

2023–24 Local Control and Accountability Plan Annual Update

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

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|---------------------------------------|--|-------------------------------------|
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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Provide positive high-quality teaching and supportive learning environments for all students. (Priorities 1-Basic Services and 2 - Implementation of State Academic Standards) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|--|---|
| Properly Credentialed Teachers measured by CalSAAS | 2020-21 100% of teachers met California credentialing requirements. | 2021-22 100% of teachers met California credentialing requirements. | 2022-23 100% of teachers met California credentialing requirements. | 2023-2024 100% of teachers met California credentialing requirements. | 100% of teachers will meet California credentialing requirements. |
| Student Access to Instructional Materials as measured by sufficiency of instructional materials report | 2020-21 70% of course program materials (textbooks and ancillary) are aligned to current California state standards | 2021-22 89% of course program materials are aligned to current California state standards. | 2022-23 100% of course program materials are aligned to current California state standards. | 2023-2024 100% of course program materials are aligned to current California state standards | 100% implementation of Academic Content Standards. |
| Facilities Inspection Tool (FIT) | 2020-21 All facilities received an overall rating of Good on the Facilities Inspection Tool (FIT). | 2021-22 All facilities received an overall rating of Good on the FIT. | 2022-23 All facilities received an overall rating of Good on the FIT. | 2023-2024 All Facilities received an overall rating of "Good" on the FIT. | All facilities received an overall rating of Good or Exemplary on the Facilities Inspection Tool (FIT). |
| Implementation of Academic Content Standards measured by walkthrough observations | 2020-21 100% implementation of Academic Content Standards. | 2021-22 100% implementation of Academic Content Standards | 2022-23 100% implementation of Academic Content Standards | 2023-2024 100% implementation of Academic Content Standards. | 100% implementation of Academic Content Standards. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|---|--|
| EL Access to California Standards including English Language Development (ELD) Standards | 2020-21 100% of English language (EL) students have access to designated ELD instruction and 10% have access to integrated ELD. | 2021-22 64% of EL students have access to designated ELD instruction and 83%access to integrated ELD. | 2022-23 65% of EL students have access to designated ELD instruction and 100%access to integrated ELD. | 2023-2024 100% of students have access to integrated ELD instruction. | 100% of English language (EL) students have access to designated and/or integrated ELD and California standards instruction. |

Goal Analysis

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

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

Goal #1 providing positive high-quality teaching and supportive learning environments for all students was successful in terms of the metrics used to measure the goal. 100% of the teachers met the California credentialing requirements. The facilities received a "Good" rating. 100% implementation of academic content standards and 100% of students had access to instructional materials. 100% of English language students had access to designated or integrated ELD and California standards instruction. Actions 1.1 (Induction), 1.2 (Course Sections), 1.3 (Technology), 1.4 (Program Materials), 1.5 (Credit Recovery), 1.6 (Professional Development), 1.7 (Instructional Aide), 1.8 (Resource Specialist) were all implemented without any challenges. Action 1.1 was available but not needed due to the teaching staff that was hired. The 2023 California Dashboard did not have available data other than Suspension Rates due to the number of students in each measured priority area. The local data available from 2023-2024 shows a significant decrease of suspension rates, especially at San Benito County Opportunity School where the suspension rates dropped by 60% from the 2022-2023 school year.

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

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 1 were as follows:

Action 1.1 Induction \$3500 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to no teacher participating in the program.

Action 1.2 Course Sections \$4,904 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to lower numbers of English Learner students enrolled in the program and all students receiving Integrated ELD.

Action 1.3 Technology \$2,000 was budgeted and \$678.00 is the Estimated Actual that was spent. This was due to the chromebooks being purchased in the last two

years and not needing to replace many of them.

Action 1.8 Resource Specialist \$3,000 was budgeted and \$31,414.00 is the Estimated Actual that was spent. This was due to an increase in the number of students enrolled who needed services.

Action 1.9 Greenhouse \$500 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to the program being closed for over three months during the school year.

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

100% of the metrics in Goal #1 met the desired outcome for 2023-2024. The metrics showed that the Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 were effective in making progress towards reaching the goal of "Providing positive high-quality teaching and supportive learning environments for all students."

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

This goal has been modified to include an academic component as the end result of why we are providing positive high-quality, culturally relevant instruction, and supportive learning environments. Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, and 1.8 remain as actions in the 2024-2025 LCAP. Action 1.5 (Credit Recovery) has been moved to Goal #2 for the 2024-2025 LCAP. Two additional actions have been added for Goal #1 in the 2024-2025 LCAP. Action 1.8 is support for a Green House at one of the schools and Action 1.9 in which the Coordinator of Instructional Services provides targeted professional development and coaching. The only other modification included in the 2024-2025 LCAP is a focus on the metrics and the metric language. The 2024-2025 metrics will make it easier to determine the effectiveness of the actions in Goal #1 as they are more specific than what was in the 2023-2024 LCAP. The emphasis on local data instead of dashboard data will assist with this measurement the data is suppressed as a result of low student numbers in each priority area.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Prepare all students, particularly low-income, English learner, and expelled youth, for success in career and college upon graduation. (Priorities 4 -Pupil Achievement, 5 - Pupil Engagement, 7- Course Access, 8 - Other Pupil Outcomes, and 9-Expelled Youth) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|--|--|
| California Assessment of Student Performance and Progress (CAASPP) | <p><u>2018 - 2019 ELA % standard met or exceeded</u> Santa Ana: 5% Pinnacles Community: 5% Pinnacles Court: 5%</p> <p><u>2018 - 2019 Math % standard met or exceeded-</u> Santa Ana: 5% Pinnacles Community: 5% Pinnacles Court: 5%</p> | <p><u>2020-2021 ELA % standard met or exceeded</u> SAO: 0% PCS: 0% JH: 0%</p> <p><u>2020-2021 Math % standard met or exceeded</u> SAO: 0% PCS: 0% JH: 0%</p> | <p><u>2021-2022 ELA % standard met or exceeded</u> SAO: 0% PCS: 0% JH: 0%</p> <p><u>2021-2022 Math % standard met or exceeded</u> SAO: 0% PCS: 0% JH: 0%</p> | <p>2022-2023 ELA % standard met or exceeded SAO: 0% PCS: 0% JH: 0%</p> <p>2022-2023 Math % standard met or exceeded SAO: 0% PCS: 0% JH: 0%</p> | <p><u>ELA % standard met or exceeded</u> Santa Ana: 70% Pinnacles Community: 70% Pinnacles Court: 70% <u>Math % standard met or exceeded-</u> Santa Ana: 70% Pinnacles Community: 70% Pinnacles Court: 70%</p> <p>Adjusted: San Andreas High School metrics reported by San Benito High School District</p> |
| Local Assessments | <p>STAR 360 2019-20 Reading Performance 35% decreased 27% no change 38% increased</p> | <p>STAR 360 2021-2022 Reading Performance 27% decreased 36% no change</p> | <p>STAR 360 2022-23 Reading Performance 17% decreased 0% no change</p> | <p>STAR 360 2023-2024 (as of 3/26/24, complete data)</p> | <p>80% of all students will increase their reading and math performance</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------|--|--|---|---|--|
| | <p>Math Performance 39% decreased 23% no change 38% increased</p> | <p>37% increased</p> <p>Math Performance 16% decreased 33% no change 60% increased</p> | <p>83% increased</p> <p>Math Performance 57% decreased 0% no change 43% increased</p> | <p>pending the end of the year assessment)</p> <p>Reading Performance</p> <p>67% increased</p> <p>0% no change</p> <p>33% decreased</p> <p>Math Performance</p> <p>60% increased</p> <p>0% no change</p> <p>40% decreased</p> | |
| A-G Completion | <p>0%-Currently SBCOE Alt Ed Programs have not submitted courses on the A-G Course Management Portal (CMP)</p> | <p>2021-2022 0%-no courses have been submitted to the A-G Course Management Portal (CMP)</p> | <p>2022-2023 0%-no courses have been submitted to the A-G Course Management Portal (CMP)</p> | <p>2023-2024 0%-no courses have been submitted to the A-G Course Management Portal (CMP)</p> | <p>100% of A-G courses will be listed on the CMP * A-G courses are available to students however due to the nature of the program and the fact that neither school can be accredited the courses can not be linked to the course</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|---|---|
| | | | | | management portal. |
| Adjusted: Number of CTE Pathways Offered | 0%-Currently CTE Course Pathways are not offered or available through the Alt Ed Programs | 2021-2022 0%-CTE Course Pathways are currently not offered or available through the Alt Ed Programs | 2022-2023 0%-CTE Course Pathways are currently not offered or available through the Alt Ed Programs | 2023-2024 0%-CTE Course Pathways are currently not offered or available through the Alt Ed Programs | Develop two CTE Pathways |
| English Language Proficiency Assessments for California (ELPAC) | 2018-2019 23% of English Learners moved up one level on the ELPAC overall | 2020-21 33% SAOS ELs moved up one level on the Summative ELPAC | 2021-2022 50% ELs moved up one level on the Summative ELPAC | 2022-2023 50% of ELs moved up one level on the Summative ELPAC. | 70% of English Learners will move up one level on the ELPAC overall |
| English Learner Reclassification | 2019-20 16% reclassification rate | 2020-21 11% reclassification rate | 2021-2022 36% reclassification rate | 2022-2023 30% reclassification rate | 20% Redesignation rate or meet/exceed state rate (which ever is higher) |
| Broad Course of Study as measured by the Master Schedule and Course Catalog in Edgenuity | Currently offer CTE, Physical Education (PE), and Visual and Performing Arts (VAPA) through online courses; Health offered through science courses | 2021-22 Sections of Career Management (CTE), PE and VAPA are offered to students and Health is offered through science courses. Online courses for PE, CTE and VAPA are available through Edgenuity | 2022-2023 Online courses for PE, CTE and VAPA available through Edgenuity. | 2023-2024 Online courses for PE, CTE, and VAPA are available through Edgenuity. | Courses will include access to PE, VAPA, and CTE |
| Graduation Rate | 2017 88% 2018 71% 2019 50% 2020 40% | 2021 66.7% PCS | 2022 100% PCS | 2023 0% PCS | The graduation rate will be 90% |

Goal Analysis

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

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

The actions in Goal #2, which was to prepare all students, particularly low-income, English learner, and expelled youth, for success in career and college upon graduation was successfully implemented. All the actions 2.1 (Incentives), 2.2 (Aeries Analytics), 2.3 (EL Case management), 2.4 (Extended Learning), 2.5 (Summer Session), 2.6, (Online Supplemental Resources), 2.7 (Enrichment Activities), 2.8 (Professional Development) and 2.9 (Behavioral Health) were successfully implemented. A couple of challenges were getting the students to stay after school for Action 2.4 (Extended Learning) and providing field trips in Action 2.7. There were no substantive differences in the planned actions versus the actual implementation of the actions.

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

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 2 were as follows:

Action 2.2 Aeries \$268 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to the cost being a part of the overall cost of the student information system.

Action 2.4 Extended Learning \$7,500 was budgeted and \$15,291 is the Estimated Actual that was spent. This was due to an increase in the contracted cost for the services.

Action 2.5 Summer School \$2,000 was budgeted and \$678.00 is the Estimated Actual that was spent. This was due to the chromebooks being purchased in the last two years and not needing to replace many of them.

Action 2.6 Online Supplemental Programs \$1,279 was budgeted and \$2,397 is the Estimated Actual that was spent. This was due to an increase in the number of students enrolled who needed licenses.

Action 2.7 Enrichment Activities \$5,100 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to the no field trips being taken, however the Culinary Enrichment Program did occur, but was funded using other funds.

Action 2.8 Professional Development \$22,000 was budgeted and \$10,078 is the Estimated Actual that was spent. This was due to staffing costs being lower than budgeted.

Action 2.9 Behavioral Health \$6,177 was budgeted and \$2,145 is the Estimated Actual that was spent. This was due to the the frequency of meetings was less than budgeted, therefore the costs were lower.

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

Overall the Star 360 local assessments showed student growth in ELA: 35% advancers with a baseline in 2019-2020 to 67% advancers in 2023-2024. In the area of Math advancers with a 2019-2020 baseline of 38% advancers to 60% advancers in 2023-2024. The English Learner Reclassification rates showed growth from the baseline in 2019-2020 of 16% to 30% in 2023-2024. The % of students advancing one level on the Summative ELPAC improved from the baseline in 2018-2019 of 23% to 50% during 2022-2023. CAASPP results, graduation rates are difficult to measure as the results are hidden to protect privacy. A-G is difficult to improve as only courses are offered, not CTE pathways. Overall the actions were effective based on the metrics in making progress towards meeting the goal.

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

As with Goal #1 the biggest changes from the 2023-2024 LCAP compared to the 2024-2025 LCAP is the clarity of the metrics used to measure the actions in Goal #2. Action 2.4 in the 2023-2024 LCAP is dropped. Action 2.11 (Individual Learning Plans) in the 2024-2024 LCAP is an added action. Action 2.1 in the 2023-2024 LCAP is now Action 2.10 in the 2024-2025 LCAP. Actions 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 remain in the 2024-2025 LCAP. Action 2.1 in the 2024-2025 LCAP is Credit Recovery, which was previously in Goal #1 in the 2023-2024 LCAP and Action 2.9 is now the Coordination of Mental Health Services, instead of Behavioral Health, but essentially is the same action. Once again the metrics in the 2024-2025 will provide a better measure of effectiveness of the actions as compared to the 2023-2024 LCAP. This is due to limited data from the dashboard due to smaller enrollment numbers and the data being suppressed to protect privacy. Greater than 50% of the students are only enrolled in the schools one year or less. The revised metrics in the 2024-2025 LCAP will provide a much better measure of effectiveness of each action compared to the 2023-2024 LCAP.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | Fully engage students, families, and the community in support of short and long-term educational outcomes. (Priorities 3 - Parent Involvement, 5 - Pupil Engagement, and 6 - School Climate) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------|---|---|--|--|---|
| Attendance Rate | 2019-2020 SAO 90.4% PCS 80.2% JH 98.5% | 2021-2022 SAO 61.4% PCS 86.6% JH 100% | 2022-2023 SAO 72% PCS 69% JH 100% | 2023-2024 (as of 3/22/24) SAO 72.9% PCS 75.6% JH 100% | Overall attendance rate will be 95% for each Alt Ed Program |
| Chronic Absenteeism Rate | 2019-2020 SAO 24.2% PCS 55.6%; JH 2.3% | 2021-2022 SAO 90.9% PCS 44.4%; JH 0% | 2022-2023 Overall Rate for LEA - 83.3% (Dataquest) SAO 75% PCS 73% JH 0% | 2023-2024 SAO 70.7% PCS 70.3% JH 0% | Chronic absenteeism will be less than 10% for each Alt Ed Program |
| Suspension Rate | 2019-2020 SAO 31.4% PCS 14.3% JH 0% | 2021-2022 Overall Rate for LEA - 23.1% (Dashboard) SAO 36.17% PCS 40.0% JH 0% | 2022-2023 Overall Rate for LEA - 22.1% (Dashboard) Hispanic - 21.3% (Dashboard) SED - 22.2% (Dashboard) SAO 41.7% PCS 3.1% JH 0% | 2023-2024 SAO 14% PCS 0% JH 0% | The suspension rate will be less than 10% for each Alt Ed Program |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------|---|--|---|---|---|
| Expulsion Rate | 2019-2020 no expulsion in any program/school | 2021-2022 0% Expulsion Rate. No expulsions in any program/school | 2022-2023 0% Expulsion Rate. No expulsions PCS/JH | 2023-2024 0% Expulsion Rate. No expulsions PCS/JH | Maintain zero% expulsion rate for each Alt Ed Program |
| Drop-out Rate | 2019-2020 SAO N/A PCS 60% JH N/A | 2021-2022 SAO - 0% PCS - 0% JH - 0% | 2022-2023 SAO - 0% PCS - 0% JH - 0% | 2022-2023 PCS/JH - 100% (only 1 student in the cohort) | Overall dropout rate less than 9% for each Alt Ed Program |
| Office Referrals | 2019-2020 SAO 33.3% PCS 25/9% JH 14% <u>Unduplicated Student Referral/Cumulative Enrollment Count</u> SAO 11/33 PCS 7/17 JH 6/43 | 2021-2022 SAO 25.5% PCS 40.0% JH 0% <u>Unduplicated Student Referral/Cumulative Enrollment Count</u> SAO 12/47 PCS 4/10 JH 0/27 | 2022-2023 SAO 22.9% PCS 0% JH 0% <u>Unduplicated Student Referral/Cumulative Enrollment Count</u> SAO 11/48 PCS 0/32 JH 0/27 | 2023-2024 SAO 18% PCS 0% JH 0% | Overall office referral rate less than 8% for each Alt Ed Program and the updulicated student groups. |
| Climate Surveys | <u>2020-2021 Student Survey Data</u> 76% of students felt safe at school 76% of students felt there was a safe adult to talk with at school 81.5% of students reported that a teacher or adult | <u>2021-2022 Student Survey Data (aggregated for all Alt Ed Programs)</u> 87.1% felt safe at school. 79.1% felt there was a safe adult to talk with at school. 91.9% reported that a teacher or adult noticed when they were not at school. 83.9% felt they were | 2022-2023 Student Survey Data (Only PCS/JH Programs) 100% felt safe at school. 63.6%% felt there was a safe adult to talk with at school. | 2023-2024 Students 50% strongly agree and agree that they are seen as a valued member of the school community. | 90% positive response rate on climate surveys for parents and students in the areas of School Safety, Academic Engagement, and Connections to School. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|--|--|-----------------------------|
| | <p>noticed when they were not at school 83.4% of students felt they were treated fairly by the adults at this school.</p> <p><u>2019-20 Student Survey Data</u> 98% of students feel their family wants them to do well in school. 82% of students say teachers treat students with respect. 79% of students report that if they are absent from school, a teacher or someone at the school notices that the student is not there. 78% of students felt that teachers are good at giving feedback that helps them learn.</p> <p>Parent Baseline and refinement of Student Survey data will be established during the 21-22 school year.</p> | <p>treated fairly by the adults at this school.</p> <p><u>2021 Parent Survey Data</u>(aggregated for all Alt Ed Programs) 26% participation rate</p> <p>100% felt overall satisfaction with the program. 94.1% felt communication was effective. 82.3% felt the school tried to in get family members involved in school activities.</p> | <p>90.9% reported that a teacher or adult noticed when they were not at school.</p> <p>81.8% felt they were treated fairly by the adults at this school.</p> <p>2022-2023 Parent Survey Data (Only PCS/JH Programs) 35% participation rate</p> <p>94.7% felt overall satisfaction with the program.</p> <p>100% felt communication was effective.</p> <p>84.2% felt the school tried to in get family members involved in school activities.</p> | <p>64% strongly agree and agree that they feel physically safe at school.</p> <p>55% strongly agree and agree that they feel emotionally safe at school.</p> <p>Parents 75% strongly agree or agree that their student is a valued member of the school community.</p> <p>75% strongly agree or agree that their student's physical safety is a priority.</p> <p>75% strongly agree or agree that their student's social and emotional safety is a priority.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------|------------------------|--|--|--|---|
| Aries Portal Use | New metric baseline 0% | <u>2021-2022</u> <u>Registered Portal Accounts-Parents</u> SAO 47% PCS 100% JH 0% Registered Portal Accounts-Students baseline 2022-23 Access to Aeries Data Parents and Students baseline 2022-2023 | 2022-2023 Registered Portal Accounts-Parents SAO 91% PCS 91% JH 0% Registered Portal Accounts-Students SAO 100% PCS 100% JH 0% Combined Students and Parent Activity Count of Page Views* Combined SAO 510 PCS 524 JH 0 *Assignments, Attendance, Contacts, Gradebook, Grades, Login Page, Student Profile) | 2023-2024 Registered Portal Accounts-Parents SAO 100% PCS 100% JH 0% Registered Portal Accounts-Students SAO 100% PCS 100% JH 0% Combined Students and Parent Activity Count of Page Views* Combined SAO 1096 PCS 393 | Adjusted: 100% of parents and students will have a registered Aeries Portal account 100% of students and families will access data using the Aeries Portal at least twice each grading period |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------|------------------------|--|--|--|---|
| | | | | JH 0 *Assignments, Attendance, Contacts, Gradebook, Grades, Login Page, Student Profile) | |
| Family Participation | New metric baseline 0% | 2021-2022 6.1 % participation at events | 2022-2023 PCS/JH 0% participation. | 23-24 PCS - 50% participation SAO - 30% participation | 85% participation as measured by attendance at events |
| Student Participation | New metric baseline 0% | Attendance and Academic Awards Recognition on December 17, 2021 (Attendance 80% of better and GPA of 3.0 or better) PCS No Students 1st semester SAO -Attendance Recognition 15/28 54% -GPA | Attendance and Academic Awards Recognition (Attendance 80% of better and GPA of 3.0 or better) Semester 1 PCS -Attendance Recognition 3/11 27% -GPA Recognition 2/11 18% SAO -Attendance Recognition 8/23 35% -GPA Recognition 6/23 26% Semester 2 | Attendance and Academic Awards Recognition (Attendance 80% of better and GPA of 3.0 or better) Semester 1 PCS <ul style="list-style-type: none"> Attendance Recognition 6/11 55% GPA Recognition 4/11 36% SAO | 90% participation as measured by attendance at events |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|--|
| | | <p>Recognition 5/28 18 %</p> <p>Attendance and Academic Awards Recognition on April 22, 2022 (Attendance 80% of better and GPA of 3.0 or better)</p> <p>PCS -Attendance Recognition 4/9 44% -GPA Recognition 6/9 67%</p> <p>SAO -Attendance Recognition 6/19 32% -GPA Recognition 2/19 11%</p> | <p>PCS -Attendance Recognition 0% -GPA Recognition 0%</p> <p>SAO -Attendance Recognition 0% -GPA Recognition 0%</p> | <ul style="list-style-type: none"> Attendance Recognition 6/32 19% GPA Recognition 12/32 38% <p>Semester 2</p> <p>PCS</p> <ul style="list-style-type: none"> Attendance Recognition 8/20 40% GPA Recognition 7/20 35% <p>SAO</p> <ul style="list-style-type: none"> Attendance Recognition 5/33 15% GPA Recognition 10/33 30% | |
| PBIS Tiered Fidelity Inventory (TFI) and District Capacity (DCA) | <p>Tier 1 TFI May 2020 50% March 2021 93% DCA April 2020 31.5% April 2021 55.6%</p> | <p>Tier 1 TFI 2022 70% DCA was not administered in 2022</p> | <p>Tier 1 TFI 2023 30% DCA was not administered in 2023</p> | <p>Tier 1 TFI October 2023 63% May 2024 90%</p> | <p>Tier 1 TFI maintain 85%; Tier 2 TFI 75% or higher on the TFI; 80% fluency on the District Capacity Assessment (DCA)</p> |

Goal Analysis

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

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

There was no substantive difference between the planned actions and the actual implementation of the actions in Goal #3. The successes of this goal were the continuation of the Restorative Justice Coordinator, the implementation of PBIS supports for students and training for staff, the addition of a Board Certified Behavior Analyst (BCBA) to provide training and support to staff, the Mental Health Therapist to assist with developing Therapy Goals for students who are being provided Tier II supports for behavior support, and the continuation of Community Knights/Recognition programs for students throughout the year. The challenge can be getting students to agree to receiving the therapy that might be needed.

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

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 2 were as follows:

Action 3.1 Restorative Justice Coordinator \$8,750 was budgeted and \$19,266 is the Estimated Actual that was spent. This was due to an increase in the contracted cost for the services.

Action 3.2 College and Career Fair \$500 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to donations and other funding sources being provided/utilized for many of the student events such as Community Knight.

Action 3.4 Positive Behavior Interventions and Supports (PBIS) \$17,500 was budgeted and \$10,202.00 is the Estimated Actual that was spent. This was due to staffing costs being lower than budgeted.

Action 3.5 Board Certified Behavior Analyst (BCBA) \$6,000 was budgeted and \$3,526 is the Estimated Actual that was spent. This was due to an a smaller amount of time being spent providing services than what was budgeted.

Action 3.6 Mental Health Therapist \$0.00 was budgeted and \$144,933 is the Estimated Actual that was spent. This was due to the action being added.

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

Some of the data shows effectiveness of these actions. Office referrals dropped from 33.3% at San Benito County Opportunity School in 2019-2020 to 18% in 2023-2024. The office referrals also dropped at Pinnacles Community School from a baseline of 25.9% in 2019-2020 to 0% in 2023-2024. Suspension rates have also dropped from 31.4% in 2019-2020 at San Benito County Opportunity School to 14% in 2023-2024. The suspension rates also dropped at Pinnacles Community School from a baseline in 2019-2020 of 14.3% to 0% in 2023-2024. Chronic absenteeism continues to drop at both schools, but has not reached the desired outcome of <10%. The attendance rates have also improved from the Year 1 outcome, but are not at the desired outcome of 95%. The PBIS TFI went from a Year 1 outcome of 70% to 90% in May of 2024. Family participation at school events is increasing from 6.1% in 2021-2022 to 50% at Pinnacles Community School in 2023-2024 and 30% at San Benito County Opportunity School in 2023-2024. With the stability rates at each of schools low, enrollment of new students happens throughout the year. This is reflected in the Climate Survey data. Overall the 75% of parents feel that their student's safety is a priority at the school and that their child's emotional safety is also a priority. 55% of students feel emotionally safe at school and 64% of students feel physically safe at school. The desired outcome for this metric is 90%, so there is still some work to do in this area. The actions identified in this goal are effective in reaching the goal based on the trend data.

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

Actions 3.1 and 3.3 remain unchanged from the 2023-2024 LCAP moving into the 2024-2025 LCAP. Action 3.2 has been modified in the 2024-2025 LCAP to reflect Parent/Student Informational Activities and Events. This better reflects the purpose of the action to meet Goal #3. Action 3.4 has been changed from PBIS to Mental Health Coordinator to ensure that there is coordinated efforts with students, staff, parents and community partners to allow students to reach their Therapy Goals, which in turn will be measured by metrics 3.1, 3.2, 3.3 & 3.9 in the 2024-2025 LCAP. Action 3.5 has been changed from BCBA to Parent and Educational Partner Outreach to better reflect the activities that will happen in this action to meet the goal. This action will be measured by Metrics 3.6, 3.7, and 3.8 in the 2024-2025 LCAP. The metrics in Goal #3 in the 2024-2025 provide more clarity on measuring the effectiveness of the actions in Goal #3.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | Foster Youth Services Coordinating Program intends to continue the coordination of services throughout San Benito County by training, supporting, and collaborating with the county’s local education agencies (LEAs), child welfare agencies, and community stakeholders to improve educational outcomes. Priority 10 - Foster Youth |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------------|--|--|---|---|--|
| Foster Focus Implementation Data | New metric- no baseline data available 0% Baseline data to be established in 2021-22 for School Stability, School Placement, and Academic Achievement | 2021-22 77.8% stay in school of origin 100% proper school placement 22.2% Absenteeism rate 51.8% Suspension rate | 2022-2023 Stability rate 54.2% Appropriate school placement 100% Absenteeism rate 57.9% suspension rate 22.0% | 2022-2023 Stability Rate: 66.7% Appropriate School Placement: 100% Absenteeism Rate: 28.9% Suspension Rate: 12.8% | 80% of FY stay in their school of origin; 100% of FY will have proper school placement; Chronic Absenteeism 15%; Suspension Rate 5% * School of origin will be "Stability rate" |
| Participation in quarterly LEA FY | New metric- no baseline data available 0% | 2021-22 | 75% attendance for FY Liaisons and FYSEAC members | 80% attendance from FY Liaisons | 80% attendance from FY Liaisons and FYSEAC Members |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|---|
| Liaisons and FYSEAC Meetings | | 100% attendance for FY Liaisons and FYSEAC members | | and FYSEAC Members | |
| End of Year Program Evaluation-Needs Assessment | 2020-21 58.3% FY Liaisons and 50% Community Partners completed the Needs Assessment | 2021-22 55% FY Liaisons and 33% Community Partners completed the Needs Assessment | 2022-2023 70% survey participation rate for both FY Liaisons and Community Partners | 80% completion of the Needs Assessment | 80% completion of the Needs Assessment |
| AB 490 Identification in SIS and completion of the Residency Affidavit | New metric- no baseline data available 0% | 2021-22 100% completion of Residency Affidavit | 2022-2023 100% identification in SIS and completion of Residency Affidavit | 100% Identification on SIS | 100% Completion on Residency Affidavit |
| Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care. | 2022-2023 Baseline data to be established during the 22-23 school year. | Baseline data to be established during the 22-23 school year. | 2022-2023 55% of LEAs incorporating LCAP actions to address educational needs of Foster Students | 55% of LEAs incorporating LCAP actions to address educational needs of Foster Students | 100% of San Benito County School Districts will create Actions and Services in the LCAP to support students in foster care. |

Goal Analysis

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

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

There were no substantive differences in the planned actions and the actual implementation of these actions. Action 4.1 (Staffing), Action 4.2 (Professional Development), Action 4.3 (Health and Human Services MOU), Action 4.4 (Travel and Conferences), Action 4.5 (Student Support), and Action 4.6 Transportation Agreement were all successfully implemented with fidelity during the 2023-2024 school year. The only challenges faced were continuing to keep all Foster Youth Liaisons at each LEA updated and attending the quarterly meetings so that they understand all the latest laws and procedures required for Foster Youth.

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

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 4 were as follows:

Action 4.1 Staffing \$139,466 was budgeted and \$109,453 is the Estimated Actual that was spent. This was due to staffing costs being lower than budgeted.

Action 4.2 Professional Development \$11,700 was budgeted and \$2,425 is the Estimated Actual that was spent. This was due to some of the professional development being offered and paid utilizing other resources.

Action 4.4 Travel and Conferences \$9,000 was budgeted and \$3,100 is the Estimated Actual that was spent. This was due to the some of the meetings being held virtually and overall costs being lower than budgeted..

Action 4.5 Student Support \$7,500 was budgeted and \$796 is the Estimated Actual that was spent. This was due to donations being provided for the student support.

Action 4.6 Transportation Agreement \$8,274 was budgeted and \$0.00 is the Estimated Actual that was spent. This was due to no students or families needing to take advantage of the agreement.

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

Based on the metrics for Goal #4 the actions were effective in making progress towards reaching the goal of the Foster Youth Services Coordinating Program intends to continue the coordination of services throughout San Benito County by training, supporting, and collaborating with the county's local education agencies (LEAs), child welfare agencies, and community stakeholders to improve educational outcomes. The stability rate for Foster Youth was 66.7% which is moving towards the goal of 80%, 100% of Foster Youth had proper school placement, the chronic absenteeism rate continues to decrease from 57.9% in 2022-2023 to a rate of 28.9%, and the suspension rate is at 12.8% for Foster Youth compared to the baseline rate in 2021-2022 of 51.8%. 80% of Foster Youth Liaisons members attend the quarterly Foster Youth meetings, which meets the desired outcome. 80% of of the Foster Youth Liaisons and Community Partners completed the needs assessment which meets our desired outcome. 100% of Foster Youth families completed the Residency Affidavit, which met the desired outcome. 55% of all LEAs have an action in their LCAP for Foster Youth.

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

There have been some minor changes to the actions and metrics for this goal. Actions 4.3, 4.4, 4.5, and 4.6 remain unchanged from the 2023-2024 LCAP and are in the 2024-2025 LCAP under Actions 4.3, 4.4, and 4.5. The metrics have been adjusted to better measure the effectiveness of the actions in reaching the goal. Action 4.1 and 4.2 have been modified and the description has been updated to better reflect the intent of these actions as they relate to reaching the goal. Based on survey results and the Foster Youth meetings during 2023-2024, a focus on suspension rates will be a focus for the county and LEAs.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 5 | |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
|--------|----------|----------------|----------------|----------------|-----------------------------|

Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------|--|-------------------------------------|
| San Benito County Office of Education | Keith Thorbahn Assistant Superintendent, Educational Services | kthorbahn@sbcoe.org 419-707-2131 |

Plan Summary [2024-25]

General Information

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

San Benito County is home to approximately 11,900 students in 11 Local Education Agencies (LEA) with 27 schools. Just south of Silicon Valley, the population has more than tripled in the last 20 years. The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for San Benito County Juvenile Hall Court School, Pinnacles Community School, and San Benito County Opportunity School. San Benito County Juvenile Hall Court School serves incarcerated youth grades 7-12, while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. San Benito County Opportunity School serves students grades 7-9, up to the sixteen years of age. Students may also be referred to Pinnacles Community and San Benito County Opportunity Schools from their district of residence. As a result, the population is extremely mobile and students are often in need of credit recovery. The 2022/2023 school year Stability Rate for Pinnacles Community School was 10.8%, the 22/23 school year Stability Rate for San Benito County Juvenile Hall Court School was 0% due to students on average only being enrolled for 16 days, the 2022-2023 school year Stability Rate for San Benito County Opportunity School was 21.3%, and the 2022-2023 school year Stability Rate for San Andreas Continuation School was 55.4%. Students are determined to have a "stable" enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.

Enrollment based on the Fall 2023-2024 California Basic Educational Data System (CBEDS) data at Pinnacles Community School (PCS) was 15 students. Of those, 10 (67%) of the students were unduplicated students. Pinnacles Community School population consists of 53% low-income, 33% English learners, 33% students with disabilities, and 13% migrant students. Of the 33% who were English Learners, 100% of the students were identified as Long-Term English Learners (LTELs). No foster youth or homeless students were enrolled at Pinnacles Community School.

Fall 2023-2024 CBEDS enrollment at San Benito County Juvenile Hall Court School (JH) was 5 students. Of those, 5 (100%) of the students were unduplicated students. San Benito County Juvenile School population consists of 100% low-income, 40% English learners, with 20% of those students identified as Long-Term English Learners ((LTELs), 50% students with disabilities. No migrant students, foster youth or homeless students were enrolled at Pinnacles Community School, however throughout the 2023-2024 school year, 40 students have been served at Juvenile Hall Court School. The average length of stay for students in Juvenile Hall Court school is 16 instructional school days.

San Benito County Opportunity School serves as an Alternative Education Program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on social and emotional support and interventions needed in behavior, academics, and chronic absenteeism. Enrollment based on the Fall 2023-2024 CBEDS at San Benito County Opportunity School was 34 students. Of those, 28 (82%) of the students are unduplicated students. San Benito County Opportunity School's population consists of 82% low-income, 32% English Learners, with 100% of the students identified as Long-Term English Learners (LTELs), 18% migrant students, 3% foster youth, 3% students with disabilities and 9% Homeless students.

San Andreas Continuation High School (SAHS) is part of the San Benito High School District (SBHSD) and serves students ages 16 and older. The San Benito County Office of Education operates San Andreas Continuation School through an MOU and is responsible for the instructional program for the school. However, San Andreas Continuation High School is part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including support needed in attendance, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive needing options for credit recovery. Enrollment based on the Fall 2023-2024 CBEDS at San Andreas Continuation High School was 89 students. Of those, 70 (79%) students are unduplicated students. The school population consists of 78% low-income, 34% English Learners, 20% migrant, 1% homeless, 3% students with disabilities, and no foster youth.

San Benito County Juvenile Hall Court School and Pinnacles Community Schools receive direct funding through federal and state programs. San Benito County Opportunity School is funded through a full bill-back to the districts based on each student's district of residence. SBHSD funds the San Andreas Continuation High School program using a pass-through system based on Average Daily Attendance (ADA). Because Santa Ana and San Andreas serve as alternative education programs that serve the students with greatest need for the districts of residence, the pass-through/bill back funding is considered to be part of the improved services to students in those districts. Each district has designated LCFF funding for the alternative programs in their LCAPs.

The following schools are identified to receive the Equity Multiplier Funding, Pinnacles Community School, San Benito Juvenile Hall Court School, and San Benito County Opportunity School. The 2023 Dashboard indicated that the district (San Benito County Office of Education) did not have any student groups that had a "Red" indicator.

San Benito County Opportunity School did receive the "Red" indicator in the state priority area of Conditions and Climate, specifically Suspension Rate for all students at the school and had two student groups at the school: Hispanic and Socioeconomically Disadvantaged that were identified in the "Red" category in the same priority area of Conditions and Climate, specifically Suspension Rate. Pinnacles Community School and San Benito County Juvenile Court School did not have any students groups or priority areas identified in the "Red" category.

Reflections: Annual Performance

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

A review of the 2023 San Benito County Office of Education Dashboard shows an enrollment of 34 students, with 88.2% of the students as Socioeconomically disadvantaged, 32.4% English Learners and 8.8% Students with Disabilities. Due to enrollment being that low, the data is not displayed on the Dashboard due to privacy. The chronic absenteeism is a concern as 83.3% of students were chronically absent based on the 2023 dashboard. Suspension rates based on the dashboard for San Benito County Office of Education was 22.1% based on the cumulative enrollment of 95 students. This was a decrease of 1% from 2022, when the suspension rate was 23.1%.

Pinnacles Community School only showed a suspension rate due to the data not being displayed because of privacy in the other priority areas. The 2023 Dashboard suspension rate was 2.7%. San Benito County Juvenile Court School did not have any students enrolled based on the 2023 Dashboard, therefore there was no data to be displayed. San Benito County Opportunity School only had one priority area that was in the lowest designation (Red) and that was suspension rate. The suspension rate for all students enrolled in the school was 44.7%. This rate represented the % of 47 students that were suspended at least one time. This rate represented a 10.6% increase from the 2022 dashboard. Two student groups were also identified in the (Red) student group category, the Hispanic student group which was suspended at a rate of 42.5% and the Socioeconomically Disadvantaged student group was suspended at a rate of 44.2%. Due to this designation, there will be required actions in the 2024-2025 LCAP for the next three years to address this issue. Actions 2.8, 2.9, 2.10, 3.1, 3.3, 3.4, 5.1 and 5.2 will address the suspension rates and office referrals.

Attendance rates are an area of concern based on local data that continues to need to be addressed. Pinnacles Community School attendance rate is at 74.8% as of May 8, 2024 for the 2023-2024 school year and San Benito County Opportunity School's attendance rate was for the 2023-2024 school year was 73.3% as of May 8, 2024. This does represent an increase in attendance rates from 2022-2023, as Pinnacles Community School was 67.79% and San Benito County Opportunity School's attendance rate was 70.53%, however we strive to have an attendance rate of at least 80%.

Chronic absenteeism continues to be an area of concern. The 2023-2024 school year chronic absenteeism rates was 74.4% for Pinnacles Community School and 78.7% for San Benito County Opportunity School. This represents an increase of 1.9% from the 2022-2023 rate for Pinnacles Community School and a decrease of 2.7% for San Benito County Opportunity School.

There has been marked improvement on the suspension rates for San Benito County Opportunity School as the local data shows suspension rates from 2022-2023 42.6% as compared to the 23-24 rate of 17%. This represents a decrease of 25.6% or a 60% decrease in suspension rates. There is a small improvement of suspension rates at Pinnacles Community School as the 2022-2023 suspension rates were 2.8% as compared to the 23-24 suspension rate of 2.3%. This represents a 17.8%

decrease in suspension rates from the 2022-2023 school year compared to the 2023-2024 school year.

The successes include the data showing some improvement in the areas of suspension rates, attendance rates and chronic absenteeism rates, however the current levels are not at the desired levels for each school or the LEA. The educational partner feedback has been good as each required partner has provided valuable feedback that matches the data or actions that are in the 2024-2025 LCAP. Academically 57.1% of the students attending San Benito County Opportunity School were considered advancers on the Star 360 Reading test during the 23-24 school year. Advancers are those students whose scaled score improved on the Star 360 test from the first administration of the test to the second administration of the test. Pinnacles Community School had 100% of the students during the 23-24 school year considered advancers on the Star 360 Reading test. Academically 60% of the students attending San Benito County Opportunity School were considered advancers on the Star 360 Math test during the 23-24 school year. Pinnacles Community School had 0% of the students during the 23-24 school year considered advancers on the Star 360 Math test. Due to the # of days that students are enrolled at San Benito County Court School there were no students who took the test twice during the 23-24 school year.

The challenges have been due to the enrollment numbers at each school, there is a heavy dependence on local data as the dashboard data was not displayed due to privacy concerns. The 2024-2025 LCAP will represent modified actions to continue to address student engagement and academic success even as the data does show some improvement in attendance rates, suspension rates and chronic absenteeism.

Reflections: Technical Assistance

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

Not Applicable

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.

San Benito County Opportunity School

Support for Identified Schools

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

The San Benito County Office of Education CSI Team consisting of the Assistant Superintendent of Educational Services and Director of Curriculum & Instruction supported school staff in developing a CSI plan by using the California Department of Education Dashboard data, local school climate data, and academic progress data, and parent/staff surveys as the school-level needs assessment. The CSI plan is aligned with the LCAP and was developed using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation. San Benito County Office of Education Educational Services staff will continue to work collaboratively with school site staff on:

1. Collection and exploration of student outcome data that reflects areas of need identified on the California Department of Education Dashboard and with local data
2. Root cause analysis to isolate deep-seated causes of students' failure to thrive
3. Identification of evidence-based interventions currently utilized and those to be implemented
4. Funding and budget analysis to identify any resource inequities
5. Utilizing PDSA cycles of improvement to implement and evaluate evidence based interventions.
5. Reviewing and revising goals and metrics

San Benito County Opportunity School staff will review and analyze data collected during the 23-24 school year. Based on the data and needs that were identified, the following School Plan for Student Achievement (SPSA) Goals were developed that are aligned with the SBCOE LCAP:

1. Provide behavioral and social-emotional support for students to enhance their academic and lifelong success. Examples of these are providing a Wellness Center for students, Restorative Circles for students, individual therapy for students.
2. Provide a variety of academic supports to increase student progress and achievement. Examples of these are providing a Teacher Assistant in the classroom to assist with small group and individual academic interventions as well as after school academic assistance.
3. Provide resources and interventions that will support English Learners with the goal of reclassification. Examples of these include specific vocabulary support, professional development for teachers on designated English Learner instruction best practices and providing a bilingual teacher assistant if possible.

Monitoring and Evaluating Effectiveness

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

The San Benito County Office of Education will monitor the implementation and effectiveness of the CSI plan through identified 6-8 week monitoring cycles and provide an analysis of implementation progress and impact on student learning. A calendar of required data collection

will assist staff with the completion of this analysis. San Benito County Opportunity staff will review and analyze data at quarterly meetings during the 24-25 school year. Based on the outcomes, the following metrics will be the focus for 2024-2025:

1. Positive Behavioral Intervention & Supports (PBIS) Tier I Fidelity Inventory (TFI) scores will be at 90% or above. Examples of these would be to ensure behavioral expectations have been set for the schools with examples (no more than 5), teacher expectations of academic and social behaviors are taught by all teachers consistently, establishing school wide clear definitions for behaviors that interfere with academic and social success.
2. Attendance rates will be at 85% or higher and chronic absenteeism will be <65%.
3. Students will earn 90% or higher of their credits attempted each quarter.
4. At least 75% of all students will be considered "Advancers" on the local data assessments. (Star 360, IXL or I-Ready)
5. 15% of English Learners will Reclassify to English Proficient.
6. 50% of English Learners will move up at least one ELPAC Level overall.
7. Suspension rates will be <15%.

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 |
|------------------------|--|
| Students | <p>Student input and feedback were obtained through classroom presentation and Google Form survey. A short overview of the why and how of the plan was provided.</p> <p>Presentation/Survey Dates:</p> <p>May 16, 2024</p> <p>May 20, 2024</p> <p>May 21, 2024</p> |
| Parents and Families | <p>Parent and family input and feedback were obtained through listening sessions, phone calls, and Google Form survey.</p> <p>Listening Session Dates:</p> <p>March 22, 2024</p> <p>April 9, 2024</p> |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <p>Survey: April 17 to May 17, 2024</p> <p>Phone Calls: May 13 to May 24, 2024.</p> |
| Board of Education | <p>Board of Education member's input and feedback were obtained during the board meetings. They were presented with mid-year LCAP update as well as provided an opportunity to share their input at the public hearing on June 13, 2024..</p> <p>Meeting Date:</p> <p>February 8, 2024</p> <p>June 13, 2024</p> |
| Staff (administrator, teachers, instructional aides, paraprofessionals) | <p>Staff input and feedback were obtained during a staff meeting and Google Form survey.</p> <p>Meeting Dates:</p> <p>May 9, 2024</p> <p>May 21, 2024</p> |
| Bargaining Units (Certificated and Classified) | <p>Input from the bargaining units, both certificated and classified were obtained during their meetings.</p> <p>Meeting Dates: May 1, 2024 & May 13, 2024.</p> |

| Educational Partner(s) | Process for Engagement |
|---|--|
| Community (Youth Alliance, Probation) | Input from Community Partners was obtained during the meetings. Meeting Dates: April 9, 2024 May 21, 2024 |
| Special Education Local Plan Area (SELPA) | Input from the SELPA Director was obtained during a meeting. Meeting Date: June 5, 2024 |

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

The San Benito County Office of Education (SBCOE) uses a multi-tiered approach of gathering input and honoring feedback in planning for the 2024-2025 Local Control Accountability Plan (LCAP) from a broad representation of educational partners.

Students

When: May 2024

How: Classroom Presentations, Google Form Survey

What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2024-2025 LCAP goals and actions

Impact: 61% of the student respondents expressed that they receive rigorous academic instruction at school, 81% see value in obtaining a high school diploma, 67% shared that they have several ways to be involved in the classroom and/or at school, 75% are able to speak with their teachers when needed, 61% are able to speak with their principal when needed, 50% see themselves as a valued member of the school community, 64% feel physically safe at school, and 56% feel emotionally safe at school. The general theme of a change that they would like to see to meet their academic needs was to include project-based learning which is incorporated in Goal 2 Action 2.6. The general theme of the survey indicated that students would like to obtain more credits and attend more college field trips which is incorporated in Goal 2 Actions 2.1 and 2.6.

Parents and Families

When: April to May 2024

How: Listening sessions, Google Form Survey, Phone calls

What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2024-2025 LCAP goals and actions

Impact: The survey questions provided to students, parents/families, and staff were related to look into trends. 69% of the family respondents think that their students receive rigorous academic instruction at school, 81% of families see value in their students obtaining a high school diploma, 56% shared that they have several ways to be involved at their student's school, 75% are able to speak with their student's teacher(s) when needed, 75% are able to speak with the principal when needed, 75% of the families think that their student's physical and emotional safety is a priority. The general theme of a change that they would like to see to meet the academic needs of their student is to include more hands-on activities which is incorporated in Goal 2 Action 2.6. There was no change suggested in the area of preparing all students for success in career and college upon graduation.

Administrators, Teachers, instructional assistants/paras

When: May 2024

How: Staff meeting and Google Form Survey

What: Overview of the LCFF and LCAP process, input of the effectiveness of the goals and actions, input regarding the 2024-2025 LCAP goals and actions

Impact: The survey questions provided to students, parents/families, and staff were aligned to ensure we are measuring the same data points and analyzing trends. 88% of the staff respondents think that students receive rigorous academic instruction at school, 88% of staff see value in their students obtaining a high school diploma, 88% shared that parents and community members have several ways to be involved in the classroom and at school, 88% shared that parents and community members are able to speak with their student's teacher(s) when needed, 100% shared that parents and community members are able to speak with the principal when needed, and 100% shared that students' physical and emotional safety is a priority. The general theme of the changes that they would like to see to meet the academic needs of their student is to balance direct instruction with technology use (less of Edgenuity), review and analyze student data, create a plan through PDSA cycle, include cultural competency, and continued need for CTE courses which is incorporated in Goal 2 Actions 2.1, 2.5 and 2.6.. The general theme of the changes that they would like to see in other areas include more support and services to ensure student connectedness to school and increase in student attendance.

Bargaining Unit (Certificated and Classified)

When: May 2024

How: Meeting

What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2024-2025 LCAP goals and actions

Impact: Members of the bargaining units provided specific feedback which included: continue with PBIS incentives but ensure that it is consistent schoolwide (which is incorporated in Goal 2 Action 2.9) and having a district wide calendar of assessments (which is incorporated in Goal 2 Action 2.5),

Community (Youth Alliance, Probation)

When: May 2024

How: Listening Session and Meeting

What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2024-2025 LCAP goals and actions

Impact: Members of the community organization partners provided specific feedback which included: continue with the mental health and social emotional learning support and services (which is incorporated in Goal 3 Actions 3.3 and 3.4), balance direct instruction with technology use (which is incorporated in Goal 2 Action 2.5), and improve greenhouse at the Youth Services Center (which is incorporated in Goal 1 Action 1.8).

SBCOE also solicited input from educational partners regarding the Equity Multiplier Focused Goal. Input included the need to reduce office referrals and suspensions.

Public Hearing Date: June 13, 2024

LCAP Board Adoption: June 27, 2024

Local Indicators presented as a non-consent informational item: June 27, 2024

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Over the next three years all students will increase achievement levels in ELA, ELD, Math and Science as measured by state and local data, by providing positive high-quality culturally relevant instruction, and supportive learning environments for all students. | 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)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard and Data Quest data indicated a clear need to continue supporting English Language Arts (ELA), English Language Development (ELD), Math and Science. For example, 76% of students did not meet ELA standards while 100% of students did not meet Math standards. 47% of our students who took the ELPAC assessment scores within the moderately and well-developed (Level 3 and 4). This need is echoed in the local benchmark assessments (STAR 360), where 59% of students showed growth (advancers) in ELA and 52% in Math.

To ensure that students thrive academically and meet or exceed grade levels standards, they must have teachers who are properly credentialed, trained and appropriately assigned to their classes; instructional materials that are aligned to the California state standards and school facilities that are maintained in good repair contribute to students feeling safe and secure while they are learning. The induction program that our new teachers participate in focusses on the "why" of knowing which students are in each student group and how to best reach them socially, emotionally and academically. This ensures that we have properly credentialed teachers. Providing educational options such as electives and blended learning, utilizing Edgenuity allows students to access A-G approved courses while maintaining access to standards aligned instructional materials. Providing the latest technology, continued professional development aligned to implementing California state standards, hiring Instructional Aides and maintaining a Resource Specialist allows students to receive additional support, which has been identified in stakeholder feedback as critical to student success. A focus on integrated ELD will allow students to receive more concentrated academic support as they work toward reclassification. By implementing the following actions and metrics the goal of providing positive high-quality teaching and supportive learning environments for all students will be accomplished.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.1 | Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. | Data Year: 2023-2024 Data Source: CALPADS 100% of teachers met the California credentialing requirements for the 23-24 school year. | | | Data Year: 2026-2027 Data Source: CALPADS 100% of teachers will meet California credentialing requirements. | |
| 1.2 | Every student has sufficient access to standards-aligned instructional materials. | Data Year: 2023-2024 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students had access to standards aligned instructional materials during the 23-24 school year. | | | Data Year: 2026-2027 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students have access to standards aligned instructional materials. | |
| 1.3 | School Facilities are maintained in good repair. | Data Year: 2023-2024 Data Source: FIT | | | Data Year: 2026-2027 Data Source: FIT 100% of schools are rated "Good" on the FIT report. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | FIT report found 100% of schools were rated "Good". | | | | |
| 1.4 | Implementation of the Academic Content Standards. | Data Year: 2023-2024 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards during the 23-24 school year. | | | Data Year: 2026-2027 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards. | |
| 1.5 | English Learners access to Common Core State Standards (CCSS) and the English Language Development (ELD) standards. | Data Year: 2023-2024 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes. | | | Data Year: 2026-2027 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes. | |
| 1.6 | Access to current technology for students. | Data Year: 2023-2024 | | | Data Year: 2026-2027 Data Source: Local data | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | Data Source: Local data (survey, inventory) 100% of students had access to a chromebook. | | | 100% of students have access to a chromebook. | |
| 1.7 | Student progress towards graduation/promotion. | Data Year: 2023-2024 Data Source: Local data (AERIES) Pinnacles Community School - 85.6% of credits were earned versus credits attempted. San Benito County Opportunity School - 77.2% of credits were earned versus credits attempted. | | | Data Year: 2026-2027 Data Source: Local data (AERIES) Students will successfully earn 90% of the credits taken each quarter. | |
| 1.8 | Student and Staff feedback on Greenhouse. | Data Year: 2023-2024 Data Source: Local data (Survey) 75% of students and 100% of the staff found the time spent in the | | | Data Year: 2026-2027 Data Source: Local data (Survey) 90% of students and 100% of the staff found the time spent in the Greenhouse to be academically and socially enjoyable. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | Greenhouse to be academically and socially enjoyable. | | | | |
| 1.9 | Professional Learning Offering and Support (PBIS and MTSS) | <p>2023-2024</p> <p>Data Source: Local data (Survey)</p> <p><i>0% - This is a new metric not measured before and therefore the baseline is 0%.</i></p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local data (Survey)</p> <p>90% of participants felt that the professional learning and coaching they received from the Educational Services Department was effective.</p> | |
| 1.10 | Percentage of students showing increase (advancers) in pre and post local academic assessments using STAR 360 | <p>Data Year: 2022-2023</p> <p>Data Source: 2023 STAR 360</p> <p>ELA - 59%</p> <p>Math - 52%</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: 2026 STAR 360</p> <p>ELA - 75%</p> <p>Math - 70%</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 1.11 | Percentage of students scoring "Standard Met or Exceeded" on CAASPP ELA, Math and CAST (Science). | <p>Data Year: 2022-2023 Data Source: CA Dashboard/Data Quest</p> <p>Less than 11 students - data not displayed for privacy, however overall achievement scores were provided:</p> <p>ELA</p> <p>Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 24% Standard Not Met - 76%</p> <p>Math</p> <p>Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 0% Standard Not Met - 100%</p> <p>CAST</p> <p>Data suppressed because fewer than 11 students tested</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: CA Dashboard/Data Quest</p> <p>50% of students meet or exceed standard on CAASPP ELA, Math and CAST (Science)</p> | |
| 1.12 | Induction Completion | <p>Data Year: 2023-2024</p> <p>Data Source: Local Data (Induction Completion List)</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data (Induction Completion List)</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------|--|----------------|----------------|--|----------------------------------|
| | | <p>Only 1 teacher was eligible to participate in the Induction program and completed Year 1.</p> <p>0 completers for Year 2</p> | | | 100% of participating teachers in the Induction Program are successful completers (Year 2). | |
| 1.13 | IEP Goals | <p>Data Year: 2023-2024</p> <p>Data Source: RSP/SIRAS IEP Management System</p> <p>50% of students with IEP fully met their IEP goals.</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: RSP/SIRAS IEP Management System</p> <p>80% or greater of IEP goals fully met for all students on IEPs.</p> | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|-------------|--------------|
| 1.1 | Induction | <p>SBCOE will provide support to new teachers, including the SBCOE Induction Program, for teachers who qualify for the program.</p> <p>Metric 1.12 will be used to measure the effectiveness of this goal.</p> | \$4,454.00 | No |
| 1.2 | Course Offerings | Alternative Education Teachers will provide integrated English Language Development (ELD), Career Technical Education (CTE) through online platform such as Edgenuity or another program/provider. | \$5,000.00 | Yes |
| 1.3 | Technology | SBCOE will provide appropriate technology to alternative education students to access course content and create innovative collaborative learning spaces including the following but not limited to updating instructional devices in the classrooms for teachers and students such as Chromebooks, TV, or online access to curriculum materials. | \$2,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| | | | | |
| 1.4 | Program Materials | SBCOE Educational Services Department (ESD) Director of Curriculum & Instruction and Coordinator of Instructional Support Services will facilitate the selection of supplemental standards-aligned instructional materials. | \$1,000.00 | Yes |
| 1.5 | Professional Development | SBCOE ESD Staff and the Alternative Education Program Principal will coordinate, design, and deliver researched-based, high quality and culturally-relevant professional development to Alternative Education teachers and support staff that utilizes the Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) as a basis for the professional development. Metric 1.9 will be used to measure the effectiveness of this action. | \$20,824.00 | No |
| 1.6 | Teacher Assistant | SBCOE will maintain a Teacher's Assistant to provide support to students in ELD and core content classes. | \$56,671.00 | Yes |
| 1.7 | Resource Specialist | The SBCOE will provide a Resource Specialist to support Students with Disabilities (SWD) in reaching their individual education program (IEP) goals. Support for students with disabilities are provided based on their individualized plans which may include classroom push-in support or pull-out support in a small group setting or individual. Metric 1.13 will be used to measure the effectiveness of this goal. | \$58,260.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| 1.8 | Support Green House | SBCOE will provide materials and supplies to staff and students at San Benito County Juvenile Hall Court School to maintain green house programming. | \$500.00 | Yes |
| 1.9 | Coordinator of Instructional Services Support | SBCOE Educational Services Coordinator of Instructional Services will provide staff with targeted professional learning and coaching. | \$18,211.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | San Benito County Office of Education (SBCOE) schools will engage and prepare all students, particularly those in the socio-economically disadvantaged group, English Learners and expelled youth for success in career and college upon graduation. | Broad Goal |

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on student achievement data from STAR 360 local pre/post English Language Arts (42.9% decliners) and Mathematics (40% decliners) and credits earned, there is a need to increase the academic proficiencies of our students in order to provide them with success in career and college upon graduation. It is important to look into the local pre and post academic progress and credits earned due to the very high student turnover rate. Academic achievement, credit recovery, extended learning, summer session, enrichment activities, professional learning, coordination of mental health services, and incentives for PBIS are necessary to support students' overall achievement, successful transition to mainstream schools, and graduation within the LEA or district of residency. The metrics and actions described below will be implemented to ensure that progress towards equitable student outcomes is made. The implementation of supplemental programs such as Star 360 and IXL and data cycle through PDSA will help prepare students to take the CAASPP and ELPAC. Students will have additional opportunities to earn credits toward graduation by participating in summer sessions and extended learning. CTE course pathway completion is not offered by our schools at this time due to the structure of the academic program and the mobility of our students, however students can take CTE classes based on their interests through the school site's online programs. The SBCOE provides opportunities for career planning. By ensuring parent and student access to Aeries and measuring the usage through the Aeries portal, the engagement and awareness of academic progress of students will be accessible at any time. This access will allow parents, students and staff to address academic and social/emotional concerns sooner, leading to timely interventions and better success for students. Coordination of mental health services will allow the social, emotional concerns of students, parents, and staff to be addressed which will support students' being motivated to go and stay at school leading to a higher attendance rates and higher academic success for students. The implementation of English Learning Case management will support student success leading to higher reclassification of English Learners and higher proficiency levels as measured by the ELPAC. Enrichment activities, field trips, guest speakers, and incentives will provide students opportunities to stay engaged in school and provide them with a broader knowledge of college and career opportunities after high school and extend learning beyond the classroom.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 2.1 | Students progress towards graduation/promotion | <p>Data Year: 2023-2024</p> <p>Data Source: AERIES Student Information System (Transcripts/Grades)</p> <p>Pinnacles Community School - 85.6% of credits were earned versus credits attempted.</p> <p>San Benito County Opportunity School - 77.2% of credits were earned versus credits attempted.</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: AERIES Student Information System (Transcripts/Grades)</p> <p>Students will successfully earn 90% of the credits taken each quarter.</p> | |
| 2.2 | A-G Completion | <p>Data Year: 2022-2023</p> <p>Data Source: A-G Course Management Portal (CMP)</p> <p>0% no courses have been submitted to the A-G Course Management Portal (CMP).</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: A-G Course Management Portal (CMP)</p> <p>30% of courses will be submitted to the A-G Course Management Portal (CMP)</p> | |
| 2.3 | Percentage of eligible students enrolled in a CTE class | <p>Data Year: 2024-2025</p> <p>Data Source: AERIES Student Information System (Schedule and/or transcript)</p> <p>0% - <i>This is a new metric not measured before and therefore the</i></p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: AERIES Student Information System (Schedule and/or transcript)</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | | <i>baseline is 0%.</i> | | | 100% of eligible students will be enrolled in a CTE class. | |
| 2.4 | Percentage of EL students making progress toward English Proficiency | Data Year: 2022-2023 Data Source: 2023 ELPAC Level 4 - 18% Level 3 - 29% Level 2 - 41% Level 1 - 12% | | | Data Year: 2026-2027 Data Source: 2026 ELPAC Level 4 - 30 % Level 3 - 40 % Level 2 - 20 % Level 1 - 10 % | |
| 2.5 | Percentage of English Learner Reclassification | Data Year: 2022-2023 Data Source: 2023 ELPAC and Reclassification Process 78% of English Learners were reclassified | | | Data Year: 2026-2027 Data Source: 2026 ELPAC and Reclassification Process 80% of English Learners will be reclassified | |
| 2.6 | Graduation Rate | Data Year: 2022-2023 Data Source: Local Data 0% graduation rate | | | Data Year: 2026-2027 Data Source: Local Data 90% Graduation Rate | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 2.7 | Percentage of expelled youth successfully meeting their individual terms of expulsion. (This metric is specific for Priority area 9) | Data Year: 2023-2024 Data Source: Local Data 35% (7 out of 20) expelled youth successfully meeting their individual terms of expulsion | | | Data Year: 2026-2027 Data Source: Local Data 75% meet the terms of their expulsion. | |
| 2.8 | Percentage of students who are college or career ready. | Data Year: 2022-2023 Data Source: CA Dashboard 0% of students were college or career ready. | | | Data Year: 2026-2027 Data Source: CA Dashboard. 30% of students who graduate are college or career ready. | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|-------------|--------------|
| 2.1 | Credit Recovery | Alternative Education Staff will provide students credit recovery opportunities using online courses. | \$3,000.00 | Yes |
| 2.2 | Aeries Analytics | SBCOE Technology Department Staff will train staff to be able to utilize the student information system to analyze data. | \$400.00 | Yes |
| 2.3 | English Learner Case Management | <p>The SBCOE Educational Services staff will develop a process and work collaboratively with the school counselor to conference with English Learners at least twice during the school year to review and discuss their: 1) language level 2) program placement 3) academic status 4) school attendance 5) interventions 6) criteria for redesignation 7) support their success in school and 8) Individualized Student Plan for each English Learner. During the SY 22-23, 53% of our EL students obtained scores of Level 1 and 2 in their Summative ELPAC assessment. This action will allow students to review and analyze their language levels/scores and create an action plan to support improvement in proficiency and/or be reclassified.</p> <p>Metric 2.3 and 2.4 will be used to monitor the effectiveness of this action.</p> | \$17,031.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2.4 | Summer Session | <p>SBCOE will provide summer school to all students for the purpose of credit recovery. Enrichment activities such as Art or Physical activities may be provided as well as Social Emotional support will be available for students.</p> <p>This action will be measured by Metric 2.1 & 2.6.</p> | \$12,500.00 | No |
| 2.5 | Online Supplemental Programs | <p>Alternative Education Staff will utilize online supplemental programs such as STAR 360, IXL, or iReady for intervention or enrichment in Math and ELA while ensuring a balance of direct and online instruction. A district-wide calendar of assessments and progress monitoring will be developed. Alt Ed Staff will review and analyze data and create a plan through PDSA cycle.</p> | \$4,000.00 | Yes |
| 2.6 | Enrichment Activities | <p>Educational partner feedback from students, parents/guardians/families and community/collaborative agencies indicate the need for enrichment activities that are meaningful to our students. Alt Ed Program Staff will incorporate project-based learning or hands-on activities whenever possible. They will also coordinate guest speakers and if possible field trips for students. Enrichment activities could include arts (Prop 28) and culinary (SSEBG) for students.</p> | \$31,500.00 | Yes |
| 2.7 | Professional Development | <p>Student Services Staff and the Principal will provide Alternative Education staff SEL, suicide prevention, and Trauma Informed Professional Development throughout the year.</p> <p>The effectiveness of this action will be measured by Metric 1.9.</p> | \$20,824.00 | No |
| 2.8 | Coordination of Mental Health Services | <p>The Principal in coordination with the school counselor and Mental Health Coordinator will meet weekly to review case management to ensure that consistent physical, social, emotional and mental health care are being. We expect that coordination of mental health services will promote good</p> | \$3,888.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---------------------------|---|-------------|--------------|
| | | <p>attendance, reduce chronic absenteeism and increase sense of connectedness for all students.</p> <p>The effectiveness of this action will be measured by Metrics 2.1, 2.7, 3.1, 3.2 and 3.3.</p> | | |
| 2.9 | Incentives for PBIS | <p>Alternative Education Program staff will provide positive behavior incentives to students. These incentives can be for positive behavior, attendance or other activities identified by the site PBIS team. PBIS training and ensuring implementation fidelity will be a focus of this action as well.</p> | \$1,600.00 | Yes |
| 2.10 | Individual Learning Plans | <p>This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences.</p> <p>The effectiveness of this action will be measured by Metrics 2.1 and 2.7.</p> | | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Increase students, parents/guardians/families, and community engagement to support students' short-term and long-term educational outcomes. | Broad Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student and parent survey data and student attendance and absenteeism rates show the need to increase student/parent/guardian/family, and community participation and engagement as measured by involvement in school site council, open houses, site meetings, and survey particularly among students who are foster youth, experiencing homeless and/or low income. 50% of our students feel a sense of connectedness to school while 75% of families feel that their children are seen as valued members of the school community. 64% of students feel physically safe at school while 75% of families feel that physical safety is a priority. 55% of students feel emotionally safe at school while 75% of families feel that social-emotional safety is a priority. Educational research data shows that these students are more likely to exhibit poor attendance, increased behavior referrals and low academic achievement. Student, parent/guardian/family, and community engagement is important to support overall engagement, academic and social/emotional growth, graduation and transition.

Feedback from educational partners including Alternative Education Program staff have also highlighted that there is a need to improve school connectedness. By offering college, career, and student recognition events and forming a student leadership group, students will have increased opportunities for student voice and recognition for their achievement. The addition of a school Social Worker provides support for those students struggling with attendance and academic achievement. Students are supported by the academic counselor and Mental Health Therapist to address underlying issues. The student surveys such as Kelvin and/or locally developed surveys will measure students connectedness and feeling safe while at school. These will be important measures towards attaining our goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------|--|----------------|----------------|---|----------------------------------|
| 3.1 | Attendance Rate | <p>Data Year: 2022-2023</p> <p>Data Source: Local Data (AERIES)</p> <p>Attendance Rates are:</p> <p>Pinnacles - 67.79%</p> <p>San Benito County Opportunity School - 70.53%</p> <p>San Benito County Juvenile Court School - 100%</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data (AERIES)</p> <p>All Schools will achieve student attendance rates 85% or higher.</p> | |
| 3.2 | Chronic Absenteeism Rate | <p>Data Year: 2022-2023</p> <p>Data Source: Data Quest</p> <p>Chronic Absenteeism Rates are 66.7% for San Benito County Office of Education</p> <p>Pinnacles - 73.0%</p> <p>San Benito County Opportunity School - 83.7%</p> <p>San Benito County Juvenile</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Data Quest</p> <p>Chronic Absenteeism rates will be 65% or lower.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------|--|----------------|----------------|---|----------------------------------|
| | | Court School - 0% | | | | |
| 3.3 | Suspension Rate | <p>Data Year: 2022-2023</p> <p>Data Source: Data Quest</p> <p>Suspension Rates are 22.9% for San Benito County Office of Education</p> <p>Pinnacles - 2.7%</p> <p>San Benito County Opportunity School - 44.7%</p> <p>San Benito County Juvenile Court School - 0%</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Data Quest</p> <p>The Suspension rates for each school will be less than 15% for each school.</p> | |
| 3.4 | Expulsion Rates | <p>Data Year: 2022-2023</p> <p>Data Source: Data Quest</p> <p>Expulsion Rates are: 4.2% for San Benito County Office of Education.</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Data Quest</p> <p>Expulsion Rates will be maintained at 0% or decreased by 10%.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | | Pinnacles - 0% San Benito County Opportunity School - 8.5% San Benito County Juvenile Court School - 0% | | | | |
| 3.5 | Drop-out Rates | Data Year: 2022-2023 Data Source: CBEDS Drop-out rate was 2.94% for San Benito County Office of Education. | | | Data Year: 2026-2027 Data Source: CBEDS Maintain a drop- out rate of 5% or below. | |
| 3.6 | Student and Parent Surveys on Sense of Safety and School Connectedness. | Data Year: 2023-2024 Data Source: Kelvin and/or Local Survey Kelvin 87% of students Felt Safe and Connected at School Local Survey | | | Data Year: 2026- 2027 Data Source: Kelvin and/or Local Survey 90% or higher of students will respond to feeling safe and connected to school and parents will feel that the | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | <p>64% of students felt physically safe; 55% of students felt emotionally safe</p> <p>75% of families felt that the school prioritizes physical safety; 75% of families felt that the school prioritizes social-emotional safety</p> | | | school attempts to engage family members in school activities. | |
| 3.7 | Student attendance at school events | <p>Data Year: 2023-2024</p> <p>Data Source: Local Data</p> <p>30% of students attended school events</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data</p> <p>75% of students attend school events/recognition programs.</p> | |
| 3.8 | Parent Attendance at school events | <p>Data Year: 2023-2024</p> <p>Data Source: Local Data</p> <p>35% of parents/guardians/families attended school events</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data</p> <p>75% of parents attend school events/recognition programs.</p> | |
| 3.9 | % of students who meet their Therapy Treatment Goals. | <p>Data Year: 2023-2024</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
| | | Data Source: Local Data 75.8% of students during the 2023-2024 school year met their Therapy Treatment Goals. | | | 85% of students will meet their Therapy Treatment Goals. | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 3.1 | Restorative Justice Coordinator | <p>SBCOE will continue to utilize a Restorative Justice Coordinator through our Educational Partner Youth Alliance, to provide support to students and families.</p> <p>This effectiveness of this action will be measured by Metrics 2.6, 3.1, 3.3, 3.5, and 3.6.</p> | \$100,000.00 | No |
| 3.2 | Parent/Student Informational Activities and Events | Back to School, Recognition Award Programs that are combined with Community Knights will be offered to parents and students to engage both students, families and community members in school and school activities. | \$900.00 | Yes |
| 3.3 | Mental Health Therapist | A Mental Health Therapist will provide therapy to students that are experiencing chronic absenteeism, poor academic achievement and behavior issues. | \$227,534.00 | Yes |
| 3.4 | Mental Health Coordinator | <p>The Mental Health Coordinator will work collaboratively with the Mental Health Therapist and Principal to provide support for students that are experiencing chronic absenteeism, poor academic achievement and behavior issues.</p> <p>The effectiveness of this action will be measured by Metrics 3.1, 3.2, 3.3 & 3.9</p> | \$17,740.00 | No |
| 3.5 | Parent and Educational Partner Outreach | SBCOE will provide different outreach opportunities to parents/guardians/families to support their child toward academic success on topics identified by parents as important to them. These different outreach opportunities may include but are not limited to home visits, personalized phone calls from teachers or school staff, good news cards sent home, classes, and/or workshops. The classes and/or workshops will be designed to meet the needs of students and their families | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>and will teach parents how to engage with their children both academically and socially, increasing the parent/guardian/family connection and improving attendance.</p> <p>The effectiveness of this action will be measured by Metrics 3.6, 3.7 and 3.8.</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | Foster Youth Services Coordinating Program will provide the coordination of services throughout San Benito County by training, supporting, and collaborating with the county’s local education agencies (LEAs), child welfare agencies, and educational partners to improve educational and social emotional outcomes for Foster Youth in San Benito County. | Focus Goal |

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The traumatic experiences of abuse, neglect, and instability in foster care placements have significantly impacted educational outcomes which is evident in high suspension rate in comparison with other student subgroups. By appropriately addressing trauma, social-emotional, and behavioral needs of youth in foster care, their education outcomes can be improved, including academic outcomes. The Foster Youth Services Coordinating Program (FYSCP) supports foster students, school districts, agencies, and community-based organizations. The program ensures collaboration between the SBCOE FYSCP and districts to provide services to foster youth, minimize school placement changes, facilitate transitions between schools, develop countywide action plans, and coordinate resources and support to improve educational outcomes. Based on the most recent county data from Data Quest Foster Youth during the 22-23 school year had a suspension rate of 12.8% based on a cumulative enrollment of 39 students during the 22-23 school year. This is compared to suspension rates during the same 22-23 school year of 4.9% for all students, 3.2% for White students, 5.5% for Hispanic or Latino students, 6.7% for Socioeconomically Disadvantaged students, 5.9% for Migrant students, and 6.8% for Homeless students. Of the 12.8% of Foster students that were suspended during the 22-23 school year, 40% were suspended multiple times which was the highest multiple suspension rate of any student group in San Benito County by 8.8%.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---------------------------------------|----------------------------------|
| 4.1 | Foster Youth Suspension Rates for San Benito County (Data Quest) | 12.8% Suspension Rate for Foster Youth based on 22-23 data from Data Quest | | | 6.8% Suspension Rate for Foster Youth | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 4.2 | Local Satisfaction Survey results from Foster Youth School Liaisons and other Educational Partners supporting Foster Youth in San Benito County. | 2023-2024 Data Source: Local data (Survey) 0% - This is a new metric not measured before and therefore the baseline is 0%. | | | 90% satisfaction rate of professional development and technical assistance provided, as well as the support and services provided as measured by a local survey. | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 4.1 | Foster Youth Service Coordinating Program Staff | <p>The San Benito County Office of Education Foster Youth Service Coordinating Program team will ensure they have knowledge and skills, trauma-informed training, and resources to collaborate with the California Department of Education, surrounding County Offices of Education in support of San Benito County districts and schools, and various community/social services agencies to ensure the delivery and coordination of necessary educational, social and health services for students. Case management of Foster Youth will also be a part of this action.</p> <p>This action will be measured by Metrics 4.1 and 4.2.</p> | \$113,326.00 | No |
| 4.2 | Professional Development and Technical Assistance | <p>Provide professional development and technical assistance to LEA FY Liaisons and school site staff on AB490, AB 167/216, Foster Focus, Trauma Informed Practices for Schools, positive behavioral intervention, and community resources to build capacity within school sites/districts, to create systems and procedures to increase student improvement in behavioral outcomes.</p> <p>This action will be measured by Metrics 4.1 and 4.2.</p> | \$0.00 | No |
| 4.3 | Health and Human Services Memorandum of Understanding (MOU) | <p>The Educational Liaison will coordinate services to students through the MOU which specifies responsibilities and services.</p> <p>This action will be measured by Metrics 4.1 and 4.2.</p> | \$58,442.00 | No |
| 4.4 | Foster Student Support | <p>Support students through the Back to School Resource Fair, tutorial support, school of origin transportation, and other educational related materials.</p> <p>This action will be measured by Metrics 4.1 and 4.2.</p> | \$19,234.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------|--|-------------|--------------|
| | | | | |
| 4.5 | Transportation Agreement | <p>Educational Liaison will facilitate the implementation of the Transportation Agreement between Districts and San Benito Health and Human Services for the school of origin.</p> <p>This action will be measured by Metrics 4.1 and 4.2.</p> | \$23,123.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 5 | This goal is a required goal for Pinnacles Community School, San Benito County Opportunity School and San Benito County Juvenile Court School. To reduce suspensions and office referrals the San Benito County Office of Education will hire a contractor Board Certified Behavior Analyst (BCBA) to work with students, staff and parents on strategies to regulate student behaviors and develop strategies with students, staff and parents to better handle triggering situations that may lead to office referrals and or suspensions for students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

For each of the schools receiving the Equity Multiplier allocation, the students are referred or placed in the school due to student behaviors. Those behaviors can be poor school attendance, poor academic performance, suspension or expulsion from the Local Education Agency (LEA) or a combination of these identified behaviors by the students. All three schools, San Benito County Opportunity School, San Benito County Juvenile Court School and Pinnacles Community School all have prior year nonstability rates of greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. The 2022/2023 school year nonstability rate for Pinnacles Community School was 91.2%, the 22/23 school year nonstability rate for San Benito County Juvenile Hall Court School was 0%, and the 2023-2023 school year nonstability rate for San Benito County Opportunity School was 82.5%. The 2022/2023 school year socioeconomically disadvantaged pupil rate for Pinnacles Community School was 81.8%, the 22/23 school year socioeconomically disadvantaged pupil rate for San Benito County Juvenile Hall Court School was 0%, and the 2023-2023 school year socioeconomically disadvantaged pupil rate for San Benito County Opportunity School was 91.3%

By contracting with a Board Certified Behavior Analyst (BCBA), each school will be able to address the Tier II and Tier III student behaviors that led to their placement in each of the schools and work with students and staff to develop the tools and strategies so that students will make better choices and decisions and be able to recognize when they as students are being or feeling triggered. These tools and strategies will benefit the students when they transition to their home school or another educational setting or graduate to college or a career. Action 5.1 and 5.2 will aim to lower the suspension rates and office referral rates for all students, but especially socioeconomically disadvantaged students and Hispanic students in all schools, but especially students at San Benito County Opportunity School, as this is a **required action** for the San Benito County Opportunity School and student groups Hispanic and Socioeconomically Disadvantaged within the San Benito County Opportunity School, to address the suspension rates based on the 2023 Dashboard.

The staff will also be better equipped to understand what tools and strategies will best support each student in a one on one setting and a classroom setting. The actions identified in this goal will be measured by Metrics 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------|---|----------------|----------------|--|----------------------------------|
| 5.1 | Suspension Rate | <p>Data Year: 2022-2023</p> <p>Data Source: CA Dashboard</p> <p>2023 Dashboard Suspension Rates are 23.1% for San Benito County Office of Education.</p> <p>Pinnacles - 2.7% San Benito County Juvenile Court School - 0% San Benito County Opportunity School - 44.7% Hispanic - 42.5% Socioeconomically Disadvantaged - 44.2%</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: CA Dashboard</p> <p>The Suspension rates for each school will be less than 15% for each school and the identified student groups of Hispanic and Socioeconomically disadvantaged.</p> | |
| 5.2 | Student Office Referrals | <p>Data Year: 2023-2024</p> <p>Data Source: Local Data (AERIES, Office Referrals)</p> <p>17% of the cumulative enrollment for San Benito County Opportunity School were referred to the office at least one time.</p> | | | <p>Data Year: 2026-2027</p> <p>Data Source: Local Data (AERIES, Office Referrals)</p> <p>A 50% reduction in office referrals from the baseline established during the 2023-2024 school year, or maintain the referral percentage at or below 3%.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
| | | 0% of the cumulative enrollment at Pinnacles Community School were referred to the office at least one time. | | | | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 5.1 | Contract with a Board Certified Behavior Analyst | Contracting with a Board Certified Behavior Analyst will allow students and staff to benefit from their expertise in addressing student and staff behaviors that may be contributing to student suspensions or office referrals. This action will also allow tools and strategies to be developed with students to better handle their emotions and decisions that have led them to their current | \$150,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|---------------|--------------|
| | | <p>placement in one the schools. (San Benito County Opportunity, San Benito County Juvenile Court, and Pinnacles Community School)</p> <p>This action will be measured by Metrics 2.1, 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.</p> | | |
| 5.2 | Behavior Intervention Plan (BIP) | <p>Students identified has having Tier II or Tier III behaviors will be placed on a Behavior Intervention Plan to monitor the frequency and possible reduction of identified behaviors that have resulted in suspensions or office referrals. These plans and the time needed to develop and monitor developed plans is captured in the cost of Action 5.1.</p> <p>This action will be measured by Metrics 2.1, 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.</p> | \$0.00 | No |
| 5.3 | PBIS and MTSS Support | <p>A review and analysis of the metrics above reveal the need to decrease suspension and office referrals. Educational partner feedback from staff and collaborative agencies indicates that helping students to focus on constructive behaviors and providing consistent positive incentives as reinforcement, providing evidenced-based instructional strategies and tools, students are more likely to act appropriately when faced with challenges and more likely to remain in the classrooms.</p> <p>To address this, SBCOE will braid Positive Behavioral Intervention and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) support to provide academic and social-emotional supports.</p> <p>This action will be measured by Goal 2 Metrics 2.7 and 2.10 and Goal 3 Metric 2.6.</p> | \$0.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$121,998.00 | \$0.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 1.950% | 0.000% | \$0.00 | 1.950% |

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 |
|-------------------|--|---|---|
| 1.2 | <p>Action: Course Offerings</p> <p>Need: All students, but specifically English Learners, Foster Youth and Low Income students are credit deficient and in need of CTE credits required for graduation. 84% of unduplicated students needed credit recovery classes.</p> | <p>This action will address the credit deficient needs of all students, but specifically the unduplicated students. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>Metric 1.5 will be used to measure the effectiveness of this action.</p> |

| 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 |
|-------------------|--|---|---|
| | <p>Scope: LEA-wide</p> | | |
| <p>1.3</p> | <p>Action: Technology</p> <p>Need: All students need access to chromebooks to access the online parts of the curriculum and credit recovery, electives and CTE program that is used, but especially the unduplicated students.</p> <p>Scope: LEA-wide</p> | <p>This action will address the technology needs of all students, but specifically the unduplicated students. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>Metric 1.6 will be used to monitor this effectiveness.</p> |
| <p>1.4</p> | <p>Action: Program Materials</p> <p>Need: All students, but specifically English Learners, Foster Youth and Low Income students need access to high quality, engaging program materials.</p> <p>Scope: LEA-wide</p> | <p>This action will address the program material needs of all students, but specifically the unduplicated students. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>Metric 1.2 will be used to measure the effectiveness of this action.</p> |
| <p>1.6</p> | <p>Action: Teacher Assistant</p> <p>Need: All students, but specifically English Learners, Foster Youth and Low Income students are</p> | <p>This action will address the academic support needs of all students, but specifically the unduplicated students. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>Metric 1.7 will measure the effectiveness of this action.</p> |

| 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 |
|-------------------|--|--|---|
| | <p>credit deficient and in need of credits required for graduation.</p> <p>Scope: LEA-wide</p> | | |
| 1.8 | <p>Action: Support Green House</p> <p>Need: Students enrolled at the San Benito County Juvenile Hall School have a limited amount of opportunities to complete any hands on activities, especially outside. The students and teacher have communicated that they enjoy working in the greenhouse and growing food that can then be utilized in a classroom culinary enrichment activity. Many students have not grown their own food to eat. This activity gives them that experience.</p> <p>Scope: Schoolwide</p> | <p>This action will address the academic support needs of all students, but specifically the unduplicated students. 100% of students in the San Benito County Juvenile Hall Court School were identified as Low Income based on the 2023 Fall CBEDS count. This is why this action is provided on an School-wide basis.</p> | <p>Metric 1.8 will be used to monitor the effectiveness of this action.</p> |
| 1.9 | <p>Action: Coordinator of Instructional Services Support</p> <p>Need: The unduplicated students need high quality, engaging instruction from the teachers and instructional aides. This action will assist in providing the teachers and staff with the tools and resources needed to be successful.</p> | <p>By providing high quality coaching and professional learning to teachers and staff, students will benefit from instruction that has higher student engagement levels. This action is being provided on an LEA-wide basis as 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard.</p> | <p>Metric 1.9 will be used to monitor the effectiveness of this goal.</p> |

| 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 |
|-------------------|---|--|---|
| | <p>Scope: LEA-wide</p> | | |
| <p>2.1</p> | <p>Action: Credit Recovery</p> <p>Need: During the 23-24 school year, 84% of the unduplicated students needed credit recovery classes.</p> <p>Scope: LEA-wide</p> | <p>This action will allow students to enroll in the specific classes they need for credit recovery and these classes will not impact their schedule of other classes they are currently taking. The credit recovery classes are self-paced and allow for students to earn credits at a faster pace than traditional in person class. This action is being provided for all students based on the fact that 88.2% of students in the San Benito County Office of Education were identified as Low Income according to the 2023 Dashboard.</p> | <p>Metric 2.1 will be used to monitor the effectiveness of this action.</p> |
| <p>2.2</p> | <p>Action: Aeries Analytics</p> <p>Need: A review and analysis of the metrics above reveal the need to identify at-risk students in need of targeted interventions. Local data using Star 360 assessments showed that 43% of students who took the pre and post test in ELA declined and 40% in Math.</p> <p>Scope: LEA-wide</p> | <p>SBCOE will will continue to track the AERIES analytics in a quarterly basis to address this need in order to provide timely progress monitoring and targeted intervention. This action is designed to meet the needs most associated with English Learners, Foster Youth, and Low-Income students, however, because we expect that all students will benefit from data analysis and progress monitoring, this action is provided in an LEA-wide basis.</p> | <p>Metric 2.1 and 2.3 will be used to monitor the effectiveness of this action.</p> |
| <p>2.5</p> | <p>Action: Online Supplemental Programs</p> <p>Need: During the SY 22-23, pre and post local assessments using STAR 360 showed that 41% declined in reading and 48% in math,</p> | <p>This action will allow teachers to regularly review and analyze data and share it with students so they can create an action plan to support academic progress.</p> | <p>Metric 2.1, 2.6, and 2.7 will be used to monitor the effectiveness of this action.</p> |

| 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 |
|-------------------|---|---|--|
| | <p>while 60% remained unchanged in reading and 63% in math. There was also no established process on how students are informed of their progress.</p> <p>Scope: LEA-wide</p> | | |
| <p>2.6</p> | <p>Action: Enrichment Activities</p> <p>Need: Educational partner feedback from students, parents/guardians/families and community/collaborative agencies indicate the need for enrichment activities that are meaningful to our students.</p> <p>Scope: LEA-wide</p> | <p>This action is designed to meet the needs most associated with English Learners, Foster Youth, and Low-Income students, however, because we expect that all students will benefit from enrichment activities, this will be implemented on an LEA-wide basis. We expect this action to increase student engagement and access to implemented content standards.</p> | <p>Metric 2.3, 2.4, and 2.8 will be used to monitor the effectiveness of this action.</p> |
| <p>2.9</p> | <p>Action: Incentives for PBIS</p> <p>Need: The suspension rates and attendance rates are lower than desired with (San Benito County Opportunity School suspension rate (44.7%) and attendance rates of 70% at San Benito County Opportunity School and 68% at Pinnacles Community School. This action will provide the support and recognition needed for students to allow them to feel connected to school and that they matter.</p> | <p>Because 88% of all students are socioeconomically disadvantaged, this action is designed to meet the needs of all students, but especially with English Learners, Foster Youth, and Low-Income students. This is why this action is being provided on an LEA-wide basis.</p> | <p>Metrics 2.1, 3.1, 3.2, 3.3, and 3.6 will be used to monitor the effectiveness of this action.</p> |

| 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 |
|-------------------|--|--|--|
| | <p>Scope: LEA-wide</p> | | |
| <p>3.2</p> | <p>Action: Parent/Student Informational Activities and Events</p> <p>Need: 30% of students and 35% of parents attended a school event during the 2023-2024 school year. Engagement by students and their parents is critical towards the overall success of students in school, but especially the unduplicated students.</p> <p>Scope: Schoolwide</p> | <p>This action will address the engagement of all students, but specifically the unduplicated students. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>The effectiveness of this action will be measured by Metrics 3.7 & 3.8.</p> |
| <p>3.3</p> | <p>Action: Mental Health Therapist</p> <p>Need: Chronic Absenteeism Rates are 66.7% for San Benito County Office of Education. Specifically Pinnacles - 73.0% and San Benito County Opportunity School - 83.7%. When students are not consistently attending school their overall success in school decreases. Students who had attendance rates below 30% made up 95% of the students who failed at least one class during the school 22-23 school year. 88.2% of all students are part of the socioeconomically disadvantaged student group.</p> <p>Scope: Schoolwide</p> | <p>This action will address the engagement of all students especially in the areas of chronic absenteeism and progress towards graduation, but specifically the unduplicated students will benefit them most from this action. 88.2% of students in the San Benito County Office of Education were identified as Low Income based on the 2023 Dashboard. This is why this action is provided on an LEA-wide basis.</p> | <p>The effectiveness of this action will be measured by Metrics 2.1, 3.1, 3.2, 3.3, & 3.9.</p> |

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 |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

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.

NA

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.

The San Benito County Office of Education does not receive any additional concentration grant add-on funding.

| 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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$6,257,118.00 | \$121,998.00 | 1.950% | 0.000% | 1.950% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$475,204.00 | \$366,227.00 | \$0.00 | \$131,031.00 | \$972,462.00 | \$625,845.00 | \$346,617.00 |

| 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 | Induction | All | No | | | All Schools | 24-25 school year through 26-27 school year. | \$2,454.00 | \$2,000.00 | | \$4,454.00 | | | \$4,454.00 | |
| 1 | 1.2 | Course Offerings | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: | 24-25 school year through 26-27 school year. | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 1 | 1.3 | Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$2,500.00 | \$2,500.00 | | | | \$2,500.00 | |
| 1 | 1.4 | Program Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$1,000.00 | \$1,000.00 | | | | \$1,000.00 | |
| 1 | 1.5 | Professional Development | All | No | | | All Schools | 24-25 school year through 26-27 school year. | \$20,824.00 | \$0.00 | | \$20,824.00 | | | \$20,824.00 | |
| 1 | 1.6 | Teacher Assistant | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$56,671.00 | \$0.00 | \$56,671.00 | | | | \$56,671.00 | |
| 1 | 1.7 | Resource Specialist | Students with Disabilities | No | | | All Schools | 24-25 school year through 26-27 school year. | \$58,260.00 | \$0.00 | | \$58,260.00 | | | \$58,260.00 | |
| 1 | 1.8 | Support Green House | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: San Benito County | 24-25 school year through 26-27 school year. | \$0.00 | \$500.00 | \$500.00 | | | | \$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 |
|--------|----------|---|--|---|----------|--|----------------------------|--|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | | | | | | Juvenile Hall Court School | | | | | | | | | |
| 1 | 1.9 | Coordinator of Instructional Services Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$18,211.00 | \$0.00 | \$18,211.00 | | | | \$18,211.00 | |
| 2 | 2.1 | Credit Recovery | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$3,000.00 | \$3,000.00 | | | | \$3,000.00 | |
| 2 | 2.2 | Aeries Analytics | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$400.00 | \$400.00 | | | | \$400.00 | |
| 2 | 2.3 | English Learner Case Management | All | No | | | All Schools | 24-25 school year through 26-27 school year. | \$17,031.00 | \$0.00 | | | | \$17,031.00 | \$17,031.00 | |
| 2 | 2.4 | Summer Session | All | No | | | All Schools | June of 2025, June of 2026 and June of 2027 | \$12,500.00 | \$0.00 | | | | \$12,500.00 | \$12,500.00 | |
| 2 | 2.5 | Online Supplemental Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$4,000.00 | \$2,500.00 | | | \$1,500.00 | \$4,000.00 | |
| 2 | 2.6 | Enrichment Activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 24-25 school year through 26-27 school year. | \$0.00 | \$31,500.00 | \$1,500.00 | \$30,000.00 | | | \$31,500.00 | |
| 2 | 2.7 | Professional Development | All | No | | | All Schools | 24-25 school year through 26-27 school year. | \$20,824.00 | \$0.00 | | \$20,824.00 | | | \$20,824.00 | |
| 2 | 2.8 | Coordination of Mental Health Services | All | No | | | All Schools | 24-25 school year through 26-27 school year. | \$3,888.00 | \$0.00 | \$3,888.00 | | | | \$3,888.00 | |
| 2 | 2.9 | Incentives for PBIS | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 24-25 school year through 26-27 school year. | \$0.00 | \$1,600.00 | \$1,600.00 | | | | \$1,600.00 | |

| 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 | 2.10 | Individual Learning Plans | All | No | | | All Schools | | | | | | | | | |
| 3 | 3.1 | Restorative Justice Coordinator | All | No | | | All Schools | Beginning school year 2024-2025 through 2026-2027. | \$0.00 | \$100,000.00 | | | | \$100,000.00 | \$100,000.00 | |
| 3 | 3.2 | Parent/Student Informational Activities and Events | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | | | \$0.00 | \$900.00 | \$900.00 | | | | \$900.00 | |
| 3 | 3.3 | Mental Health Therapist | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Pinnacles Community School and San Benito County Juvenile Hall Court School | | \$225,674.00 | \$1,860.00 | \$227,534.00 | | | | \$227,534.00 | |
| 3 | 3.4 | Mental Health Coordinator | All | No | | | Specific Schools: San Benito County Opportunity School | | \$17,740.00 | \$0.00 | | \$17,740.00 | | | \$17,740.00 | |
| 3 | 3.5 | Parent and Educational Partner Outreach | All | No | | | All Schools | 2024-2025 through 2026-2027 | | | | | | | | |
| 4 | 4.1 | Foster Youth Service Coordinating Program Staff | Foster Youth | No | | | All Schools Specific Schools: All Schools in San Benito County and collaborating with school as students are placed out of county. | School years 2024/2025 through 2026/2027 | \$113,326.00 | \$0.00 | | \$113,326.00 | | | \$113,326.00 | |

| 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 |
|--------|----------|---|------------------|---|-------|-------------------------------|-------------|--|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 4 | 4.2 | Professional Development and Technical Assistance | Foster Youth | No | | | All Schools | School years 2024/2025 through 2026/2027 | \$0.00 | \$0.00 | | \$0.00 | | | \$0.00 | |
| 4 | 4.3 | Health and Human Services Memorandum of Understanding (MOU) | Foster Youth | No | | | All Schools | School years 2024/2025 through 2026/2027 | \$58,442.00 | \$0.00 | | \$58,442.00 | | | \$58,442.00 | |
| 4 | 4.4 | Foster Student Support | Foster Student | No | | | All Schools | School years 2024/2025 through 2026/2027 | \$0.00 | \$19,234.00 | | \$19,234.00 | | | \$19,234.00 | |
| 4 | 4.5 | Transportation Agreement | All Foster Youth | No | | | All Schools | School years 2024/2025 through 2026/2027 | \$0.00 | \$23,123.00 | | \$23,123.00 | | | \$23,123.00 | |
| 5 | 5.1 | Contract with a Board Certified Behavior Analyst | All | No | | | All Schools | The equity multiplier is an annual designation and therefore this goal and action will be for the 2024-2025 school year. | \$0.00 | \$150,000.00 | \$150,000.00 | | | | \$150,000.00 | |
| 5 | 5.2 | Behavior Intervention Plan (BIP) | All | No | | | All Schools | 2024-2027 school years. | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 5 | 5.3 | PBIS and MTSS Support | All | No | | | All Schools | SY 2024-2025 through 2026-2027 | \$0.00 | \$0.00 | | \$0.00 | | | \$0.00 | |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$6,257,118.00 | \$121,998.00 | 1.950% | 0.000% | 1.950% | \$321,316.00 | 0.000% | 5.135 % | Total: | \$321,316.00 |
| | | | | | | | | LEA-wide Total: | \$92,382.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$228,934.00 |

| 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 | 1.2 | Course Offerings | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$5,000.00 | |
| 1 | 1.3 | Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$2,500.00 | |
| 1 | 1.4 | Program Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$1,000.00 | |
| 1 | 1.6 | Teacher Assistant | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$56,671.00 | |
| 1 | 1.8 | Support Green House | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: San Benito County Juvenile Hall Court School | \$500.00 | |
| 1 | 1.9 | Coordinator of Instructional Services Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$18,211.00 | |

| 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 | 2.1 | Credit Recovery | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$3,000.00 | |
| 2 | 2.2 | Aeries Analytics | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$400.00 | |
| 2 | 2.5 | Online Supplemental Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$2,500.00 | |
| 2 | 2.6 | Enrichment Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$1,500.00 | |
| 2 | 2.9 | Incentives for PBIS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,600.00 | |
| 3 | 3.2 | Parent/Student Informational Activities and Events | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$900.00 | |
| 3 | 3.3 | Mental Health Therapist | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Pinnacles Community School and San Benito County Juvenile Hall Court School | \$227,534.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$441,509.00 | \$554,453.00 |

| 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 | Induction | No | \$3,500.00 | \$0.00 |
| 1 | 1.2 | Course Sections | Yes | \$4,904.00 | \$0.00 |
| 1 | 1.3 | Technology | Yes | \$2,000.00 | \$678.00 |
| 1 | 1.4 | Program Materials | No | \$700.00 | \$726.00 |
| 1 | 1.5 | Credit Recovery | Yes | \$2,000.00 | \$2,000.00 |
| 1 | 1.6 | Professional Development | No | \$17,706.00 | \$20,951.00 |
| 1 | 1.7 | Instructional Aide | Yes | \$52,408.00 | \$55,350.00 |
| 1 | 1.8 | Resource Specialist | No | \$3,000.00 | \$31,414.00 |
| 1 | 1.9 | Green House | Yes | \$500.00 | \$0.00 |
| 1 | 1.10 | Instructional Support Services Coordinator | Yes | \$16,982.00 | \$18,008.00 |
| 2 | 2.1 | Incentives | Yes | \$500.00 | \$476.00 |

| 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) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.2 | Aeries Analytics | Yes | \$268.00 | \$0.00 |
| 2 | 2.3 | English Learner Case Management | No | \$16,090.00 | \$16,453.00 |
| 2 | 2.4 | Extended Learning | Yes | \$7,500.00 | \$15,291.00 |
| 2 | 2.5 | Summer Session | No | \$6,000.00 | \$13,963.00 |
| 2 | 2.6 | Online Supplemental Programs | Yes | \$1,279.00 | \$2,397.00 |
| 2 | 2.7 | Enrichment Activities | Yes | \$5,100.00 | \$0.00 |
| 2 | 2.8 | Professional Development | No | \$22,000.00 | \$10,708.00 |
| 2 | 2.9 | Behavioral Health | No | \$6,177.00 | \$2,145.00 |
| 3 | 3.1 | Restorative Justice Coordinator | Yes | \$8,750.00 | \$19,266.00 |
| 3 | 3.2 | College Career Fair | No | \$500.00 | \$0.00 |
| 3 | 3.3 | Mental Health Therapist | No | \$5,966.00 | \$4,246.00 |
| 3 | 3.4 | Positive Behavior Interventions and Supports (PBIS) | No | \$17,500.00 | \$10,202.00 |
| 3 | 3.5 | Board Certified Behavior Analyst | No | \$6,000.00 | \$3,526.00 |

| 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) |
|--------------------|----------------------|---|--|--|---|
| 3 | 3.6 | Mental Health Therapist (added action) | Yes | \$0.00 | \$144,933.00 |
| 4 | 4.1 | Staffing | No | \$139,466.00 | \$109,453.00 |
| 4 | 4.2 | Professional Development (PD) | No | \$11,700.00 | \$2,425.00 |
| 4 | 4.3 | Health and Human Services Memorandum of Understanding (MOU) | No | \$58,239.00 | \$65,946.00 |
| 4 | 4.4 | Travel and Conferences | No | \$9,000.00 | \$3,100.00 |
| 4 | 4.5 | Student Support | No | \$7,500.00 | \$796.00 |
| 4 | 4.6 | Transportation Agreement | No | \$8,274.00 | \$0.00 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$120,706.00 | \$102,191.00 | \$258,399.00 | (\$156,208.00) | 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 | 1.2 | Course Sections | Yes | \$4,904.00 | \$0.00 | | |
| 1 | 1.3 | Technology | Yes | \$2,000.00 | \$678.00 | | |
| 1 | 1.5 | Credit Recovery | Yes | \$2,000.00 | \$2,000.00 | | |
| 1 | 1.7 | Instructional Aide | Yes | \$52,408.00 | \$55,350.00 | | |
| 1 | 1.9 | Green House | Yes | \$500.00 | \$0.00 | | |
| 1 | 1.10 | Instructional Support Services Coordinator | Yes | \$16,982.00 | \$18,008.00 | | |
| 2 | 2.1 | Incentives | Yes | \$500.00 | \$476.00 | | |
| 2 | 2.2 | Aeries Analytics | Yes | \$268.00 | \$0.00 | | |
| 2 | 2.4 | Extended Learning | Yes | \$7,500.00 | \$15,291.00 | | |
| 2 | 2.6 | Online Supplemental Programs | Yes | \$1,279.00 | \$2,397.00 | | |
| 2 | 2.7 | Enrichment Activities | Yes | \$5,100.00 | \$0.00 | | |
| 3 | 3.1 | Restorative Justice Coordinator | Yes | \$8,750.00 | \$19,266.00 | | |
| 3 | 3.6 | Mental Health Therapist (added action) | Yes | \$0.00 | \$144,933.00 | | |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$5,908,022 | \$120,706.00 | 0.00% | 2.043% | \$258,399.00 | 0.000% | 4.374% | \$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.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

- 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).