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
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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 High School is located in the city of Hollister in San Benito County. The school first opened its doors to students in 1875 as a grammar school. Because of its close proximity to the Bay Area and Silicon Valley Hollister began to grow rapidly from a sleepy farming and ranching town into a bustling bedroom community of San Jose. Over the last decade, more than 20,000 new residents have moved into the San Benito High School District. The city of Hollister continues to experience an extensive launch of home construction in numerous new residential developments. CALPADS 2023-24 reported district enrollment at 3537 with 3448 students served at Hollister High School (HHS), and 89 students served at San Andreas Continuation High (SACH) School, which is run by the San Benito County Office of Education per an MOU between the agencies. Subgroup enrollments at SBHSD were reported to CALPADS as follows: Free and Reduced Meal Program participants: 2105 (59.51%), English Learners: 473 (13.37%), Long-Term English Learners (LTEL) 402 (84.9%), Foster Youth: 8 (<1%), Homeless: 102 (2.8%), Migrant: 413 (11.68%) making up the total unduplicated of total 2319 (65.56%). SBHSD employs over 300 certificated and classified staff who work tirelessly to support student achievement each day.

The San Benito High School District Board of Trustees has adopted a policy aligning graduation requirements with the a-g admission criteria for the University of California and California State University systems while also ensuring the availability of high-quality Career Technical Education (CTE) programs. This policy guarantees that all students have the opportunity to meet a-g requirements, making them eligible to apply to CSU or UC institutions, as well as to complete a CTE pathway as a capstone completer. Our district philosophy is rooted in the commitment to prepare all students to be college and career-ready upon graduation. Our academic goals are aligned with a focus on Rigor, Relevance, Inclusion, and Relationships.

The college-bound student will find a total of 21 honors and Advanced Placement opportunities in all core content areas, as well as in the Visual and Performing Arts. SBHSD places high importance on academic achievement, and a wide spectrum of courses allow students to develop their creative abilities within our CTE and Visual and Performing Arts (VAPA) programs. Career training is extensive, with 9 career sectors and 14 different pathways.

San Benito High School District provides programs for students with disabilities funded by federal, state, and local funds. These programs include special day classes for students who are severely disabled, emotionally disabled, and students needing a modified academic setting. The programs also include the resource specialist support program for students who are completely or partially mainstreamed into the general education program. Some students participate in co-taught classes in which approximately 1/3 of the students have an IEP, and the rest of the class are mainstream students. Each co-taught classroom contains two teachers, one general education, and one special education. The goal is to reduce the number of resource-only classes to a minimum, instead providing inclusive opportunities to students via co-taught classes. Low-incidence programs are provided by the County Office of Education in the areas of visual impairment, hard of hearing, occupational therapy, orthopedically impaired, and other contracted services.

The services listed in the goals for all students include students with disabilities who are completely or partially mainstreamed into the general education program. Extensive overlaps occur within our unduplicated count and our students with disabilities population. As a result, students with disabilities who are completely or partially mainstreamed into the general education program are also included in the actions listed for all students.

SBHSD is dedicated to providing quality English Language Development (ELD) instruction. English Learners (EL) receive support through designated ELD courses ranging from levels 1-4. Furthermore, all EL students are mainstreamed into grade-level English Language Arts (ELA) and other core courses, ensuring they receive strong integrated ELD instruction, particularly in our Long Term English Learner (LTEL) co-taught courses. These courses are supported by coaching, professional development for co-teachers, and regular peer walkthroughs with feedback. A full-time EL Program Specialist and two EL Case Managers continuously monitor and support EL and newcomer students, ensuring their academic success and language development. Additionally, our EL program is supported by an EL Family Support and Data Specialist, who interacts with families and provides resources for students and families in need.

SBHSD continues to work collaboratively with the San Benito County Office of Education Foster Youth Services Advisory Council to support the educational achievement of foster youth. Regarding San Andreas Continuation High School, San Benito High School District has maintained a Memorandum of Understanding with the San Benito County Office of Education (SBCOE). The SBCOE operates the Continuation High School with state and federal funds passed through from the San Benito High School District. The amount of funds passed is based on the proportion of ADA and student group populations. For the 2024-25 school year, San Andreas Continuation High School has been identified as a school receiving Equity Multiplier Funding. As a high school district, SBHSD does not receive a California Department of Education (CDE) calculation for middle school dropout rates; therefore, these metrics will not be used in this plan.

The SBHSD has worked collaboratively with school personnel, community members, staff, and students to develop a Strategic Plan that provides a structured focus and a shared vision. With communication and collaboration as guiding principles, the Strategic Plan sets the tone for our continued focus on rigor, relevance, inclusion, and relationships throughout the school community. Additionally, the work within our plan revolves around student learning and success as our target and Multi-Tiered Systems of Support (MTSS) as our mechanism to demonstrate how we support our students' success. Collectively, these plans intend to move the district forward and meet the evolving needs of our students and staff.

Reflections: Annual Performance

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

Reflections: Successes

Based on the 2022-23 California School Dashboard and local data, San Benito High School District (SBHSD) has shown notable improvements. The overall percentage of students meeting or exceeding standards in English Language Arts (ELA) increased from 50.97% in 2022 to 45.07% in 2023. Additionally, significant progress was observed in the performance of Students with Disabilities (SPED), which increased from 5.56% in 2022 to 10.68% in 2023. Although the percentage of EL students slightly decreased, the overall progress indicates a positive trend. These improvements reflect the district's dedication to enhancing the quality of teaching and learning environments.

Within Goal 1: Provide high-quality teaching and learning environments for all students, SBHSD has shown significant growth. The completion of essential standards guides (ESGs) has been achieved across all core subjects, with 100% of Professional Learning Communities (PLCs) identifying their academic content standards. Additionally, PLCs have improved in data analysis and intervention planning, with 26% self-identifying at the "Developing" stage, 59% at the "Deepening" stage, and 15% at the "Sustaining" stage.

Goal 2: Prepare all students to be college, career, and world-ready upon graduation,has also seen notable achievements. The reclassification rate of English Learners increased from 9% in 2020-21 to 15.9% in 2021-22, supported by two EL case managers. Additionally, the percentage of Students with Disabilities (SWD) spending 80% or more of their time in general education courses rose from 59.5% to 66.3%, aided by our case management model and Haybaler Support Time (HST). The AVID program continues to expand, serving 574 students in 2022-23, and is expected to grow further, fostering a college-going culture and academic support.

SBHSD's Work-Based Learning (WBL) program has been successfully implemented, aligning classroom and workplace learning through Career Technical Education (CTE) pathways. This program ensures students apply academic, technical, and employability skills in real-world settings, with activities connecting their experiences to classroom learning and career goals. Furthermore, SBHSD received the US News "Best High Schools" ranking (69/100), attributed to increased Advanced Placement (AP) participation, reaching 44% of the student population and earning Bronze AP School Honor Roll and AP Access Awards for 2023.

SBHSD has just completed a Year of Planning (YoP) for the Early College Academy (ECA) and Academy of Health Sciences (AoHS), with an anticipated start date of both programs in the 2024-2025 school year. The Early College Academy (ECA) aims to save students time and money while removing barriers to completing an undergraduate degree. The students served in this program may be first-generation and historically underrepresented in post-secondary education. Its key components include Early College Credit through Dual Enrollment (IGETC) and AP courses, as well as the completion of an AVID or CTE Pathway, with Work-Based Learning and certifications embedded. Students can choose from 14 CTE Pathways. Additionally, the ECA features an Automatic Admissions Program (AAP) with Cal State University of Monterey Bay (CSUMB), modeled after the UC Merced (MAAP), a collaboration closely developed with Dr. Ben Corpus at CSUMB as well as Gavilan College.

The Academy of Health Science (AoHS) was initially a three-year Career and Technical Education (CTE) Pathway focused on Patient Care. However, an evaluation of labor market information (LMI) data for current and future needs, teacher capacity, and student demand indicated the potential for expansion into a four-year Linked Learning Academy. The AoHS's key components include Early College Credit through

Articulation and Dual Enrollment in a CCAP Agreement with Gavilan Community College and an Automatic Admissions program with CSUMB, enabling students to complete Licensed Vocational Nurse (LVN) prerequisites and Intersegmental General Education Transfer Curriculum (IGETC) courses. Industry Recognized Certifications, such as First Aid, CPR, First Aid for Severe Trauma (FAST), Certified Medical Administrative Assistant (CMAA), and Mental Health First Aid, allow students to continue their education while obtaining a higher-than-average income. Work-based learning opportunities adhere to the WBL Gold Standard through a building of connections between education and industry, allowing students multiple entry and exit points to their career aspirations. There is Inter-curricular Project Based Learning, where 3-5 courses per semester feature common projects, highlighting the relevance of their education. Industry partners, parents, and community members are engaged together in collaboratively working towards our students' future.

Reflections: Identified Need

Despite these successes, SBHSD faces significant areas needing improvement, particularly for English Learners (EL) and Long-Term English Learners (LTEL), Hispanic students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD), as identified in the California School Dashboard, which makes the district eligible for Differentiated Assistance.

- EL - Priority 4, Pupil Achievement & Priority 6 School Climate
- Hispanic - Priority 4, Pupil Achievement & Priority 6 School Climate
- SED - Priority 4, Pupil Achievement & Priority 6, School Climate
- SWD - Priority 4, Pupil Achievement Priority 6, School Climate & Priority 8, Outcomes in a Broad Course of Study

The data shows that our overall student performance in English Language Arts (ELA) is categorized as "Orange," indicating significant room for improvement. More troubling is the "Red" designation for our English Learners, who are performing substantially below the standard and have shown minimal progress. The EL student population shows scores of 95 points below the standard and a "Red" performance level. Despite maintaining their performance from the previous year, there is a critical need for targeted interventions to address the unique challenges faced by this group, such as language barriers and access to resources.

The data shows that in Mathematics, our students are performing at a low level, 102.9 points below the standard. This represents a decline of 9.6 points over the past year, categorizing our school in the "Orange" performance level. This need for support is critical across multiple student groups, including English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Each of these groups is experiencing profound academic deficits in mathematics, placing them in the lowest performance levels. There is a pressing need to identify and address the root causes of these deficiencies, whether they be gaps in foundational knowledge, instructional practices, or access to resources and supports.

The data from the ELPI shows that only 42.4% of our EL students are making progress, a sharp decline of 13.4% from the previous year. There is a noticeable decrease in the percentage of students progressing at least one ELPI level (from 52.8% in 2022 to 39.9% in 2023). The percentage of students maintaining lower ELPI levels has increased, indicating stagnant language acquisition. The decline in students maintaining ELPI Level 4 and the increase in those decreasing at least one ELPI level are concerning trends that must be addressed to prevent further academic disadvantages. All of these data points place us at the lowest performance level, "Red," indicating an urgent need for targeted interventions to support our EL students' language development. Immediate and comprehensive measures are needed to address these gaps. We can address these challenges by enhancing language support, providing professional development, engaging

families and communities, utilizing data-driven interventions, and improving school climate.

The data indicates significant challenges in school climate and student discipline at HHS, particularly highlighted by the suspension rate. The current data shows that our suspension rate is high, with 8.5% of students suspended at least one day, an increase of 3.9% from the previous year. This places HHS in the "Red" performance level for school climate. A high suspension rate can indicate underlying issues in school climate, discipline policies, and student engagement. The significant increase suggests that current disciplinary approaches may be ineffective or that growing behavioral issues need to be addressed. The distribution of suspension rates across different student groups highlights significant disparities. EL students face the highest suspension rate among all groups. Hispanic students also show a very high suspension rate. This group represents a substantial portion of our student body, and their high suspension rate indicates that school-wide strategies to improve engagement and support are critical. The high suspension rate for SED students suggests that socioeconomic factors contribute to behavioral issues and disciplinary actions. These students might face additional stressors outside of school that impact their behavior and engagement. The high suspension rate for SWD indicates that current practices may not effectively support these students' unique needs. Disciplinary actions may disproportionately affect SWD, highlighting the need for better understanding and accommodation of their needs within the disciplinary framework. More supportive and inclusive strategies are required to address behavioral issues constructively.

To address these needs, SBHSD will focus on specific actions outlined in Goals 1-3 for the 2024-25 school year:
Goal 2, Action 7: Support for SWD

- Academy courses, co-teaching sections in core classes, a research-based reading support course, and SBAC support for CAASPP assessments.
- Professional Development for Universal Design for Learning (UDL), co-teaching coaching, and Trauma-Informed Practices.
- Curriculum support for Basic classes with release days for completing and refining ESGs.
- Behavior supports integrated into the MTSS system using Panorama for monitoring.

Goal 2, Action 6: English Learner Program:

- Additional EL personnel to support parent engagement, attendance, and clerical needs.
- Professional Development on Integrated ELD strategies for co-taught, ELD, and EL cluster teachers.
- Increased co-taught sections for Long Term English Learners (LTELs) in core subjects.
- Credit recovery opportunities are available through summer school using Edgenuity.

Goal 3, Action 4 & 5: School Climate:

- Implementing restorative practices and positive behavior interventions.
- Enhancing counseling and mental health support.
- Increasing family and community engagement to foster a supportive school environment.
- On-Campus Intervention (OCI) teacher
- Alternative education support with Baler Bridges Independent Study Program

By addressing these identified needs with targeted interventions and ongoing support, SBHSD aims to improve all students' academic performance and overall school climate, particularly those identified for Differentiated Assistance support (SED, EL, SWD, Hispanic) subgroups.

Reflections: Technical Assistance

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

LEAs are annually identified for eligibility for technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

California's Differentiated Assistance (DA) program is an initiative aimed at supporting schools and districts in improving student achievement and overall performance. In essence, California's DA program recognizes the diverse needs of schools and districts across the state and aims to provide tailored support to facilitate continuous improvement and ensure that all students have the opportunity to succeed.

The SBHSD qualifies for differentiated assistance due to its identification of student performance concerns within specific student groups, including:

- EL - Priority 4, Pupil Achievement & Priority 6 School Climate
- Hispanic - Priority 4, Pupil Achievement & Priority 6 School Climate
- SED - Priority 4, Pupil Achievement & Priority 6, School Climate
- SWD - Priority 4, Pupil Achievement Priority 6, School Climate & Priority 8, Outcomes in a Broad Course of Study

Additionally, San Andreas Continuation School, which is a part of our LEA, is operated by the San Benito County Office of Education (SBCOE). San Andreas is eligible for Comprehensive Support and Improvement (CSI) for the 2024-25 school year for its low performance in the graduation rate indicator. Additionally, San Andreas is eligible for the equity multiplier funds, which will be outlined in Goal 4 as a focused goal. San Andreas shows a very low performance on the CCI indicator with its Hispanic and Socioeconomically Disadvantaged students (SED).

Initial efforts commenced in the fall with collaborative meetings facilitated by the San Benito County Office of Education (SBCOE), subsequently transitioning to a provider partnership arrangement involving the Tulare County of Education (TCOE), Hollister Elementary School District (HESD), and Aromas-San Juan Unified School District (ASJUSD). Our ongoing collaboration with our providers involves guiding documentation of activities, offering thought partnership, providing facilitation support, overseeing improvement approaches, and assisting with LCAP support to align DA requirements with our plan. Direct actions related to Differentiated Assistance include action 2.6, Collaboration with HESD and HHS with California Education Partners with a focus on 8th/9th grade on track mathematics performance. An additional DA action includes action 3.5, Tiered Restorative Practices to Support Student Behavior and Wellness, which includes an on-campus intervention teacher who will support restorative circles and student conflict resolution.The SBCOE provides oversight of the process. Specific actions directly related to English Learners in the areas of ELA and ELPI include actions 2.1, 2.4, 2.5, 2.6, and 2.9. The specific actions directly related to Students with Disabilities in the area of CCI include actions 2.1, 2.3, 2.7, and 2.9.

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 Andreas Continuation High 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.

San Andreas Continuation High School has been identified for CSI due to Low Graduation Rate criteria. The San Benito County Office of Education CSI Team consisting of the Deputy Superintendent, 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, 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. Reviewing and revising goals and metrics

San Andreas Continuation High 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.
2. Provide a variety of academic support to increase student progress and achievement.
3. Increase communication and provide parents and families with multiple opportunities to interface with staff in an effort to support student success

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 in the completion of this analysis. San Andreas Continuation High School 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. Graduation Rate will be 85% or higher.
2. Positive Behavioral Intervention & Supports (PBIS) Tier I Fidelity Inventory (TFI) scores will be at 90% or above.
3. Attendance rates will be at 85% or higher and chronic absenteeism will be <65%.
4. Students will earn 90% or higher of their credits attempted each quarter.
5. At least 75% of all students will be considered "Advancers" on the local data assessments. (Star 360, IXL or I-Ready)
6. 15% of English Learners will Reclassify to English Proficient.
7. 50% of English Learners will move up at least one ELPAC Level overall.
8. 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
School Site Council (SSC)	Multiple meetings to review goals, actions, and metrics from the LCAP: Oct 25, Jan 30, March 5, April 8
DELAC Parents	One hour meeting to review goals, actions, and metrics from the LCAP: March 10
Student Advisory	Two, 45 minute meetings with student representatives to discuss goals, actions, and metrics from the LCAP: March 22, April 12, Student discussions held at San Andreas to support input from our Equity Multiplier School.
Parent and Community Survey	The survey was distributed electronically to over 10,000 subscribers of the Weekly SBHSD communication. Additionally, the survey was shared on social media platforms (Instagram, Facebook, X, LinkedIn, district website).
Migrant PAC	One hour meeting to review goals, actions, and metrics from the LCAP: March 20
Certificated Staff	One-hour meeting to review goals, actions, and metrics from the LCAP, Additionally, an information email was sent out to any staff member who may not have been in attendance. The staff survey was distributed in both formats. May 2
Classified Staff	Survey was distributed electronically trhough email for review of LCAP goals and actions. June 4
Differentiated Assistance Team	Two, 3-hour meetings with teachers, SPED staff, site adminsitration, behavioral support staff, and classified staff. March 20, May 1
SELPA	Selpa Consultation June 12

Educational Partner(s)	Process for Engagement
San Andreas Continuation School	Parent, Staff, Student Meetings
CSEA and SBHSDTA Unions	One hour meeting June 6th

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

Ideas provided by specific educational partners, and trends from feedback received at meetings and surveys, were analyzed as follows:

School Site Council (SSC)
- provides support for egregious student behaviors
- more resources for Baler Bridges program
- more professional development for Tier 1 behavior supports

DELAC Parents
- more counselors needed
- more campus supervisors
- increase safety on campus
- need for after-school tutorials
- more transportation and bussing needed

Student Advisory
- spend less money on textbooks, or buy actual books, not e-books
- Wellness supports need to be focused on direct student support and less on personnel
- increase safety on campus
- more academic support and after school help

Parent Survey
- Having more security in all parts of the school
- Establish additional student-student support
- Explore new ways for parents and community members to participate in the education, activities, and social enrichment of the students.
- Continue to solicit parent/community participation in the selection of educational and wellness materials.

Migrant PAC
- healthy lunch and snacks with more locations and shorter lines.
- more counseling services
- parent workshops and Aeries training

Classified and Certificated Staff

- decrease class sizes in all areas
- Adjusting HST-maybe longer and bring back home room
- Idenfiy students early on that are struggling and provide academic support early

The above feedback influenced our goal to expand Tier 2 and Tier 3 behavioral support programs like Baler Bridges. We increased professional development efforts for staff to strengthen Tier 1 behavior interventions, ensuring early intervention for students and reducing the need for more intensive supports. In response to the student feedback on textbook spending, we initiated a review of our current textbook acquisition policy to balance traditional and e-book formats. We are also revising our wellness supports to focus on direct interventions that have a clear impact on students. Parent workshops and training on Aeries were added to the calendar, while counseling services for migrant students were expanded into DELAC meetings to address their specific needs. In response to staff, our WABA system for early identification of struggling students, particularly in math, science, and ELA, was implemented, allowing for targeted academic interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 - Provide high-quality teaching and 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

San Benito High School District is required to meet state mandates related to fully credentialed teachers, textbook sufficiency, and clean, safe facilities. 100% fully credentialed teachers have been a challenge due to a teacher shortage. Many new teachers are entering on a PIP, STIP, or as an intern. The district goal is to support all non-fully credentialed teachers to attain 100% fully credentialed teachers. Additionally, SBHSD provides all students with instructional materials and textbooks while maintaining the overall facilities in good repair. SBHSD provides ongoing professional development each year and dedicates time to identifying essential standards in each course with the lens of supporting EL students with the ELD standards. Additional professional development opportunities have included identifying essential standards, assessment and grading practices, and content-specific workshops. Curriculum workdays are provided for all departments, and work is stored online with content standards attached. The PLC framework has been adopted by the SBHSD board. At the same time, the site administration team monitors the PLC process each year through the Instructional Leadership team meetings which include Department Chairs (DCs) and Professional Learning Community (PLC) leads.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly credentialed teachers (Local Indicator)	23-24 96% of teachers are appropriately credentialed and assigned.			26-27 100% of teachers are appropriately credentialed and assigned.	
1.2	Student access to instructional materials,	23-24: 100% of students have access to board-			26-27 100% of students have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Maintain Textbook Sufficiency (Board Policy)	adopted materials and instructional supplies			board-adopted materials and instructional supplies	
1.3	Facilities in good repair (FIT assessment)	23-24 Facilities Inspection Tool Report shows 97.8% with a "good" rating.			26-27 Facilities Inspection Tool Report shows 98% with a "good" rating.	
1.4	Implementation of academic and essential content standards in core subjects (Local Indicator)	23-24: 100% of PLCs in core subjects have identified their academic content standards.			26-27 100% of PLCs in core subjects have identified their academic content standards and revisit the identified standards twice each school year.	
1.5	EL access to CA standards including ELD standards (Local Indicator)	23-24 30% of PLCs have integrated ELD standards within content areas			23-24 70% of PLCs have integrated ELD standards within content areas	
1.6	CTE pathways have integrity to prepare students for becoming CCI ready (Local Indicator)	23-24 Total completers: 221 60% Hispanic 31% White 10% Other 10% SPED			26-27 Increase total completers by 10% each year (294 by 26-27)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3% EL 52% SED				
1.7	PLCs use of data to provide students with intervention (Local Indicator)	23-24 50% of PLCs have self-identified using the PLC process as at least "progressing."			26-27 80% of PLCs have self-identified using the PLC process as at least "progressing."	
1.8	Student access to technology (Local Indicator)	23-24: 100% of students have access to a school Chromebook and charger			26-27: 100% of students have access to a school Chromebook and charger	
1.9	Participation with professional development (Local Indicator)	23-24 96% of teachers participated in the district's professional development days.			26-27 100% of teachers participated in the district's professional development days.	
1.10	Collaboration meetings with San Andreas (Local Indicator)	22-23 4 non-scheduled meetings were had between SBHSD and SBCOE			26-27 Quarterly, agendized meetings between SBHSD and SBCOE	

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	1.1 Support New and Experienced Teachers	San Benito High School District (SBHSD) will implement a comprehensive strategy to attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees. The district will ensure that all hired staff possess the appropriate credentials and certificates, enabling them to provide exceptional educational services to all students. This initiative aims to create a diverse and dynamic workforce that reflects the community, promotes educational equity, and enhances the overall quality of education within the district.	$389,116.00	Yes
1.2	1.2 Textbook Adoptions	The Department of Academics and Instructional Programs will continue implementing textbook/material adoption to ensure access to core instructional materials, including all Common Core State Standards	$145,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(CCSS) adoptions and implementing Next Generation Science Standards (NGSS) and Integrated ELD Standards districtwide.		
1.3	1.3 Maintain Facilities	Maintain SBHSD and supporting facilities in good repair to increase safety and security for all students and employees.	$1,521,907.00	No
1.4	1.4 Program Specialists and Teacher Coaching and Supports	Program Specialists will deliver targeted support and professional learning opportunities for all staff to enhance academic support for underperforming and disadvantaged students. This initiative provides tailored assistance to English learners, socioeconomically disadvantaged students, and homeless/foster students, ensuring they receive the high-quality education and resources needed to succeed. Through specialized training and ongoing professional development, staff will be equipped with the skills and strategies to effectively address the diverse needs of these student populations. • High-quality coaching (1.2 FTE) • Program Specialist (0.8 FTE) • Stipend for State Civic Seal and STEM (2 stipends)	$318,075.00	Yes
1.5	1.5 Curriculum & Content Area Release Days	The Department of Academics and Instructional Programs will continue to provide additional time for teachers to plan support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. • Embed ELA literacy standards and ELD standards to provide relevance to students • Implementation of Essential Standards Curriculum Guides for each content area with a focus on equitable grading and quality assessments (rubrics). • Implementation of Universal Design for Learning (UDL) principles	$50,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Embed Culturally Relevant Teaching Practices • Focused Math coaching for all math courses		
1.6	1.6 Professional Development	The Department of Academics and Instructional Programs will deliver comprehensive professional development and ongoing support for teachers and administrators to ensure the successful implementation of district initiatives. These initiatives are designed based on disaggregated data and tailored to address the specific needs of diverse student groups, including English learners, socioeconomically disadvantaged students, and students with special needs. This strategic approach aims to enhance instructional practices, foster educational equity, and improve student outcomes across the district. • Multi-Tiered Systems of Support (MTSS) • Positive Behavior Supports • PLC Framework • Equitable, Standards-based grading practices • SEL and Trauma-Informed Practices • College and Career Readiness for all students • Campus Safety	$130,839.00	Yes
1.7	1.7 PLC Framework	San Benito High School District (SBHSD) will offer comprehensive professional learning and support for teachers and site administrators to implement research-based best practices within Professional Learning Communities (PLCs). The initiative aims to enhance the effectiveness of PLCs by equipping lead teachers with the skills to disaggregate data, utilize intervention software, and design targeted intervention and enrichment sessions. This focused approach will address the needs of diverse student groups, including English learners (EL), students with disabilities (SPED), and students with 504 plans, ensuring that all students receive the support necessary to succeed.	$116,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 Instructional Technology Curriculum & Supports	The Department of Academics and Instructional Programs in conjunction with the Information, Technology & Accountability Department will provide professional learning and services to increase the integration of technology into daily teaching and learning, primarily focused on unduplicated student groups. • Utilization of research-based instructional strategies that support all learners • Provide hardware and software to support curriculum and assessment • Purchase instructional technology curriculum and supports • Library Personnel to support the implementation of Chromebooks	$504,281.00	No
1.9	Instructional Supports for Alternative Education	San Benito County Office of Education (SBCOE) will provide high quality teaching and learning environments. • provide Induction Program • provide Independent Study Program • ensure state standards-aligned curriculum and technology • provide targeted intervention • professional development to staff	$231,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 - Prepare all students to be college, career, and world-ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After reviewing SBAC data and Dashboard Indicators, SBHSD has identified a critical need for the continued support of implementing academic standards to improve conditions of learning for all students, with a specific focus on English Learners (EL) and students with disabilities. The Smarter Balanced Assessment data in ELA and Math reveal significant achievement gaps for English Language Learners, students with disabilities, Hispanic and socioeconomically disadvantaged students compared to the overall student population. The data indicate a substantial need to enhance educational support and opportunities for these student groups. SBHSD aims to ensure that all students, regardless of background, have access to, opportunity for, and support in courses and programs that will prepare them for a broad range of college and career options.

The recent 2023-2024 CA School Dashboard highlights several critical areas of concern for our district, particularly in Academic Performance and the ELPI. Our EL students scored in the red indicator on the English Learner Progress Indicator (ELPI), with a significant decrease in performance by 13.4%, dropping from 55.8% to 42.4%. Additionally, Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD), along with English Learner (EL) students, all scored in the red indicator for academic performance in Mathematics. Furthermore, EL students are in the red indicator for academic performance in English Language Arts (ELA). The San Andreas and Hollister High students with disabilities are both in the Very Low indicator on the College and Career Indicator (CCI) for college and career readiness.

The district is committed to implementing targeted actions to support these student groups and enhance their academic achievement, specifically aiming for higher scores on the CA CAASPP assessment. Specifically, the district has participated in Differentiated Assistance (DA). The district has transitioned to a collaborative support system with Hollister Elementary School District (HESD), Aromas-San Juan School District (ASJUSD), and Tulare County Office of Education (TCOE). This collaborative support system will help identify root causes, monitor Plan-Do-Stuy-Act (PDSA) cycles, and focus on continuous improvement through the improvement science lens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments (CAASPP Assessments) and Early Assessment Program (EAP)	2022-23 SBAC data, % met or exceeds standards: ELA Overall: 45.07% SPED: 10.68% EL: 6.06% Homeless: 35.71% SED: 40.80% EAP: 45.07% at a Level 3 or 4 Math Overall: 19.49% SPED: 0.96% EL: 0.00% Homeless: 0.00% SED: 15.32% CST-Science Overall: 27.25% SPED: 2.56% EL: 0.00% Homeless: 8.33% SED: 23.20%			2026-27 SBAC data, % met or exceeds standards: Increase met and exceeds standards by 10% for all student groups EAP: Increase by 10%	
2.2	Total and percentage of English Learner pupils who have made progress towards English proficiency on the ELPAC (CA Dashboard - ELPI)	2022-23 EL progress indicator on the dashboard: 42.4% making progress towards English proficiency			2026-27 EL progress indicator on the dashboard: Increase to 65% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learner Reclassification Rate (Local Indicator)	2022-23 Overall: 104/533 19.5% LTEL: 12/149 8.1%			2026-27 Increase the Overall and LTEL reclassification rates by 10% 26-27 Overall: 29.5% LTEL: 18.1%	
2.4	LTEL Co-Taught Courses (Local Indicator)	2023-24 Students completing Semester 1 grades with a C or better 39%			2026-27 Increase C or better pass rate by 10%	
2.5	Total and percentage of pupils who have successfully completed CSU/UC eligibility requirements (Data Quest)	2022-23 Overall: 385, 51.1% SPED: 8, 11.1% EL: 22, 19.6% Foster: NA SED: 230, 43.7%			2026-27 Ensure all groups have increased by 10%.	
2.6	Total and percentage of pupils who are enrolled in a CTE concentrator/capstone course (Local Indicator)	2022-23 Overall: 944, 27.8% SPED: 123, 28.2% EL: 73, 21.1% Foster: NA SED: 553, 26.5%			2026-27 Sustain CTE enrollment in each student group.	
2.7	Work-based learning Gold Standard for SBHSD (Local Indicator)	2023-24 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL:			2026-27 Increase all WBL experiences (doubled) WBL:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 50 guest speakers • 15 industry tours • 10 college tours • 5 internships			• 100 guest speakers • 30 industry tours • 20 college tours • 10 internships	
2.8	Total and percentage of pupils demonstrating college preparedness as measured by the College Career Readiness Indicator (CA Dashboard)	2022-23 (From the California State Dashboard) College/Career Overall: 338 41.9% SPED: 5 5.2% EL: 16 12.9% Foster: N/A SED: 202 35.3%			2026-27 Improve each group's college/career readiness by 10%	
2.9	Total and percentage of pupils who are enrolled in a dual enrollment course (Local Indicator)	2023-24 452 student enrollment 87.2% accrued college credit			2026-27 Increase enrollment by 10% (497 or higher) Increase accrued credit to 90% or higher	
2.10	Percentage of pupils who passed the AP exam with a score of 3 or higher (College Board)	2022-23 Overall: 346 65.7% SPED: 1 25.0% EL: 8 57.1% Foster: N/A SED: 105 76.1%			2026-27 Increase the number of overall students who passed with a 3 or higher by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Access to / Enrollment in a broad course of study and/or programs/services developed and provided to unduplicated pupils and/or individuals with exceptional needs (Local Indicator)	2023-24 100% of students have access to a broad course of study and/or programs/services			2026-27 100% of students have access to a broad course of study and/or programs/services	
2.13	Summer School / Credit recovery (Local Indicator)	2022-23 # and % of students successfully recovering credits via Summer School 22-23 Overall: 1133, 98.3% SPED: 168, 99.4% EL: 175, 94.7% Foster: 2, 100% SED: 578, 98.8%			2025-2026 # and % of students successfully recovering credits via Summer School Sustain credit accrual needs and sustain credit recovery options.	
2.14	AVID program (Local Indicator)	2022-23 % of students with post-secondary intentions, i.e. college, trade school, etc. Overall: 137, 100% SPED: 100% EL: 100% Foster: 100% SED: 100%			2026-27 Susatin AVID post-secondary intentions (100%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	SPED / co-teaching (Local Indicator)	2022-23 81.8% of SWD have 80% or more of their time in Gen.Ed. courses			2026-27 Sustain % of SWD having 80% or more of their time in Gen Ed courses	
2.16	Foster Youth (Data Quest)	2022-23 N/A 0 Foster Youth in Cohort			2026-27 Foster Youth: graduation rate: > 90% a:g qualified rate: > 90% College / Career ready rate: >50%	
2.17	Haybaler Support Time (Local Indicator)	2023-24 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.			2026-27 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	

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	2.1 College and Career Readiness	San Benito High School District (SBHSD), with support from Student Services, will enhance and expand its College and Career Programs to foster college, career, and world readiness. This initiative is dedicated to maintaining and improving equitable student support programs, ensuring that underrepresented and unduplicated students in all grades receive comprehensive educational and social-emotional support. By targeting staffing and activities that address the specific needs of these students, SBHSD aims to increase a-g course attainment and prepare all students for success in higher education and future careers. • College and Career Coordinator (1.0 FTE) • Career Center staffing (1.0 FTE) • Work-based learning Specialist supporting CTE pathways (1.0 FTE) • CalSOAP support, Foster youth focus	$721,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• PSAT, SAT, and ACT support • School-wide FAFSA applications • Senior Portfolio Completion (Resume, Job Application, College Application) • Career Exploration, CA Career Zone • College and Career Fairs • Early College Academy and Academy of Health Sciences • Increased Dual Enrollment Opportunities		
2.2	2.2 Advanced Placement Program	School site administrators will enhance the Advanced Placement (AP) program to offer a rigorous and inclusive academic experience for all students, with a particular focus on underrepresented and unduplicated student groups. This initiative aims to reduce opportunity gaps and increase college credit eligibility by providing comprehensive tutoring and additional support services. By ensuring equitable access to challenging coursework and fostering an environment that supports academic excellence, the AP program will prepare students for success in higher education and beyond. • AP tutorials • AP fee assistance • AP workshops for teachers	$57,319.00	Yes
2.3	2.3 CTE Program Supports	The Department of Academics and Instructional Programs will enhance and sustain Career Technical Education (CTE) programs to foster college, career, and global readiness among students. This initiative aims to provide students with comprehensive two and three-year course pathways that lead to industry certifications, robust partnerships with industry leaders, and practical work-based learning experiences. By aligning CTE programs with industry standards and emerging career opportunities, the department will ensure that students acquire the technical skills, academic knowledge, and real-world experience necessary to excel in the modern workforce and pursue post-secondary education.	$984,528.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• CTE teachers (6.0 FTE) • CTE Instructional aide (1.0 FTE) • Industry certifications		
2.4	2.4 Credit Recovery-Summer School & Virtual Support	San Benito High School District (SBHSD) will implement a comprehensive credit recovery program designed to close the achievement gap for underperforming students and provide increased opportunities for students to recover course credits. This initiative aims to ensure that all students, particularly those who are at risk of falling behind, stay on track for graduation and are prepared for post-secondary success. • ELD Summer Seminar • Summer School • Virtual Edgenuity Credit Recovery Courses	$501,675.00	Yes
2.5	2.5 AVID College Readiness Program	San Benito High School District (SBHSD) will continue to enhance the AVID (Advancement Via Individual Determination) program to close opportunity gaps and promote college and career readiness for middle-of-the-road students. The program will focus on providing these students with the skills, support, and resources needed to succeed in advanced and AP courses and pursue higher education at 4-year colleges and universities. Additionally, the program will offer targeted interventions to support unduplicated students to ensure equitable access to college and career pathways. • AVID Elective Teachers (4.0 FTE) • AVID co-coordinator stipends (2) • AVID professional development • AVID field trips • AVID senior boot camp supports • Online portfolio platform	$554,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	2.6 English Learner and LTEL Supports	SBHSD will provide English learners with daily integrated and designated English Language Development (ELD) in all grades. Additional support and monitoring will be implemented to increase language proficiency and academic performance. A specific focus will be placed on supporting Long-Term English Learners (LTELs) to ensure they receive the necessary resources and instruction to succeed academically with the ultimate goal of reclassification. • Use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Re-designated Fluent English Proficient (RFEP) students. • Instructional aides support (3.0 FTE IAs) • EL case manager assistance with progress monitoring (2.0 FTE EL CM) • EL Program Family Personnel (1.0 FTE) • LTEL co-taught courses, 7 sections (1.4 FTE) • Instructional technology support • Math support through collaboration with CA Educational Partners	$1,079,492.00	Yes
2.7	2.7 Support for Students with Disabilities (SWD)	SBHSD will increase collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families. • Academy RS/SC course (6 sections, 1.2 FTE) • Co-teach model and professional development (14.0 FTE) • Researched-based Reading Support course • Reading Intervention Software (Lexia)	$2,777,499.00	No
2.8	2.8 Foster Youth Supports	SBHSD will provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Establish policies to ensure equitable access (including priority access, as appropriate) to academic support (such as tutoring, summer school, extended learning time) and opportunities (such as AP and a-g enrollment) for youth in foster care. • Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, site-based) regarding the needs of youth in foster care.		
2.9	2.9 Haybaler Support Time, HST	San Benito High School District (SBHSD) will expand learning opportunities for all students to accelerate progress in closing learning gaps by implementing Haybaler Support Time (HST). This initiative will provide dedicated, in-school support sessions four times a week for 30 minutes each, ensuring that students receive the targeted academic assistance they need within the regular school day. HST aims to offer personalized support, enhance student engagement, and promote academic excellence for all learners. • Intervention software • School clerk support for HST (1.0 FTE)	$96,673.00	Yes
2.10	2.10 Data-Driven Decision Making-Supporting Student Outcomes	Information Systems Lead improves the accuracy and quality of student demographic and assessment information in district data management systems to facilitate site-level, data-driven decisions to increase student outcomes especially to close the unduplicated student group gaps leading to college, career and world readiness. (0.25 FTE)	$43,518.00	Yes
2.11	2.11 Career and College Readiness for Alternative Education	SBCOE will provide support to alternative education students for success in career and college upon graduation. • providing extended learning opportunities • expanding laboratory classroom • providing high-interest opportunities through field trips	$134,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• professional development around SEL and Trauma-Informed Practices • implement college and career-aligned software		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 - Fully engage students, parents, and the community in support of short 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.

SBHSD has worked diligently to increase parent engagement in all activities at school, including academics, parent meetings, and social events. SBHSD currently has over 20,000 family and community members who receive the district/school's weekly electronic email with important recognition and district updates. The communication Officer and Stakeholder Engagement/Strategic Plan Coordinator have provided more stakeholder engagement with a variety of students and families through social media platforms and Zoom workshops.

SBHSD recognizes a need to better monitor parent and student involvement in on-campus activities. One goal will be to disaggregate school activity attendance by specific student groups and implement a strategic communications plan to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families.

Additionally, this goal is driven by the need to address significant challenges in student behavior, attendance, and overall school culture. This goal is designed to create a more supportive and engaging educational environment, which is critical for improving student outcomes and reducing disciplinary actions. The data indicates a concerning rise in suspension and expulsion rates from the 22-23 school year compared to previous years.

Suspension Rates:
Overall: 8.5% (up from 4.6% in 21-22)
SPED: 12.9% (up from 9.5% in 21-22)
EL: 14.8% (up from 8.1% in 21-22)
Hispanic: 9.7% (up from 4.8% in 21-22)
SED: 11.0% (up from 5.6% in 21-22)

The significant increases in suspension rates suggest a concern about student behavior and school culture. Particularly alarming are the rates among Socioeconomically Disadvantaged (SED), English Learners (EL), Hispanic, and Special Education (SPED) students. The previous year's data showed a suspension rate of 4.6%, nearly doubling in the 22-23 school year to 8.5%. This drastic increase highlights an

urgent need for interventions focusing on behavior management and student engagement. This CA Dashboard metric is a part of our Differentiated Assistance work in collaboration with Tulare County Office of Education (TCOE), Hollister Elementary School District (HESD), and San Juan Armoas School District (ASJUSD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) (Local Indicator)	2023-24 100% of district governance groups are compliant and solicit parent input			2026-27 100% of district governance groups are compliant and solicit parent input	
3.2	Pupil suspension rate (Data Quest)	2022-23 Overall: 8.5% SPED: 12.9% EL: 14.8% Foster: 25.0% SED: 11.0%			2026-27 Ensure each student group's CA School Dashboard is in yellow indicator or above.	
3.3	Pupil expulsion rate (Data Quest)	2022-23 Overall: 0.7%			2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED: 1.5% EL: 2.4% Foster: 8.3% SED: 0.9%			Maintain an expulsion rate of 0.1% or lower.	
3.4	School Climate - Perceptions of the school's overall social and learning climate by parents and students. (Panorama Survey)	2023-24 Panorama Survey: Perceptions of the school's overall social and learning climate by parents and students. Students - baseline TBD in 24-25 Parents - 40% favorable (380 responses)			2026-27 Increase of 10% for perceptions of the overall social and learning climate of the school by both parents and students.	
3.5	MTSS / Interventions (Local Indicator)	2023-24 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. Panorama Data : 6.7% of students need a team or integrated SST 17% of students need support in one area • 0.4% in Behavior • 2.4% in Wellness • 3.6% in attendance			2026-27 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. 90% of students are successful in Tier I 10% of students receive integrated or one area of support within WABA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 10.2% in Academics 77% of students are “successful” in Tier I				
3.6	Attendance rate (Local Indicator)	2022-23 Overall: 92.4% SPED: 88.2% EL: 89.9% Foster: 93.6% SED: 91.1%			2026-27 Increase the attendance rate of each group to 90% or higher.	
3.7	Graduation rate (Data Quest)	2022-23 Overall: 93.7% SPED: 75.0% EL: 90.3% Foster: N/A 0 Foster Youth in Cohort SED: 92%			2026-27 Increase each group's gradation rate to 92% or higher.	
3.8	Dropout rate (Data Quest)	2022-23 Overall: 5.3% SPED: 22.9% EL: 8.1% Foster: N/A 0 Foster Youth in Cohort SED: 6.8%			2026-27 Lower the individual group's rates to 5% or lower.	
3.9	Chronic Abseentism (Data Quest)	2022-23 Overall: 24.8% SPED: 37.5% EL: 32.5% Foster: 36.4% SED: 29.1%			2026-27 Lower the chronic absenteeism rate of individual groups to 10% or below.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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	3.1 Student and Parent Engagement	Student Services will provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their students by enhancing their parenting capacity, increasing connections to school/community, and promoting parent leadership development. • Hold parent information meetings (all grades) • Aeries parent portal • Additional counselors (4.0 FTE) • Language Translator and Bilingual School Clerk (2.0 FTE)	$720,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	3.2 Parent Involvement	SBHSD will provide trainings, workshops, and opportunities for parents to get involved in district decision-making processes in order to build their capacity. • DELAC meetings • SSC meetings • Migrant PAC meetings	$0.00	No
3.3	3.3 Communication to Stakeholders	SBHSD will implement a strategic communications plan to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. • Communication Officer (1.0 FTE) • Parent and Community Engagement/Strategic Plan Coordinator (0.6 FTE)	$285,204.00	Yes
3.4	3.4 Multi-Tiered Systems of Support for Students	MTSS Team develops sustainable, site-level, equity-embedded MTSS frameworks focused on the foundational structures while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans, and (4) evaluate progress while focusing on disadvantaged (unduplicated) and underserved students. The comprehensive support within the Multi-Tiered System of Supports (MTSS), known as WABA, integrates Wellness, Attendance, Behavior, and Academics to ensure a holistic approach to student success, addressing their diverse needs and promoting overall well-being and achievement. • MTSS Lead (1.0 FTE) • MTSS counselor (1.0 FTE) • School Social Workers (2.0 FTE) • Intervention Coordinator (1.0 FTE) • Panorama SEL universal screener	$722,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Site administrators will implement Restorative Practices with integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), and trauma-informed practices. The team will focus on disadvantaged (unduplicated) and underserved students. • Tier 2 and Tier 3 Behavioral Supports • Safety and Security Supervisor (1.0 FTE) • Restorative Practices Personnel (1.0 FTE) • On Campus Intervention (OCI) Teacher (1.0 FTE) • Professional Development for all Tiers	$634,996.00	Yes
3.6	3.6 Additional Supports for Students	SBHSD will provide additional support to increase student engagement for underrepresented and struggling students and connectedness to school and community and promote a safe and productive school environment. • Collaborate with SBCOE on the appropriate transition of at-promise students to San Andreas • Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, SPED, Low-income)	$884,482.00	Yes
3.7	3.7 Engagement and Involvement for Alternative Education	SBCOE will fully engage alternative education students, family, and the community in support of educational outcomes. • implement Restorative Practices • provide information using two-way communication using the Aeries portal • hosting student and parent events	$101,050.00	Yes
3.8	3.8 Contracted Services	Contract with Hollister Police Department for School Resource Officer	$85,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To reduce suspensions and office referrals at San Andreas Continuation School, the San Benito County Office of Education will contract with a Board Certified Behavior Analyst to work with students, staff, and parents on strategies to regulate student behaviors and develop strategies 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)

An explanation of why the LEA has developed this goal.

Most students are referred or placed at San Andreas Continuation School due to behavior. Those behaviors can be poor school attendance, academic performance, suspension or expulsion from school, or a combination of these identified behaviors by the students. San Andreas Continuation School has prior-year nonstability rates of greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent, which makes this a required goal.

By contracting to hire a Board Certified Behavior Analyst, San Andreas will be able to address the Tier 2 and Tier 3 student behaviors that led to their placement at San Andreas and work with the 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 are being triggered. These tools and strategies will benefit the students when they transition to their home school or another educational setting or graduate from college or career. Action 4.1 and 4.2 will aim to lower the suspension and office referral rates for all students, especially socioeconomically disadvantaged and Hispanic students at San Andreas, as this is a required action for the school and student groups to address the suspension rate based on the 2023 dashboard.

The staff will also be better equipped to understand what tools and strategies will support each student in a one-on-one setting and a classroom setting. The actions identified in this goal will be measured by suspension rates and office referrals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate (CA Dashbaord)	CA Dashbaord Suspension Rate Data 2023			CA Dashbaord Suspension Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow Indicator 6.6% suspended at least one day Declined 9.7% English Learners - 6.8% SED - 7.2% Hispanic - 7.3%			Sustain all student groups in the yellow indicator or better for suspension rates.	
4.2	Student Office Referrals (Local Indicator)	Baseline to be established in the 2024-2025 school year			TBD - decrease in office referrals	

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	Contract with Board Certified Behavior Analyst (BCBA)	Contracting with a BCBA will allow students and staff to benefit from their expertise in addressing student behaviors that may be contributing to 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 placement.	$127,366.00	No
4.2	Behavior Intervention Plans for Students	Students identified as having Tier 2 and Tier 3 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 them is captured in the cost of Action 4.1.		

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
$6,397,938	$338,876

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
15.718%	0.000%	$0.00	15.718%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 1.1 Support New and Experienced Teachers **Need:** Unduplicated students, which include English Learners (EL), low-income students, foster youth, and students with disabilities, have demonstrated significant gaps in academic achievement, particularly in English Language Arts (ELA) and Math. Additionally, these students face higher rates of absenteeism,	The actions taken to support new and veteran teachers and provide mentors for teacher support address the identified needs of unduplicated students by enhancing the overall quality of instruction and support services across the district. These actions include professional development, mentorship support, and support for veteran and new teachers.	To monitor the effectiveness of these actions, the following metrics will be used: 1.1, 1.5, 1.9.

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
	behavior issues, and lower graduation rates compared to their peers. The need for targeted academic support, professional development for teachers, and enhanced mentorship for both new and veteran teachers is critical to address these disparities and ensure equitable educational opportunities for all students. **Scope:** Schoolwide		
1.4	**Action:** 1.4 Program Specialists and Teacher Coaching and Supports **Need:** Unduplicated students, which include English learners, socioeconomically disadvantaged students, and homeless/foster students, face significant challenges in academic performance, particularly in core subjects such as mathematics, science, social science, and English. These students often require additional academic support, targeted instruction, and equitable educational practices to overcome barriers to learning and achieve academic success. There is a critical need for high-quality coaching and professional development for teachers to effectively address the diverse needs of these students and to implement inclusive and equitable teaching practices. **Scope:**	The actions to provide support and professional learning opportunities through Program Specialists address the identified needs of unduplicated students by enhancing the instructional capacity of all staff across the district. These actions include: High-Quality Coaching and Professional Learning, High-quality coaching and guidance on implementing English Language Development (ELD) standards across all content areas, Professional development in standards-based curriculum development and essential standards work.	To monitor the effectiveness of these actions, the following metrics will be used: 1.4, 1.5, 1.7, 1.9.

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
	Schoolwide		
1.5	**Action:** 1.5 Curriculum & Content Area Release Days **Need:** Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, face significant challenges in academic performance and well-being. These students often lag behind their peers in core academic areas such as English Language Arts (ELA) and Mathematics and require additional support to achieve grade-level proficiency. There is a critical need for targeted instructional strategies, equitable grading practices, and culturally relevant teaching to address these disparities and ensure all students have access to high-quality education. **Scope:** Schoolwide	The Department of Academics and Instructional Programs will continue to provide additional planning time for teachers to focus on student learning and well-being, addressing the needs of unduplicated students through the following actions: Embedding ELA Literacy and ELD Standards, Implementation of Essential Standards Curriculum Guides, Implementation of Universal Design for Learning (UDL) Principles, Embedding Culturally Relevant Teaching Practices, and Focused Math Coaching for All Math Courses.	To monitor the effectiveness of these actions, the following metrics will be used: 1.4, 1.5, 1.7, 1.9.
1.6	**Action:** 1.6 Professional Development **Need:** Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, face substantial challenges in academic performance, social-emotional well-being, and college and career readiness. These students	The Department of Academics and Instructional Programs will provide teachers and administrators with professional development and ongoing support in the implementation of district initiatives, addressing the needs of unduplicated students through the following actions: Implementing MTSS, PLC Framework, Equitable, Standards-Based Grading Practices, Social-Emotional Learning (SEL) and Trauma-Informed Practices,	To monitor the effectiveness of these actions, the following metrics will be used: 1.9.

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
	often require additional support to achieve academic proficiency, navigate trauma, and prepare for post-secondary opportunities. There is a critical need for effective interventions, equitable grading practices, and comprehensive support systems to address these disparities and ensure that all students receive a high-quality education. **Scope:** Schoolwide	College and Career Readiness for All Students, and Campus Safety.	
1.7	**Action:** 1.7 PLC Framework **Need:** Unduplicated students, including English learners (EL), students with disabilities (SPED), socioeconomically disadvantaged students, and homeless/foster youth, often face significant challenges in achieving academic success. These students require targeted interventions and support to address gaps in learning, improve academic performance, and ensure equitable access to educational opportunities. There is a critical need for systematic data analysis and structured intervention strategies to support these students effectively. **Scope:** Schoolwide	SBHSD will provide professional learning and support to teachers and site administration on researched-based best practices for the implementation of Professional Learning Communities (PLCs). These actions address the needs of unduplicated students by focusing on the following: Providing teachers and administrators with training on effective PLC practices, Disaggregation of Data, Assignment of Sessions in Intervention Software, and Design of Intervention/Enrichment Sessions.	To monitor the effectiveness of these actions, the following metrics will be used: 1.7.
1.9	**Action:**	The San Benito County Office of Education (SBCOE) will implement several actions to	To monitor the effectiveness of these

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
	Instructional Supports for Alternative Education **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, face significant challenges in achieving academic success. These students often require additional academic support, access to state standards-aligned curriculum and technology, and high-quality teaching and learning environments. There is a critical need for targeted interventions, professional development for staff, and enhanced learning facilities to support the educational needs of these students and ensure they have equitable access to high-quality education. **Scope:** Schoolwide	address the needs of unduplicated pupils and provide high-quality teaching and learning environments: Provide Induction Program, Provide Independent Study Program, Ensure State Standards-Aligned Curriculum and Technology, Provide Targeted Intervention, Professional Development to Staff.	actions, the following metrics will be used: 1.10.
2.1	**Action:** 2.1 College and Career Readiness **Need:** Unduplicated pupils, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to academic success and post-secondary opportunities. These students require additional academic support, access to college and career readiness programs, and social-emotional support to overcome these barriers. Specific needs include increasing A-G course attainment, providing career	SBHSD, with support from Student Services, will continue to design and expand College and Career Programs to promote college, career, and world readiness by maintaining equitable student support programs. These actions address the needs of unduplicated students through the following: College and Career Coordinator, Career Center staffing, Work-based learning Specialist supporting CTE pathways, CalSOAP support with a Foster youth focus, PSAT, SAT, and ACT support, school-wide FAFSA applications, Senior Portfolio Completion, Career Exploration via CA Career Zone, College and Career Fairs, Early College Academy and Academy of Health	To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.4, 2.5, 2.7, 2.8, 2.12, 2.13, 2.14

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
	exploration opportunities, and ensuring equitable access to college admissions tests and financial aid resources. **Scope:** Schoolwide	Sciences, and increased dual enrollment opportunities.	
2.2	**Action:** 2.2 Advanced Placement Program **Need:** Unduplicated pupils, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to accessing and succeeding in Advanced Placement (AP) courses. These barriers include financial constraints, limited academic support, and a lack of resources. There is a critical need to decrease the opportunity gap and increase college credit eligibility for these underrepresented student groups. **Scope:** Schoolwide	School site administrators will implement a robust AP program designed to support all students, with a specific focus on unduplicated students. The actions taken to address their needs include: AP tutorials, AP fee assistance, AP workshops for teachers.	To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.8, 2.12
2.3	**Action:** 2.3 CTE Program Supports **Need:** Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, often face challenges in accessing quality career and technical education opportunities that	The Department of Academics and Instructional Programs will continue to design and expand Career Technical Education (CTE) programs to promote college, career, and world readiness. These actions specifically address the needs of unduplicated students through: Hiring high qaulity CTE teachers, CTE Instructional Aide, and Industry Certifications.	To monitor the effectiveness of these actions, the following metrics will be used: 2.5, 2.7, 2.12, 2.13

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
	prepare them for post-secondary success. These students need targeted support to engage in Career Technical Education (CTE) programs, gain industry certifications, and participate in work-based learning experiences to bridge the gap between school and career readiness. **Scope:** Schoolwide		
2.4	**Action:** 2.4 Credit Recovery- Summer School & Virtual Support **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face academic challenges that put them at risk of falling behind and not graduating on time. These students require additional support and opportunities to recover course credits to stay on track for graduation and close the achievement gap. **Scope:** Schoolwide	SBHSD will provide credit recovery support through various programs designed to help underperforming students regain lost credits and stay on track for graduation. These actions address the needs of unduplicated students through offering ELD Summer Seminar, Summer School, and Virtual Edgenuity Credit Recovery Courses.	To monitor the effectiveness of these actions, the following metrics will be used: 2.13, 2.17
2.5	**Action:** 2.5 AVID College Readiness Program **Need:** Unduplicated students, including English learners (EL), socioeconomically	SBHSD will continue implementing the AVID program to close opportunity gaps for middle-of-the-road students, focusing on those who may take advanced and AP courses and attend 4-year colleges and universities. These actions address the needs of unduplicated students through: Hiring	To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.4, 2.7, 2.12, 2.14.

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
	disadvantaged students, and homeless/foster youth, often face opportunity gaps that limit their access to advanced courses and post-secondary education. These students need additional support to develop the skills and confidence required to succeed in advanced and AP courses, as well as to navigate the college application process and succeed in higher education. **Scope:** Schoolwide	of AVID Elective Teachers, AVID co-coordinator stipends, AVID professional development, AVID field trips, AVID senior boot camp supports, Online portfolio platform.	
2.9	**Action:** 2.9 Haybaler Support Time, HST **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant learning gaps due to various socio-economic and language barriers. These students need additional instructional time and targeted support to help close these gaps and ensure they achieve academic proficiency. There is a critical need for structured intervention during the school day to provide timely academic assistance and support. **Scope:** Schoolwide	SBHSD will expand learning time for all students by providing during-the-day Haybaler Support Time (HST) four times a week for 30 minutes. These actions specifically address the needs of unduplicated students through Intervention Software and HST Support from the School Clerk.	To monitor the effectiveness of these actions, the following metrics will be used: 2.17
2.10	**Action:**	The district's focus on Data-Driven Decision Making aims to support student outcomes by	To monitor the effectiveness of these

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.10 Data-Driven Decision Making- Supporting Student Outcomes **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often experience significant achievement gaps compared to their peers. These gaps are influenced by various socio-economic and language barriers. There is a critical need for accurate and timely data to inform targeted interventions and support strategies that address these gaps and improve student outcomes. **Scope:** Schoolwide	improving the accuracy and quality of student demographic and assessment information. These actions specifically address the needs of unduplicated pupils through the support of the Information Systems Lead, Accuracy and Quality of Data, Data-Driven Decisions at site and district level.	actions, the following metrics will be used: 2.1, 2.17
2.11	**Action:** 2.11 Career and College Readiness for Alternative Education **Need:** Unduplicated students in alternative education settings, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant barriers to career and college readiness. These students require additional support to engage in extended learning opportunities, access high-quality education, and participate in enriching activities that enhance their academic and social-emotional development. There is also a need for professional development for staff to better	The San Benito County Office of Education (SBCOE) will provide comprehensive support to alternative education students to ensure success in career and college upon graduation. These actions specifically address the needs of unduplicated pupils through: providing extended learning opportunities, expanding laboratory classroom, providing high interest opportunities through field trips, professional development around SEL and Trauma-Informed Practices, implement college and career-aligned software.	To monitor the effectiveness of these actions, the following metrics will be used: Student Achievement Data, Professional Development Outcomes, College and Career Readiness Indicators,Student and Teacher Feedback.

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
	support students with trauma-informed practices and social-emotional learning (SEL). **Scope:** Schoolwide		
3.1	**Action:** 3.1 Student and Parent Engagement **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers that limit their families' engagement in their education. These barriers include language differences, lack of access to school information, and limited opportunities for meaningful involvement. Enhancing family engagement is crucial for supporting the academic and social-emotional development of these students. **Scope:** Schoolwide	Student Services will provide inclusive and accessible family engagement programming designed to empower parents/guardians to fully participate in their students' education. These actions specifically address the needs of unduplicated students through holding parent information meetings, Aeries parent portal, Additional counselors, Language Translators, and Bilingual School Clerks.	To monitor the effectiveness of these actions, the following metrics will be used: 3.1, 3.4, 3.6, 3.7.
3.3	**Action:** 3.3 Communication to Stakeholders **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often experience barriers to effective communication and engagement with their schools. Their families may lack access to	SBHSD will implement a strategic communications plan to increase community engagement and facilitate two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community, focusing on disadvantaged (unduplicated) and underserved students and their families. These actions specifically address the needs of unduplicated students through the continued daily communication by the Communications Officer	To monitor the effectiveness of these actions, the following metrics will be used: 3.1, 3.4.

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
	information, feel disconnected from school decision-making processes, or face language barriers that prevent them from fully participating in their children's education. There is a critical need to improve two-way communication and community engagement to support the educational success of these students. **Scope:** Schoolwide	and the Strategic Plan Coordinator, who work directly with staff, students, and families.	
3.4	**Action:** 3.4 Multi-Tiered Systems of Support for Students **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant barriers that impact their academic and social-emotional development. These barriers can include language challenges, financial instability, and trauma. There is a critical need for a comprehensive and equity-embedded Multi-Tiered Systems of Support (MTSS) framework to address these challenges, provide targeted interventions, and support the overall well-being of these students. **Scope:** Schoolwide	The MTSS Team will develop sustainable, site-level, equity-embedded MTSS frameworks focused on foundational structures and capacity building. These actions specifically address the needs of unduplicated students through the MTSS Lead, MTSS Counselor, School social workers, Intervention Coordinator, and use of the Panorama Platform.	To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9.

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
3.5	**Action:** 3.5 Tiered Restorative Practices to Support Student Behavior and Wellness **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face behavioral and social-emotional challenges that can hinder their academic success. These students need supportive and inclusive environments that address their unique needs through culturally responsive teaching, restorative practices, social-emotional learning (SEL), and trauma-informed practices. There is a critical need for targeted behavioral supports and interventions to promote positive behavior and academic engagement. **Scope:** Schoolwide	Site administrators will implement Restorative Practices with integrated training for staff in universal design for learning, culturally responsive teaching, SEL, and trauma-informed practices. These actions specifically address the needs of unduplicated students through Tier 2 and 3 Supports, Satefy and Security Supervisor, Restorative Practices Personnel, On Campus Intervention Teacher.	To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5.
3.6	**Action:** 3.6 Additional Supports for Students **Need:** Unduplicated students, including English learners (EL), students with disabilities (SPED), and low-income students, often face challenges in school engagement and connectedness. These students may feel disconnected from their school community, leading to lower academic performance, higher absenteeism, and increased dropout rates. There is a critical need to enhance	SBHSD will provide additional support to increase student engagement and connectedness for underrepresented and struggling students, promoting a safe and productive school environment. These actions specifically address the needs of unduplicated students through addtitional sections of leadership and collaboration with SBCOE and Alternative Education placements.	To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9.

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
	student engagement and connectedness to promote a safe, inclusive, and productive school environment. **Scope:** Schoolwide		
3.7	**Action:** 3.7 Engagement and Involvement for Alternative Education **Need:** Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to effective engagement and communication with their schools. These students and their families may feel disconnected from the educational community, leading to lower academic performance and decreased support for educational outcomes. There is a critical need to enhance engagement and communication to support these students' academic and social-emotional development. **Scope:** LEA-wide	The San Benito County Office of Education (SBCOE) will fully engage alternative education students, their families, and the community to support educational outcomes. These actions specifically address the needs of unduplicated students through implementing Restorative Practices, providing information using two-way communication using the Aeries portal, and hosting student and parent events.	To monitor the effectiveness of these actions, the following metrics will be used: 3.6, 3.7, 3.8, 3.9.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** 2.6 English Learner and LTEL Supports **Need:** Unduplicated students, specifically English learners (EL), face significant challenges in achieving language proficiency and academic success. These students require daily integrated and designated English Language Development (ELD), along with additional support and monitoring, to improve their language skills and overall academic performance. There is a critical need for targeted interventions, consistent progress monitoring, and family engagement to ensure these students can succeed in all grades. **Scope:** Limited to Unduplicated Student Group(s)	SBHSD will provide English learners with comprehensive daily integrated and designated ELD across all grades, with additional support and monitoring to enhance language proficiency and academic performance. These actions specifically address the needs of EL students through: Ellevation Platform, Instructional aides support, EL case manager assistance with progress monitoring, EL Program Family Personnel, LTEL co-taught courses (Alg 1, Geo, Eng 9, Eng 10, WS, US History), Instructional technology support, Math support through collaboration with CA Educational Partners.	To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.2, 2.3, 2.4, 2.7, 2.12.

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 the 2024-2025 school year, the San Benito High School District (SBHSD) has allocated Local Control Funding Formula (LCFF) Supplemental and Concentration funds totaling $6,397,938.00, with 15.718% of these funds specifically targeted toward support for unduplicated students. This targeted percentage reflects the district's commitment to meeting the increased or improved services requirement for foster youth, low-income students, and English learners, as mandated by the state.

The methodology used to determine the contribution of actions towards the proportional percentage involves a Multi-Tiered System of Support (MTSS) structure, ensuring that all services provided are principally directed towards and effective in meeting the needs of

unduplicated pupils. The district employs the following approach:

1) Needs Assessment and Data Analysis (WABA Data):

- Conduct a comprehensive needs assessment to identify unduplicated students' specific academic, social-emotional, and behavioral needs. To inform the design and implementation of targeted actions and services, utilize data from various sources, including academic performance, attendance, behavior reports, and stakeholder feedback.

2)Targeted Actions and Services (Alpha Teams):

- Allocate Supplemental and Concentration funds to provide additional layers of service specifically designed for unduplicated students, including intervention and enrichment activities. Implement professional development and training for teachers to focus on differentiated instructional strategies and support for unduplicated students.

Hire additional personnel, such as intervention specialists, counselors, and support staff, to provide continuous and regular progress monitoring and support for unduplicated pupils.

3) Implementation of MTSS Framework:

Utilize the MTSS framework to ensure that interventions and supports are tiered and tailored to the specific needs of unduplicated students. Provide Tier 1 universal support for all students, with additional Tier 2 and Tier 3 interventions for unduplicated students requiring more intensive support. Regularly review and adjust interventions based on student progress and data analysis.

4) Monitoring and Evaluation:

Establish metrics to measure the effectiveness of actions and services provided, ensuring they are principally directed toward improving outcomes for unduplicated pupils. Regularly monitor the implementation and impact of actions and services, using data to make informed adjustments and improvements. Use the 15.718% target as a benchmark to assess the proportionality of services provided to unduplicated students compared to those provided to all students. By using this methodology, SBHSD ensures that all actions and services funded by the Supplemental and Concentration funds are strategically designed and targeted to meet the differentiated needs of unduplicated students. Through the goals set in the LCAP, SBHSD believes sufficient services will be provided to meet or exceed the mandate, ultimately enhancing educational outcomes for foster youth, low-income students, and English learners.

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 SBHSD received additional concentration grant funding and utilized this funding to support our EL students by providing EL case managers, EL Family Support Provider, and LTEL Co-teaching sections.

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		San Benito HS 1:72, San Andreas 1:20
Staff-to-student ratio of certificated staff providing direct services to students		San Benito HS 1:21, San Andreas 1:15,

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	$40,705,823	6,397,938	15.718%	0.000%	15.718%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,794,061.00	$5,533,349.00	$0.00	$594,556.00	$13,921,966.00	$11,087,193.00	$2,834,773.00

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	1.1 Support New and Experienced Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$361,116.00	$28,000.00	$308,186.00			$80,930.00	$389,116.00	
1	1.2	1.2 Textbook Adoptions	All	No				on-going	$0.00	$145,000.00		$145,000.00			$145,000.00	
1	1.3	1.3 Maintain Facilities	All	No				on-going	$1,521,907.00	$0.00		$1,521,907.00			$1,521,907.00	
1	1.4	1.4 Program Specialists and Teacher Coaching and Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$318,075.00	$0.00	$229,929.00	$88,146.00	$0.00	$0.00	$318,075.00	
1	1.5	1.5 Curriculum & Content Area Release Days	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$20,400.00	$30,000.00	$50,400.00				$50,400.00	
1	1.6	1.6 Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$47,365.00	$83,474.00	$60,151.00	$0.00	$0.00	$70,688.00	$130,839.00	
1	1.7	1.7 PLC Framework	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$115,846.00	$900.00	$116,746.00				$116,746.00	
1	1.8	1.8 Instructional Technology Curriculum & Supports	All	No				on-going	$47,532.00	$456,749.00		$350,000.00		$154,281.00	$504,281.00	

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	1.9	Instructional Supports for Alternative Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	on-going	$0.00	$231,900.00	$231,900.00				$231,900.00	
2	2.1	2.1 College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$616,310.00	$105,100.00	$521,945.00	$199,465.00			$721,410.00	
2	2.2	2.2 Advanced Placement Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$12,319.00	$45,000.00	$57,319.00				$57,319.00	
2	2.3	2.3 CTE Program Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$964,528.00	$20,000.00	$908,608.00	$20,000.00		$55,920.00	$984,528.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	Ongoing and Summer Service	$291,349.00	$210,326.00	$291,349.00	$210,326.00			$501,675.00	
2	2.5	2.5 AVID College Readiness Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$462,716.00	$91,464.00	$554,180.00				$554,180.00	
2	2.6	2.6 English Learner and LTEL Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	on-going	$1,023,492.00	$56,000.00	$898,755.00			$180,737.00	$1,079,492.00	
2	2.7	2.7 Support for Students with Disabilities (SWD)	Students with Disabilities SWD	No				ongoing	$2,765,105.00	$12,394.00		$2,777,499.00			$2,777,499.00	
2	2.8	2.8 Foster Youth Supports	All Foster Youth	No			Specific Schools: Hollister High School	on-going	$0.00	$2,000.00				$2,000.00	$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	2.9 Haybaler Support Time, HST	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	on-going	$81,673.00	$15,000.00	$96,673.00				$96,673.00	
2	2.10	2.10 Data-Driven Decision Making-Supporting Student Outcomes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$43,518.00	$0.00	$43,518.00				$43,518.00	
2	2.11	2.11 Career and College Readiness for Alternative Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	$0.00	$134,300.00	$134,300.00				$134,300.00	
3	3.1	3.1 Student and Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$720,793.00	$0.00	$720,793.00				$720,793.00	
3	3.2	3.2 Parent Involvement	All	No				on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	3.3 Communication to Stakeholders	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High SchoolSan Benito High School	on-going	$285,204.00	$0.00	$285,204.00				$285,204.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$682,217.00	$40,000.00	$586,211.00	$136,006.00			$722,217.00	
3	3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$559,996.00	$75,000.00	$584,996.00			$50,000.00	$634,996.00	
3	3.6	3.6 Additional Supports for Students	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Hollister	on-going	$60,732.00	$823,750.00	$884,482.00				$884,482.00	

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
			Low Income			Low Income	High School									
3	3.7	3.7 Engagement and Involvement for Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	$0.00	$101,050.00	$101,050.00				$101,050.00	
3	3.8	3.8 Contracted Services	All	No				on-going	$85,000.00	$0.00		$85,000.00			$85,000.00	
4	4.1	Contract with Board Certified Behavior Analyst (BCBA)	All	No			Specific Schools: San Andreas Continuation School	ongoing	$0.00	$127,366.00	$127,366.00				$127,366.00	
4	4.2	Behavior Intervention Plans for Students														

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
$40,705,823	6,397,938	15.718%	0.000%	15.718%	$7,666,695.00	0.000%	18.834 %	**Total:**	$7,666,695.00
								LEA-wide Total:	$101,050.00
								Limited Total:	$898,755.00
								Schoolwide Total:	$6,666,890.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1 Support New and Experienced Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$308,186.00	
1	**1.4**	1.4 Program Specialists and Teacher Coaching and Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$229,929.00	
1	**1.5**	1.5 Curriculum & Content Area Release Days	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$50,400.00	
1	**1.6**	1.6 Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$60,151.00	
1	**1.7**	1.7 PLC Framework	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$116,746.00	
1	**1.9**	Instructional Supports for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	$231,900.00	
2	**2.1**	2.1 College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	$521,945.00	

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 (%)
					Low Income	School		
2	2.2	2.2 Advanced Placement Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$57,319.00	
2	2.3	2.3 CTE Program Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$908,608.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$291,349.00	
2	2.5	2.5 AVID College Readiness Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$554,180.00	
2	2.6	2.6 English Learner and LTEL Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	$898,755.00	
2	2.9	2.9 Haybaler Support Time, HST	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	$96,673.00	
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$43,518.00	
2	2.11	2.11 Career and College Readiness for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	$134,300.00	
3	3.1	3.1 Student and Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$720,793.00	
3	3.3	3.3 Communication to Stakeholders	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$285,204.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$586,211.00	
3	3.5	3.5 Tiered Restorative Practices to Support	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	$584,996.00	

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 (%)
		Student Behavior and Wellness			Low Income	School		
3	**3.6**	3.6 Additional Supports for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$884,482.00	
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	$101,050.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,291,682.00	$12,527,348.00

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**	1.1 Support New and Experienced Teachers	No	$372,737	$310,789
1	**1.2**	1.2 Textbook Adoptions	No	$125,000	$125,000
1	**1.3**	1.3 Maintain Facilities	No	$1,423,460	$1,423,460
1	**1.4**	1.4 Program Specialists and Teacher Coaching and Supports	Yes	$441,958	$444,885
1	**1.5**	1.5 Curriculum & Content Area Release Days	Yes	$80,744	$64,768
1	**1.6**	1.6 Professional Development	Yes	$128,000	$110,626
1	**1.7**	1.7 PLC Framework	Yes	$110,143	$82,585
1	**1.8**	1.8 Instructional Technology Curriculum & Supports	No	$503,896	$453,144
1	**1.9**	Instructional Supports for Alternative Education	Yes	$231,900	$231,900
2	**2.1**	2.1 College and Career Readiness	Yes	$603,682	$667,145
2	**2.2**	2.2 Advanced Placement Program	Yes	$63,000	$48,421

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	**2.3**	2.3 CTE Program Supports	Yes	$918,421	$983,150
2	**2.4**	2.4 Credit Recovery- Summer School & Virtual Support	No	$580,031	$443,407
2	**2.5**	2.5 AVID College Readiness Program	Yes	$721,023	$703,369
2	**2.6**	2.6 English Learner Supports	Yes	$1,039,595	$993,098
2	**2.7**		No		$
2	**2.8**	2.8 Foster Youth Supports	No	$2,000	$1,404
2	**2.9**	2.9 Haybaler Support Time, HST	Yes	$86,932	$85,311
2	**2.10**	2.10 Data-Driven Decision Making-Supporting Student Outcomes	Yes	$47,218	$47,218
2	**2.11**	Career and College Readiness for Alternative Education	Yes	$134,300	$134,300
3	**3.1**	3.1 Student and Parent Engagement	Yes	$694,171	$731,592
3	**3.2**	3.2 Parent Involvement	No	$0.00	$0.00
3	**3.3**	3.3 Communication to Stakeholders	No	$302,651	$164,865
3	**3.4**	3.4 Multi-Tiered Systems of Support for Students	Yes	$741,699	$724,791

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	**3.5**	3.5 Positive Behavior Supports/ School Climate	Yes	$339,984	$428,965
3	**3.6**	3.6 Additional Supports for Students	Yes	$856,454	$856,454
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	$101,050	$101,050
3	**3.8**	3.8 Contracted Services	No	$85,000	$85,000
4	**4.1**	4.1 Supports for students with disabilities	No	$1,368,664	$1,868,110
4	**4.2**	4.2 Co-Teaching Professional Development PD	Yes	$10,000	$8,254
4	**4.3**	4.3 SWD Curriculum Supports	Yes	$1,800	$1,800
4	**4.4**	4.4 Additional SPED Program Specialist	No	$176,169	$202,487
4	**4.5**	4.5 Behavior supports for SWD	No	$0.00	$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)
$5,966,053	$6,007,930.00	$6,070,964.00	($63,034.00)	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	1.4	1.4 Program Specialists and Teacher Coaching and Supports	Yes	$123,928	$128,896		
1	1.5	1.5 Curriculum & Content Area Release Days	Yes	$80,744	$64,768		
1	1.6	1.6 Professional Development	Yes	$8,000	$8,027		
1	1.7	1.7 PLC Framework	Yes	$110,143	$82,585		
1	1.9	Instructional Supports for Alternative Education	Yes	$231,900	$231,900		
2	2.1	2.1 College and Career Readiness	Yes	$337,500	$358,173		
2	2.2	2.2 Advanced Placement Program	Yes	$63,000	$48,421		
2	2.3	2.3 CTE Program Supports	Yes	$858,425	$942,281		
2	2.5	2.5 AVID College Readiness Program	Yes	$721,023	$703,369		
2	2.6	2.6 English Learner Supports	Yes	$691,296	$635,793		
2	2.9	2.9 Haybaler Support Time, HST	Yes	$86,932	$85,311		
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	$47,218	$47,218		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.11**	Career and College Readiness for Alternative Education	Yes	$134,300	$134,300		
3	**3.1**	3.1 Student and Parent Engagement	Yes	$581,453	$611,457		
3	**3.4**	3.4 Multi-Tiered Systems of Support for Students	Yes	$622,780	$591,942		
3	**3.5**	3.5 Positive Behavior Supports/ School Climate	Yes	$339,984	$428,965		
3	**3.6**	3.6 Additional Supports for Students	Yes	$856,454	$856,454		
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	$101,050	$101,050		
4	**4.2**	4.2 Co-Teaching Professional Development PD	Yes	$10,000	$8,254		
4	**4.3**	4.3 SWD Curriculum Supports	Yes	$1,800	$1,800		

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)
$40,037,233	$5,966,053	0.00%	14.901%	$6,070,964.00	0.000%	15.163%	$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).

California Department of Education
November 2023