LEA-wide basis, all students in the classroom benefit from high-quality teaching practices. This broad application ensures that 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.	• ELA CAASPP % of students Met/Exceeded • Math CAASPP % of students Met/Exceeded • Number of staff needed to be hired

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		
5.3	**Action:** Classified Staff Support **Need:** Ensuring our staff has foundational knowledge inside and outside the classroom is essential to provide a comprehensive and positive learning environment for students, especially unduplicated pupils. It is essential for new staff to become calibrated to the expectations of the environment, and it is essential for returning staff to become calibrated in their understanding of new policies and procedures. **Scope:** LEA-wide	Classified staff primarily target our english learner and low income pupils via intervention systems and communication with families. Because this actions is supporting our teaching staff who support all of our students, while the actions was developed to support low income and English learner students, their peers in the classroom will also benefit from high quality teaching practices.	CAASPP ELA and Math Number/Percentage of classified employees offered and participating in at least one professional development activity per year.
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%	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD: 5.8% HL: 9.3% Our unduplicated pupils are scoring below the general average. **Scope:** LEA-wide		

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:** % 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%	• 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.	• English Learner Progress Indicator on the California Dashboard • EL Reclassification Data • English Learner Met/Exceeded on the Math and ELA CAASPP assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance) **Need:** California Dashboard "Red" Indicators: English Language Performance Indicator for Rose Ferrero and Gabilan % of Met/Exceeded on the ELA CAASPP All: 29.9% EL: 8.1% 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:**	• Targeted support will allow for both school sites to identify the root cause for current proficiency results • Educational partner data indicated for the need to provide professional development to support multilingual students	• ELA CAASPP % of Students Met/Exceeded district wide and for all unduplicated pupils English Language Performance Indicator Rose Ferrero and Gabilan

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.7	**Action:** Supporting Tier II: Interventions for Long-Term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)	• Targeted support will allow for schools district-wide to target needs of long-term English learners • Educational partner data indicated for the need to provide professional development to support multilingual students. We anticipate providing during and after school.	• ELA CAASPP % of Students Met/Exceeded district wide for multilingual learners District-Wide English Language Performance Indicator

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

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

Additional Concentration Grant Funding

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

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

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

2026-27 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	53,181,411	20,611,641	38.757%	0.000%	38.757%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,611,641.00	$1,766,782.00	$0.00	$0.00	$22,378,423.00	$18,057,543.00	$4,320,880.00

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	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	2024-27	$3,149,778.00	$26,180.00	$3,175,958.00				$3,175,958.00	
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	$889,735.00	$49,705.00	$939,440.00				$939,440.00	
1	1.3	College/Career Enrichment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27	$148,103.00	$486,600.00	$634,703.00				$634,703.00	
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	$3,306,895.00	$1,021,727.00	$4,328,622.00				$4,328,622.00	
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	$1,495,681.00	$25,000.00	$1,241,185.00	$279,496.00			$1,520,681.00	
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	$621,801.00	$10,000.00	$631,801.00				$631,801.00	
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	$1,322,609.00	$0.00	$293,999.00	$1,028,610.00			$1,322,609.00	
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	$5,000.00	$0.00	$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	$3,000.00	$3,000.00	$6,000.00				$6,000.00	
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	$1,085,503.00	$163,000.00	$1,248,503.00				$1,248,503.00	
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	$1,848,940.00	$1,088,362.00	$2,937,302.00				$2,937,302.00	
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	$6,000.00	$66,080.00	$72,080.00				$72,080.00	
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	$12,000.00	$27,000.00	$39,000.00				$39,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							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	$3,060,705.00	$1,018,156.00	$3,620,185.00	$458,676.00			$4,078,861.00	
4	4.1	Family Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$979,223.00	$18,200.00	$997,423.00				$997,423.00	
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	$74,570.00	$95,297.00	$169,867.00				$169,867.00	
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	$78,000.00	$88,000.00				$88,000.00	
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	$88,173.00	$93,673.00				$93,673.00	
5	5.2	Certificated Staff Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$26,400.00	$26,400.00				$26,400.00	
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	$0.00	$15,000.00				$15,000.00	
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	$25,000.00	$25,000.00				$25,000.00	
6	6.1	Discontinued Intensive College/Career Support	All	No												
6	6.2	Discontinued School Climate and Culture	All	No			Specific Schools:									

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
							Pinnacles High School									

2026-27 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
53,181,411	20,611,641	38.757%	0.000%	38.757%	$20,611,641.00	0.000%	38.757 %	**Total:**	$20,611,641.00
								LEA-wide Total:	$17,452,314.00
								Limited Total:	$1,252,185.00
								Schoolwide Total:	$1,907,142.00

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	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	$3,175,958.00	
1	1.2	Supporting Tier II: Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	7th-12th	$939,440.00	
1	1.3	College/Career Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$634,703.00	
2	2.1	Strengthening Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,328,622.00	
2	2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,241,185.00	
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	$631,801.00	

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	$293,999.00	
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	$6,000.00	
2	2.8	Enrichment for ALL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,248,503.00	
3	3.1	Strengthening Tier I: Physical Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,937,302.00	
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,080.00	
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	$39,000.00	
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,620,185.00	

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	$997,423.00	
4	4.2	Family and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,867.00	
4	4.3	Parent/Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,000.00	
5	5.1	Recruitment, Hiring, and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,673.00	
5	5.2	Certificated Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,400.00	
5	5.3	Classified Staff Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
5	5.4	Administrator and Instructional Leader Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,459,510.00	$22,065,809.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Strengthening Tier I: Elective Offerings	Yes	$3,317,884.00	$3,227,419
1	**1.2**	Supporting Tier II: Credit Recovery	Yes	$873,971.00	$921,143
1	**1.3**	College/Career Enrichment	Yes	$531,000.00	$519,966
2	**2.1**	Strengthening Tier I	Yes	$4,021,228.00	$4,752,293
2	**2.2**	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	$1,457,118.00	$1,487,936
2	**2.3**	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Yes	$598,557.00	$581,988
2	**2.4**	Supporting Tier II: Math Interventions	Yes	$22,500.00	$12,450
2	**2.5**	Supporting Tier II: Literacy Interventions	Yes	$1,230,254.00	$1,245,968
2	**2.6**	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Yes	$5,000.00	$5,463
2	**2.7**	Supporting Tier II: Interventions for Long-Term English Learners	Yes	$3,000.00	$559
2	**2.8**	Enrichment for ALL	Yes	$1,290,024.00	$1,141,042

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	$2,686,573.00	$2,587,842
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	$10,000.00	$55,864
3	3.3	Strengthening Tier II: Alternatives to Suspension	Yes	$74,500.00	$23,059
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	$3,715,158.00	$3,887,047
4	4.1	Family Services	Yes	$1,063,207.00	$987,183
4	4.2	Family and Community Communication	Yes	$98,663.00	$405,677
4	4.3	Parent/Family Education	Yes	$96,000.00	$50,213
5	5.1	Recruitment, Hiring, and Retention	Yes	$92,500.00	$41,422
5	5.2	Certificated Staff Support	Yes	$104,753.00	$38,321
5	5.3	Classified Staff Support	Yes	$28,000.00	$23,824
5	5.4	Administrator and Instructional Leader Support	Yes	$40,000.00	$31,162
6	6.1	Intensive College/Career Support	No	$72,620.00	$11,221
6	6.2	School Climate and Culture	No	$27,000.00	$26,747

2025-26 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)
$19,757,924	$19,939,884.00	$20,566,661.00	($626,777.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Strengthening Tier I: Elective Offerings	Yes	$3,317,884.00	$3,227,419		
1	1.2	Supporting Tier II: Credit Recovery	Yes	$873,971.00	$921,143		
1	1.3	College/Career Enrichment	Yes	$531,000.00	$519,966		
2	2.1	Strengthening Tier I	Yes	$4,021,228.00	$4,752,293		
2	2.2	Strengthening Tier I: Supporting Multilingual Students (EL Program)	Yes	$1,189,496.00	$1,205,902		
2	2.3	Strengthening Tier I: Supporting Students with Disabilities in General Education Settings	Yes	$598,557.00	$581,988		
2	2.4	Supporting Tier II: Math Interventions	Yes	$22,500.00	$12,450		
2	2.5	Supporting Tier II: Literacy Interventions	Yes	$298,095.00	$288,439		
2	2.6	Supporting Tier II: Targeted Support for Site-Specific Multilingual Students (Technical Assistance)	Yes	$5,000.00	$5,463		
2	2.7	Supporting Tier II: Interventions for Long-Term English Learners	Yes	$3,000.00	$559		

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	$1,290,024.00	$1,141,042		
3	3.1	Strengthening Tier I: Physical Safety	Yes	$2,686,573.00	$2,587,842		
3	3.2	Supporting Tier II: Targeted Chronic Absenteeism Intervention	Yes	$10,000.00	$55,864		
3	3.3	Strengthening Tier II: Alternatives to Suspension	Yes	$74,500.00	$23,059		
3	3.4	Strengthening Tier I: Emotional Safety and Wellness	Yes	$3,494,933.00	$3,665,430		
4	4.1	Family Services	Yes	$1,063,207.00	$987,183		
4	4.2	Family and Community Communication	Yes	$98,663.00	$405,677		
4	4.3	Parent/Family Education	Yes	$96,000.00	$50,213		
5	5.1	Recruitment, Hiring, and Retention	Yes	$92,500.00	$41,422		
5	5.2	Certificated Staff Support	Yes	$104,753.00	$38,321		
5	5.3	Classified Staff Support	Yes	$28,000.00	$23,824		
5	5.4	Administrator and Instructional Leader Support	Yes	$40,000.00	$31,162		

2025-26 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)
51,506,547	$19,757,924	0.64%	39.000%	$20,566,661.00	0.000%	39.930%	$0.00	0.000%

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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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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