LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito County Office of Education

CDS Code: 35103550000000

School Year: 2021-22
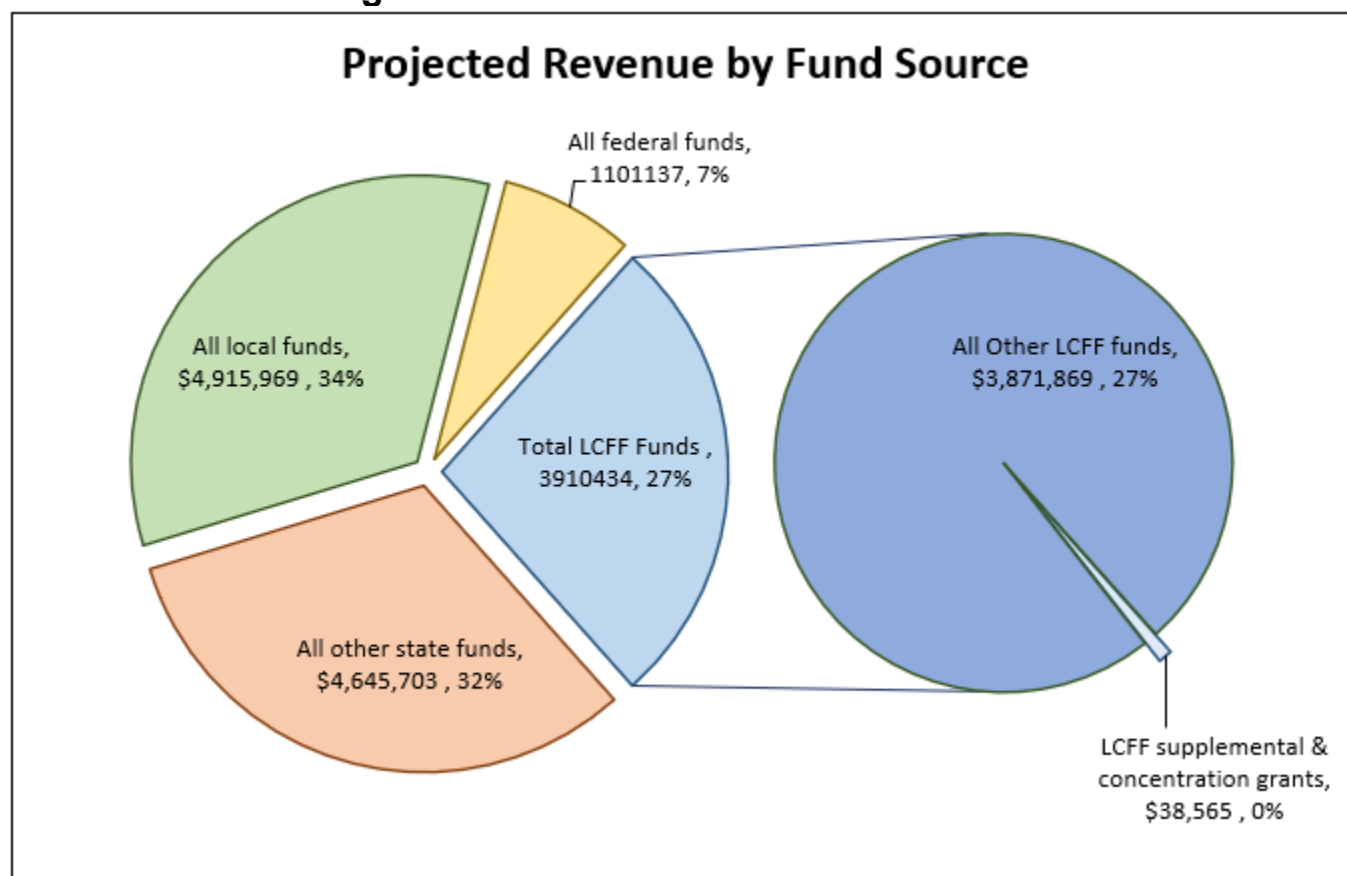
LEA contact information:

Keith Thorbahn

Asst. Superintendent, Educational Services

8316375393

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, 1101137, 7%
- All local funds, $4,915,969, 34%
- All other state funds, $4,645,703, 32%
- Total LCFF Funds, 3910434, 27%
- All Other LCFF funds, $3,871,869, 27%
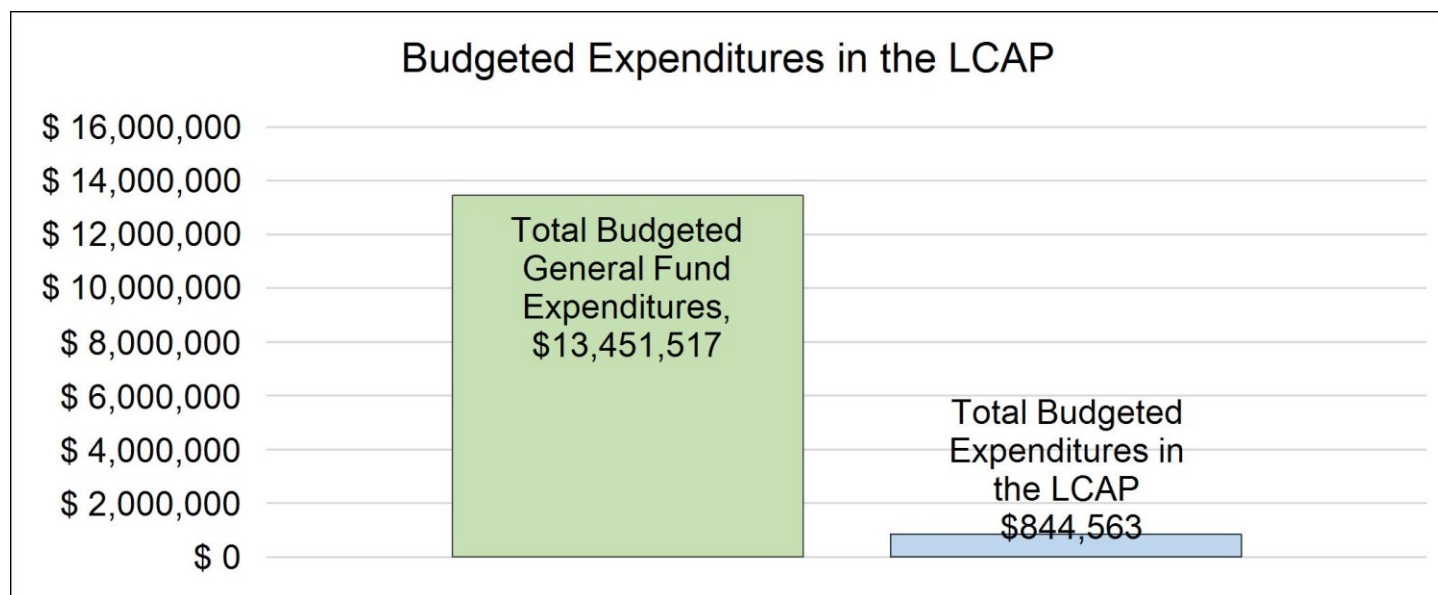- LCFF supplemental & concentration grants, $38,565, 0%

This chart shows the total general purpose revenue San Benito County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for San Benito County Office of Education is $14,573,243, of which $3,910,434 is Local Control Funding Formula (LCFF), $4,645,703 is other state funds, $4,915,969 is local funds, and $1,101,137 is federal funds. Of the $3,910,434 in LCFF Funds, $38,565 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $13,451,517

Total Budgeted Expenditures in the LCAP $844,563

This chart provides a quick summary of how much San Benito County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Benito County Office of Education plans to spend $13,451,517 for the 2021-22 school year. Of that amount, $844,563 is tied to actions/services in the LCAP and $12,606,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
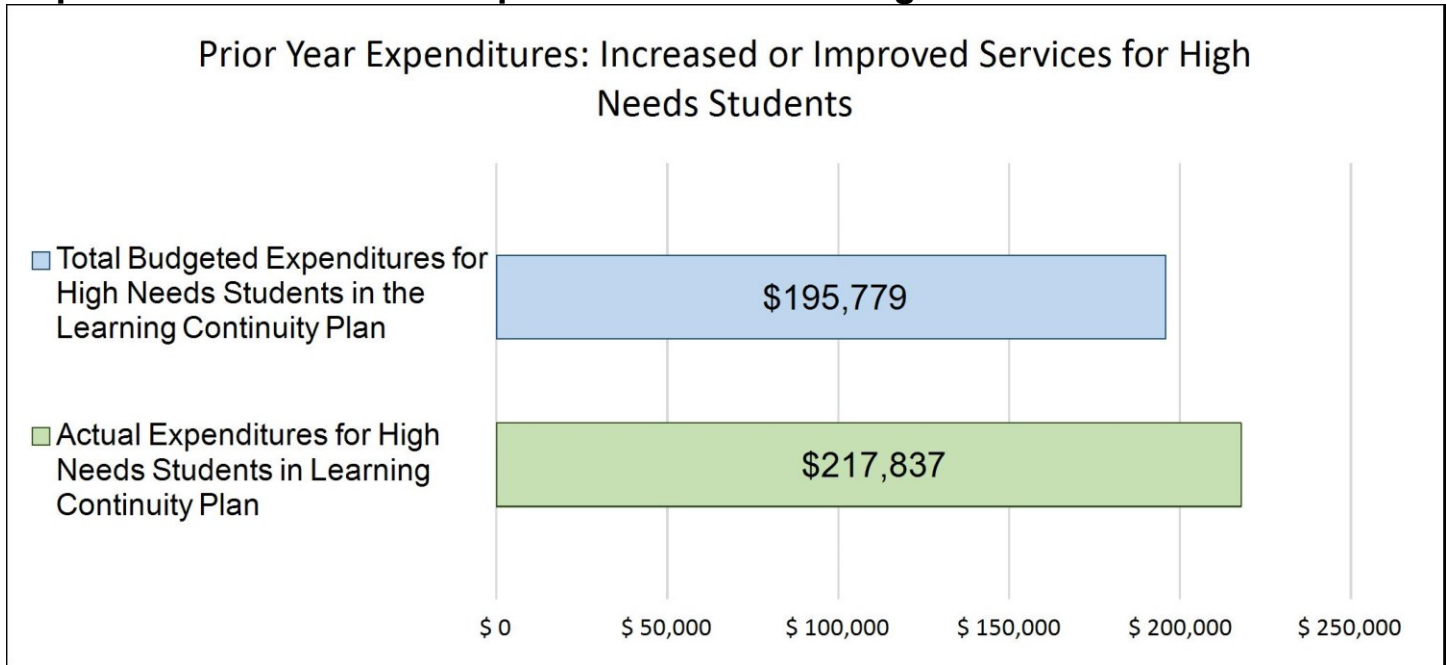
General Fund Budget Expenditures that are not included in the 2021-2022 LCP include salaries and benefits for COE employees, general operations expenditures such as operational expenses for all programs, supplies for general office business, facilities maintenance for all programs, programs for services to districts, contracted services including specialized staff to support the Early Childhood Special Education program, Regional Special Education Services (low-incidence),Transportation, Out of Home and SELPA.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Benito County Office of Education is projecting it will receive $38,565 based on the enrollment of foster youth, English learner, and low-income students. San Benito County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito County Office of Education plans to spend $568,713 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$195,779
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$217,837

$0 $50,000 $100,000 $150,000 $200,000 $250,000

This chart compares what San Benito County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Benito County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, San Benito County Office of Education's Learning Continuity Plan budgeted $195,779 for planned actions to increase or improve services for high needs students. San Benito County Office of Education actually spent $217,837 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
San Benito County Office of Education	Keith Thorbahn Asst. Superintendent, Educational Services	kthorbahn@sbcoe.org 8316375393

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. Through improved access to the Common Core State Standards-aligned curriculum and instruction, the percentage of students in all groups who reach proficiency in the core subject areas as measured by state targets, the percentage of English learners making annual progress in acquiring English, and the number of students graduating college and career ready will be increased.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Percentage of teachers who met California credentialing requirements 2. Facility Inspection Tool (FIT)/Williams Report 3. Percentage of students who have access to CommomCore aligned textbooks for Math, ELA and Science 4. Number of elective courses available to students 5. CAASPP scores in Math and ELA 6. Early Assessment Program 7. STAR 360 growth 8. Redesignation Rate 9. ELPAC (CELDT for initial assessments) scores 10. Graduation Rate	1. **Met** - 100% of teachers met California credentialing requirements 2. **Met** - All facilities received an overall rating of Good on the Facilities Inspection Tool (FIT). 3. **Not Met -** NGSS-aligned Science textbooks were not provided for each student by August 2019. 4. **Not Met** - due to staffing and master scheduled constraints, two new elective courses were not offered. 5. **Met** - Student performance at sites which had scores reported increased by up to 50% (San Andreas ELA) **2017 - 2018 ELA % standard met or exceeded** Santa Ana: N/A (number of students tested too small to report) San Andreas: 6% Pinnacles Community: N/A (number of students tested too small to report) Pinnacles Court: N/A (number of students tested too small to report) **2017 - 2018 Math % standard met or exceeded** Santa Ana: N/A (number of students tested too small to report) San Andreas: 0% Pinnacles Community: N/A (number of students tested too small to report) Pinnacles Court: N/A (number of students tested too small to report) **2018 - 2019 ELA % standard met or exceeded** Santa Ana: 5% San Andreas: 56% Pinnacles Community: 5%

Expected	Actual
19-20 1. 100% of teachers will meet California credentialing requirements 2. All facilities will meet the requirements as outlined by the Facility Inspection Tool. 3. Common Core-aligned Science curriculum will be provided for each student by August 2018. 4. Two new elective courses will be offered based on student interest and need 5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site 6. 5% of students will meet the passing rate for Early Assessment Program (EAP) 7. STAR 360 growth:50% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time) in ELA and Math 8. 10% of English Learners will redesignated to Fluent English Proficient. 9. 15% of English Learners will move up one level on the ELPAC. 10. 95% of students will graduate at all sites.	Pinnacles Court: 5% **2018 - 2019 Math % standard met or exceeded** Santa Ana: 5% San Andreas:30 % Pinnacles Community: 5% Pinnacles Court: 5% 6. **Not Met** 5% of students will meet the passing rate for Early Assessment Program (EAP) The EAP is calculated in a similar way to the Dashboard's College and Career Indicator. The percent of San Andreas students considered to be College and Career ready is 0%. No College and Career Indicator was published for Pinnacles in 2019. 7. **Not Met** - STAR 360 growth:50% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time) in ELA and Math. **ELA** Pinnacles Community 8% San Andreas 33% Santa Ana 33% **Math** Pinnacles Community 20% San Andreas 22% Santa Ana 0% 8. **Not Met** - In 2018 - 2019 1 student was re-designated at Santa Ana and 1 student at Pinnacles Court School. 9. **Met** - 23% of English Learners moved up one level on the ELPAC 10. **Not Met** - 95% of students did not graduate at all sites. Pinnacles Community: No data reported

San Andreas: 74.2%

Baseline

1. 100% of teachers met California credentialing requirements

2. 100% of facilities meet requirements outlined in the Facility Inspection Tool

3. 100% of students have Math and ELA textbooks that are Common Core aligned. History/Social Science and Science textbooks have yet to be purchased.

4. Students have access to two elective courses: Art and Computers

5. 2015-16 CAASPP scores:
ELA % standard met or exceeded
Santa Ana: 8%
San Andreas: 19%
Pinnacles Community: 38%
Math % standard met or exceeded
Santa Ana: 8%
San Andreas: 2%
Pinnacles Community: 0%

6. 21% passed the Early Assessment Program

7. STAR 360 ELA growth:
Santa Ana 8th: +11%
Santa Ana 9th: -21%
San Andreas 9/10: -3%
San Andreas 11th: 0%
San Andreas 12th: 0%
Pinnacles: -28%
STAR 360 Math growth:
Santa Ana 8th: 0%
Santa Ana 9th: untested
San Andreas 9/10: -6%
San Andreas 11th: -3%
San Andreas 12th: 0%

Expected	Actual
Pinnacles: -5% 8. ELs redesignated in 2016-2017: Santa Ana 40% San Andreas 52% Pinnacles 50% 9. English Learners CELDT scores and movement **Santa Ana** Advanced: 13% Early Advanced: 40% Intermediate: 40% Early Intermediate: 40% Beginner: 0% Students that moved up one level: 0% **San Andreas:** Advanced: 0% Early Advanced: 50% Intermediate: 45% Early Intermediate: 5% Beginner: 0% Students that moved up one level: 4% **Pinnacles:** none tested in 2016-2017 10. 2015-16 Graduation Rate: San Andreas: 66% Pinnacles Community: 17% Pinnacles Court School: 18%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a staggered, 4 period schedule with 220 instructional minutes and 55 minute class periods.	2.0 FTE Employee Benefits Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $64,177 2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $155,480 Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $3,000	2.0 FTE Employee Benefits Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $50,799 2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $98,460 Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $1,538
Provide support for new teachers, including the Induction Program for teachers who qualify for the program.	SAOS Consulting & Operating Expense Other Local Revenue (OB 8710) 5800: Professional/Consulting Services And Operating Expenditures Other $1,500 SAHS Consulting & Operating Expense Other Local Revenue (OB 8677)	SAOS Consulting & Operating Expense Other Local Revenue (OB 8710) 5800: Professional/Consulting Services And Operating Expenditures Other $0 SAHS Consulting & Operating Expense

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures Other $1,500	Other Local Revenue (OB 8677) 5800: Professional/Consulting Services And Operating Expenditures Other $0
Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.	San Andreas High School Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $100 Pinnacles Community School Materials & Supplies 4000-4999: Books And Supplies Base $100 Pinnacles Community School Certificated Salaries (0.167 FTE) 1000-1999: Certificated Personnel Salaries Base $9,802 Pinnacles Community School Employee Benefits (0.167 FTE) 3000-3999: Employee Benefits Base $4,672 San Andreas High School Employee Salaries (0.167 FTE) Other Local Revenue- (OB 8677)	San Andreas High School Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $0 Pinnacles Community School Materials & Supplies 4000-4999: Books And Supplies Base $0 Pinnacles Community School Certificated Salaries (0.167 FTE) 1000-1999: Certificated Personnel Salaries Base $0 Pinnacles Community School San School Employee Benefits (0.167 FTE) 3000-3999: Employee Benefits Base $0 San Andreas High School Employee Salaries (0.2 FTE)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Other $9,802	Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $17,222
	San Andreas High School Employee Benefits (0.167 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $4,672	San Andreas High School Employee Benefits (0.2 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $6,593
Maintain access to courses in Art, Computer (CTE) and online credit recovery to better prepare students for post-secondary options. Explore workforce readiness programs approved by the CDE for CCI calculation.	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $1500 SAHS Career and Technical Education (0.2 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $13,395 SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $22,952	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $861.60 SAHS Career and Technical Education (0.2 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $15,149 SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $29,278

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $5,953	SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $5,663
	SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $10,006	SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $11,055
Provide appropriate technology so students have access to course content 1. Update devices for classrooms 2. Provide Internet access for each site	SAOS classroom presentation screens and casting Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $4,000	SAOS classroom presentation screens and casting Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $175
	Pinnacles Community Chromebooks maintenance and repair 4000-4999: Books And Supplies Base $2,000	Pinnacles Community Chromebooks maintenance and repair 4000-4999: Books And Supplies Base $0
	Internet line SAOS Charter INET Other Local Revenue- (OB 8710) 5900: Communications Other $15,832	Internet line SAOS Charter INET Other Local Revenue- (OB 8710) 5900: Communications Other $14,018
	Internet line SAHS Charter INET	nternet line SAHS Charter INET

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Local Revenue- (OB 8677) 5900: Communications Other $22,432	Other Local Revenue- (OB 8677) 5900: Communications Other $24,929
	Pinnacles Community Charter INET 5900: Communications Base $10,667	Pinnacles Community Charter INET 5900: Communications Base $8,960
	SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $8,000	SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $7791
1. Replenish Next Generation Science Standards materials and supplies 2. Provide Standards-based professional learning based on teachers' needs 3. Purchase ELA and Math textbooks as needed 4. Research and pilot a History/Social Science series 5. Research and pilot a Science series	SAOS Purchase Next Generation Science Standard materials and supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $1,000	SAOS Purchase Next Generation Science Standard materials and supplies 4000-4999: Books And Supplies Other $1, 948
	Pinnacles Community and Court: Purchase History Curriculum, Replenish Science Materials & Supplies 4000-4999: Books And Supplies Base $200	Pinnacles Community and Court: Purchase History Curriculum, Replenish Science Materials & Supplies 4000-4999: Books And Supplies Base $0
	Professional Development SAOS/SAHS Other Local Revenue (OB 8710)	Professional Development SAOS/SAHS Other Local Revenue (OB 8710)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $800	Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $368
	Professional Development Pinnacles Community School 5000-5999: Services And Other Operating Expenditures Base $400	Professional Development Pinnacles Community School 5000-5999: Services And Other Operating Expenditures Base $0
	SAOS:Purchase ELA and Math textbooks Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $2,500	SAOS:Purchase ELA and Math textbooks Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $1726
	SAHS:Purchase ELA and Math textbooks Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $7,500	SAHS:Purchase ELA and Math textbooks Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $5509
	Pinnacles: purchase ELA and Math textbooks 4000-4999: Books And Supplies Base $1,500	Pinnacles: purchase ELA and Math textbooks 4000-4999: Books And Supplies Base $0
	SAOS purchase Social Science textbooks Other Local Revenue (OB 8710)	SAOS purchase Social Science textbooks Other Local Revenue (OB 8710)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Other $500	4000-4999: Books And Supplies Other $0
	SAHS: purchase Social Science textbooks	SAHS: purchase Social Science textbooks
	Other Local Revenue (OB 8677)	Other Local Revenue (OB 8677)
	4000-4999: Books And Supplies Other $2,500	4000-4999: Books And Supplies Other $0
	Pinnacles: purchase Social Science texbooks	Pinnacles: purchase Social Science texbooks
	4000-4999: Books And Supplies Base $500	4000-4999: Books And Supplies Base $0
Provide online opportunities for credit recovery (at the high school level), assessment and intervention. 1.Continue use of Acellus for credit recovery 2. Continue STAR 360 benchmark assessments 3. Continue use of CAASPP assessments	Santa Ana Opportunity Credit Recovery Acellus (other local revenue 8710) 4000-4999: Books And Supplies Other $1500	Santa Ana Opportunity Credit Recovery Acellus (other local revenue 8710) 4000-4999: Books And Supplies Other $1439
	Pinnacles Community STAR 360 4000-4999: Books And Supplies Supplemental and Concentration $1,630	Pinnacles Community STAR 360 4000-4999: Books And Supplies Supplemental and Concentration $1800
	Pinnacles Community Credit Recovery: Acellus 4000-4999: Books And Supplies Supplemental and Concentration $675	Pinnacles Community Credit Recovery: Acellus 4000-4999: Books And Supplies Supplemental and Concentration $675
	IXL licenses and training for Santa Ana. Paid from CSI funds.	IXL licenses and training for Santa Ana. Paid from CSI funds. 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other $1,270	And Other Operating Expenditures Other $1,269
	SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $5,400	SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $7,883
	SAOS STAR 360 Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $1,267	SAOS STAR 360 Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $1400
	SAHS STAR 360 Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $3,891	SAHS STAR 360 Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $5174
	IXL licenses and training for San Andreas. Paid from CSI funds 5000-5999: Services And Other Operating Expenditures Other $2,115	IXL licenses and training for San Andreas. Paid from CSI funds 5000-5999: Services And Other Operating Expenditures Other $2,114
1. Evaluate Professional Development series feedback and attendance for any changes necessary. 2. Continue the Countywide Professional Development series in the following areas (or based on expressed interest) in: LCAP Professional Learning Network	Materials and Supplies 4000-4999: Books And Supplies Base $2,350 4 days of professional development with Collaborative Learning Solutions	Materials and Supplies 4000-4999: Books And Supplies Base $0 4 days of professional learning with Collaborative Learning Solutions 5800:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
NGSS Math Collaborative Arts Workshops Math Talks CPIN English Language Learner Strategies MTSS UDL Special Education English Language Arts PBIS SEL 3. Expand Countywide Professional Development by offering online participation access in at least one professional development event.	5800: Professional/Consulting Services And Operating Expenditures Base $12,000	Professional/Consulting Services And Operating Expenditures Base $12,000
Provide during-school and after-school tutoring to students who are below grade-level.	After school tutoring (hourly rate) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other $0 SAHS After School tutoring Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Base $25	After school tutoring (hourly rate) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $854 SAHS After School tutoring Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SAHS Migrant After school tutoring hourly rate 2000-2999: Classified Personnel Salaries Federal Funds $1,133	SAHS Migrant After school tutoring hourly rate 1000-1999: Certificated Personnel Salaries Federal Funds $1,064
	SAHS Migrant After school tutoring calculated on hourly rate 3000-3999: Employee Benefits Federal Funds $344	SAHS Migrant After school tutoring calculated on hourly rate 3000-3999: Employee Benefits Federal Funds $218
	SAOS Migrant After school tutoring hourly rate 2000-2999: Classified Personnel Salaries Federal Funds $1,133	SAOS Migrant After school tutoring hourly rate 2000-2999: Classified Personnel Salaries Federal Funds $0
	SAOS Migrant After school tutoring calculated on hourly rate 3000-3999: Employee Benefits Federal Funds $344	SAOS Migrant After school tutoring calculated on hourly rate 3000-3999: Employee Benefits Federal Funds $0
Provide 1 teacher to work with students enrolled in Special Education.	Special Education Teacher (0.5 FTE) 1000-1999: Certificated Personnel Salaries Special Education $40,572	Special Education Teacher (0.5 FTE) 1000-1999: Certificated Personnel Salaries Special Education $40,793
	Special Education Teacher (0.5 FTE) 3000-3999: Employee Benefits Special Education $16,412	Special Education Teacher (0.5 FTE) 3000-3999: Employee Benefits Special Education $15,253
	Materials & Supplies	Materials & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Special Education $50	5000-5999: Services And Other Operating Expenditures Special Education $152
This action was fulfilled in 2017-2018.	N/A	N/A
Continue Professional Development to Alternative Education Staff 1. Data Analysis 2. Lesson Development & unit design 3. Tier 1,2,3 Supports 4. Grade or emphasis collaboration 5. English Learner Strategies/ELD 6. Restorative Justice/Restorative Practices 7. Social Emotional Learning 8. PBIS	SAHS Travel and Conference Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $478	SAHS Travel and Conference Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $0
	SAHS Materials and Supplies Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $100	SAHS Materials and Supplies Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other $0
	Pinnacles Materials and Supplies 4000-4999: Books And Supplies Base $50	Pinnacles Materials and Supplies 4000-4999: Books And Supplies Base $513
	SAOS Materials and Supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $50	SAOS Materials and Supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other $0
	SAOS Travel and Conference Other Local Revenue (OB 8710)	SAOS Travel and Conference Other Local Revenue (OB 8710)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other $627 Pinnacles Travel and Conference 5000-5999: Services And Other Operating Expenditures Base $400 School-wide membership in CA Continuation Education Association 5000-5999: Services And Other Operating Expenditures Other $500 Professional Development contract for PBIS with Monterey COE. Prop 47 grant funds 5800: Professional/Consulting Services And Operating Expenditures Other $5,000	5000-5999: Services And Other Operating Expenditures Other $0 Pinnacles Travel and Conference 5000-5999: Services And Other Operating Expenditures Base $0 School-wide membership in CA Continuation Education Association 5000-5999: Services And Other Operating Expenditures Other $0 Professional Development contract for PBIS with Monterey COE. Prop 47 Grant funds 5800: Professional/Consulting Services And Operating Expenditures Other $10,000
Begin the approval process for courses to be approved for 'a-g' l for the 2019-20 school year. *Note: All SBCOE schools are Alternative Education Programs. Due to the credit requirements for Alternative Education Programs, students who graduate do not meet the University of CA or CA state University requirements.	embedded in regular staff duties $0	embedded in regular staff duties $0
Provide 0.5 FTE Bilingual Instructional Aide for San Andreas Continuation High School.	0.5 FTE Bilingual Instructional Aide (SAHS) - Other Local Revenue (OB 8677) 2000-2999: Classified Personnel Salaries Other $12,153	0.5 FTE Bilingual Instructional Aide (SAHS) - Other Local Revenue (OB 8677) 2000-2999: Classified Personnel Salaries Other $11,144

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	0.5 FTE Bilingual Instructional Aide (SAHS) Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other $9,433	0.5 FTE Bilingual Instructional Aide (SAHS) Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other $10, 919

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Independent study was provided and was charged to San Andreas instead of Pinnacles. Changes in the master schedule allowed for the same number of FTE to be hired and their placement on the salary schedule was lower than originally budgeted. No new teachers that were hired needed to participate in the induction program. Due to donations fewer Chromebooks had to be purchased, and only one casting station was purchased. Enough curriculum had been purchased from the previous year to meet the needs in Math and ELA to meet the 2019-2020 school year. MTSS grant funding was used to offset costs for local assessment program STAR 360.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes included 100% of the staff hired were highly qualified and facilities continue to improve as indicated by the Facility Inspection Tool (FIT) on the Williams report. In addition, 23% of the English learners moved up at least 1 level on the ELPAC assessment and CCSS aligned program materials were implemented in both ELA and Math. Challenges in implementing were Alternative Education Program staff provided after hours academic support however it was not well attended. Also, due to the pandemic both History Social Science and NGSS Biology piloting and adoptions were moved to 2021-22. In addition the expansion of CTE and elective offerings need to be expanded and our graduation rate did not improve. Out local STAR 360 data for reading and math indicate only 33% of students improve their scores overall.

Goal 2

2. San Benito County Office of Education will enhance the school safety and climate for students and staff to increase student engagement and success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Attendance Rate 2. Chronic Absenteeism Rate 3. Suspension Rate 4. Expulsion Rate 5. Drop-out Rate 6. Office Referrals 7. CA Healthy Kids Survey (CHKS) Results 8. Parent Climate Surveys 9. Aeries student portal use	1. **Not Met**- Average Daily attendance rate will increase by 2% at each school site. SAO: 90% in 19-20 SAHS: 80% in 19-20 Pinn Comm: 80% in 19-20 SAO: 72% in 18-19 SAHS: 79% in 18-19 Pinn Comm: 86% in 18-19 2. **Met** - Chronic Absenteeism Rate at each site will reduce by 2%. SAO: 81.3% in 17- 18 to 56% in 18-19 for a 25.3 point decrease SAHS: 80% in 17-18 to 53.8% in 18-19 for a 26.2 point decrease Pinn Comm: 65.7% in 17-18 to 22.73% in 18-19 for a 42.97 point decrease 3. **Not Met** - Decrease suspension rates at all sites by 5% SAO: 64.9% in 17-18 to 42.9% in 18-19 for a 22 point decrease SAHS: 27% in 17-18 to 22.8% in 18-19 for a 4.2 point decrease

Expected	Actual
19-20 1. Average Daily attendance rate will increase by 2% at each school site. 2. Chronic Absenteeism Rate at each site will reduce by 2%. 3. Decrease suspension rates at all sites by 5% 4. Maintain expulsion rates to less than 5%. 5. Decrease High School Drop-out Rate by 2% at each site. 6. Reduce the number of students referred to the office for behavior issues by 5%. 7. The CA Healthy Kid Survey will reflect a 5% increase in the number of students who feel safe at school and are making positive choices based on self-reporting on CHKS. 8. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2018-19 school year. 9. 100% of students will access the Aeries parent/student portal at San Andreas and Santa Ana.	Pinn Comm: 9.1% in 17-18 to 20.3% in 18-19 for an 11.2 point increase 4. **Met** - Maintain expulsion rates to less than 5%. SAO: 0% in 17-18 to 0% in 18-19 - maintained level SAHS: .6% in 17-18 to 0% in 18-19 for a .6 point decrease 5. **Not Met** - Decrease High School Drop-out Rate by 2% at each site. SAHS: 7% in 17-18 to 17.1% in 18-19 for a 10.1 point increase Pinn Comm: 3% in 17-18 to 0% in 18-19 for a 3 point decrease Pinn Court: 0% in 17-18 to 0% in 18-19 - maintained level 6. **Met** - Reduce the number of students referred to the office for behavior issues by 5%. SAO: 318 referrals in 17-18 to 55 referrals in 18-19 SAHS: 266 referrals in 17-18 to 125 referrals in 18-19 7. **Not Met**-Due to the pandemic, the survey was only completed by seven students and data was unavailable. 8. **Not Met** - Due to the pandemic, the results of the survey (California Healthy Kids Survey) that included those questions was incomplete due to the number of parents of completed the survey. 9. **Met -** 100% of students did access the Aeries parent/student portal at San Andreas and Santa Ana during the 2019-2020 school year. The school counselor provided small group training sessions and individual assistance to ensure all students could access the Aeries student portal.

Baseline

1. 2015-2016 Attendance Rates:
Santa Ana 87%
San Andreas 86%
Pinnacles Community 81%

2. 2016-17 Chronic Absenteeism Rate
Santa Ana 81.3%
San Andreas 80%
Pinnacles Community 65.7%

3. 2015-2016 Suspension Rates:
Santa Ana 26%
San Andreas 19%
Pinnacles Community 15%

4. 2015-2016 Expulsion Rates:
Santa Ana 0%
San Andreas 0%

5. 2015-2016 High School Drop-out Rate:
San Andreas 26%
Pinnacles Community 83%
Pinnacles Court 77%

6. 2015-2016 Office referrals:
Santa Ana: 73
San Andreas: 76

7. CHKS Results:
Percent of students who feel connected to school
Santa Ana: 39%
San Andreas: 39%

8. Percent of students who feel safe at school
Santa Ana: 65%
San Andreas: 56%

Expected	Actual
Baseline data for Parent Surveys is currently being collected 9. Student portal accessed: 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide attendance incentives for students (e.g., awards BBQ, field trips)	SAHS Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $380 Pinnacles Community Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $50 SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $165	SAHS Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $400 Pinnacles Community Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $60 SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $677
Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other $114 Pinnacles Community Materials & Supplies	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other Pinnacles Community Materials & Supplies 4000-4999: Books

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration $50 SAOS Materials & Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $100	And Supplies Supplemental and Concentration SAOS Materials & Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other
The School Counselor and the Guidance Technician meet with each English Learner to review and discuss their: 1. language level 2. placement, if appropriate, into an ELD Program 3. academic status 4. school attendance 5. placement and information about interventions 6. expected transition rate and criteria for exiting out of the ELD Program	Pinnacles Community Certificated Salaries (25% of 0.2 FTE, Title 1) 1000-1999: Certificated Personnel Salaries Title I $4,278 Pinnacles Community Certificated Benefits (25% of 0.2 FTE, Title 1) 3000-3999: Employee Benefits Title I $1,689 SAHS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $10,694 SAHS Certificated Benefits (25% of 0.5 FTE)	Pinnacles Community Certificated Salaries (25% of 0.2 FTE, Title 1) 1000-1999: Certificated Personnel Salaries Title I $5,025 Pinnacles Community Certificated Benefits (25% of 0.2 FTE, Title 1) 3000-3999: Employee Benefits Title I $1,796 SAHS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $12,562 SAHS Certificated Benefits (25% of 0.5 FTE)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $4,223	Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $4,490
	SAOS Certificated Salaries (25% of 0.1 FTE) Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $2,139	SAOS Certificated Salaries (25% of 0.1 FTE) Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $2,512
	SAOS Employee Benefits (25% of 0.1 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $845	SAOS Employee Benefits (25% of 0.1 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $898
	SAHS Classified Salaries (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other $524	SAHS Classified Salaries (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other $561
	SAHS Classified Benefits (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $434	SAHS Classified Benefits (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $440

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 2000-2999: Classified Personnel Salaries Other $29 SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $24	SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 2000-2999: Classified Personnel Salaries Other $31 SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $24
The School Counselor and the Guidance Technician will meet with each Foster Youth to review and discuss their: a. academic status b. school attendance b. graduation requirements c. placement and information about interventions d. career and college planning e. individual needs f. educational rights	SAHS Certificated Salaries (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $1,069 SAHS Certificated Employee Benefits (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $422 Pinnacles Community Certificated Salaries (14% of 0.03 FTE) 1000-1999: Certificated Personnel Salaries	SAHS Certificated Salaries (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $1,256 SAHS Certificated Employee Benefits (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $449 Pinnacles Community Certificated Salaries (14% of 0.03 FTE) 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $359	Supplemental and Concentration $422
	Pinnacles Community Certificated Benefits (14% of 0.03 FTE) 3000-3999: Employee Benefits Supplemental and Concentration $142	Pinnacles Community Certificated Benefits (14% of 0.03 FTE) 3000-3999: Employee Benefits Supplemental and Concentration $151
	SAHS Classified Salaries (1% of 0.6 FTE) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other $87	SAHS Classified Salaries (1% of 0.6 FTE) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other $94
	SAHS Classified Benefits (1% of 0.6 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $73	SAHS Classified Benefits (1% of 0.6 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $77
	SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 2000-2999: Classified Personnel Salaries Other $29	SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 2000-2999: Classified Personnel Salaries Other $31
	SAOS Classified Benefits (1% of 0.2 FTE)	SAOS Classified Benefits (1% of 0.2 FTE)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $24 SAOS Employee Salary (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $428 SAOS Certificated Employee Benefits (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $169	Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $24 SAOS Employee Salary (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other $502 SAOS Certificated Employee Benefits (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other $180
Review Foster Youth, homeless and Migrant students' individual transportation needs/challenges and develop a plan for improving attendance for students who lack transportation. Pay for bus tokens for students with financial need.	Foster Youth bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $50 Migrant bus tokens for SAOS Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other $50	Foster Youth bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $0 Migrant bus tokens for SAOS Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Foster Youth bus tokens for SAHS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $50	Foster Youth bus tokens for SAHS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $0
	Foster Youth bus tokens for SAOS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $50	Foster Youth bus tokens for SAOS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $0
	Migrant bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Title I $50	Migrant bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Title I $0
	Migrant bus tokens for SAHS Other Local Revenue- (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $50	Migrant bus tokens for SAHS Other Local Revenue- (OB 8677) 5000-5999: Services And Other Operating Expenditures Other $0
	Bus tokens for homeless students SAHS, SAO and Pinnacles. 5000-5999: Services And Other Operating Expenditures Title I $50	Bus tokens for homeless students SAHS, SAO and Pinnacles. 5000-5999: Services And Other Operating Expenditures Title I $0
Provide students access to and training on the Aeries student portal so students can view their current grades and absences	SAHS Aeries Other Local Revenue- (OB 8677)	SAHS Aeries Other Local Revenue- (OB 8677)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other $1833	5000-5999: Services And Other Operating Expenditures Other $0
	Pinnacles Community Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1833	Pinnacles Community Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1508
	SAOS Aeries	SAOS Aeries
	Other Local Revenue- (OB 8710)	Other Local Revenue- (OB 8710)
	5000-5999: Services And Other Operating Expenditures Other $1833	5000-5999: Services And Other Operating Expenditures Other $1,508
	Pinnacles Court School Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1833	Pinnacles Court School Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,508
Increase student attendance in school by working closely with the School Attendance and Review Board (SARB)	SAHS Materials & Supplies	SAHS Materials & Supplies
	Other Local Revenue- (OB 8677)	Other Local Revenue- (OB 8677)
	4000-4999: Books And Supplies Other $50	4000-4999: Books And Supplies Other
	Pinnacles Community Materials and Supplies	Pinnacles Community Materials and Supplies
	4000-4999: Books And Supplies Supplemental and Concentration $25	4000-4999: Books And Supplies Supplemental and Concentration
	SAOS Materials and Supplies	SAOS Materials and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $25	Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other
Continue implementation of the Restorative Justice Program at all sites. Contract with a Restorative Justice Coordinator.	Training and contracted services for Restorative Justice Coordinator Other Local Revenue (Restorative Justice) 5000-5999: Services And Other Operating Expenditures Other $50,000 Training and contracted services for Restorative Justice Coordinator 5000-5999: Services And Other Operating Expenditures Title I $20,000 Training and contracted services for Restorative Justice Coordinator Other Local Revenue (MTSS grant) 5000-5999: Services And Other Operating Expenditures Other $10,000	Training and contracted services for Restorative Justice Coordinator Other Local Revenue (Restorative Justice) 5000-5999: Services And Other Operating Expenditures Other $40,928 Training and contracted services for Restorative Justice Coordinator 5000-5999: Services And Other Operating Expenditures Title I $17,072 Training and contracted services for Restorative Justice Coordinator Other Local Revenue (CSI funds SAHS) 5000-5999: Services And Other Operating Expenditures Federal Funds $21,000 Training and contracted services for Restorative Justice Coordinator

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Other Local Revenue (CSI funds SAO) 5000-5999: Services And Other Operating Expenditures Federal Funds $21,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for this goal were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A success prior to the pandemic was hiring the Restorative Justice Coordinator through our partnership with Youth Alliance to support student and families. A challenge was implementation of the California Healthy Kids Survey

Goal 3

3. San Benito County Office of Education will increase collaboration with parents, community members, and county service providers to support student success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. School Site Council membership 2. Aeries access 3. Parent participation at SSC and other school events 4. Participation of Year-End Survey 5. English Language Learner parent meeting attendance	1. **Not Met** Full School Site Council membership at each school site, including 2 parent and 2 student members. 1 student and 2 parents attended 2. **Not Met-**60% of parents will access the Aeries parent/student portal 40% parents registered 3. **Not Met -** A total of 15 parents attended Back to School Nights 4. **Met-**85% of all End-of-Year Parent Surveys will be turned in. 100% participation in surveys 5. **Not Met-**Parent attendance at ELAC will increase 40% over the baseline 2 Parents attended ELAC

Expected	Actual
19-20 1. Full School Site Council membership at each school site, including 2 parent and 2 student members. 2. 60% of parents will access the Aeries parent/student portal 3. Maintain a Full School Site Council Back to School parent attendance will increase by 10% 4. 85% of all End-of-Year Parent Surveys will be turned in. 5. Parent attendance at ELAC will increase 40% over the baseline **Baseline** 1. Alternative Education School Site Council membership: student: 1 parent: 2 2. 100% access to student and parent portal; 4 parents registered 3. Full School Site Council Back to School parent attendance: 40 Parent Teacher Conference attendance: 8 4. 21 returned Parent End-of-Year surveys 5. Average parent attendance at ELAC: 6	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide information about student grades, attendance, meetings and activities to parents through: Aeries Parent Portal Aeries communication system (auto dialer) Email Website Social Media Flyers	Expense identified in Goal 2, action 6 SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other $0 Expense identified in Goal 2, action 6 Pinnacles Aeries 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 Pinnacles Community BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $500 SAHS BlackBoard Connect Other Local Revenue- (OB 8677)	Expense identified in Goal 2, action 6 SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other $0 Expense identified in Goal 2, action 6 Pinnacles Aeries 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 Pinnacles Community BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 SAHS BlackBoard Connect Other Local Revenue- (OB 8677)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other $500	5000-5999: Services And Other Operating Expenditures Other $0
	SAHS Materials and Supplies Other Local Revenue- (OB 8677)	SAHS Materials and Supplies Other Local Revenue- (OB 8677)
	4000-4999: Books And Supplies Other $50	4000-4999: Books And Supplies Other $0
	Pinnacles Community Materials and Supplies	Pinnacles Community Materials and Supplies
	4000-4999: Books And Supplies Supplemental and Concentration $42	4000-4999: Books And Supplies Supplemental and Concentration
	SAOS BlackBoard Connect Other Local Revenue- (OB 8710)	SAOS BlackBoard Connect Other Local Revenue- (OB 8710)
	5000-5999: Services And Other Operating Expenditures Other $500	5000-5999: Services And Other Operating Expenditures Other $0
	SAOS Materials and Supplies Other Local Revenue- (OB 8710)	SAOS Materials and Supplies Other Local Revenue- (OB 8710)
	4000-4999: Books And Supplies Other $42	4000-4999: Books And Supplies Other
The School Counselor will notify parents of EL students, through meetings and personal phone calls, information regarding their child's: 1. language level 2. placement, if appropriate, into an ELD Program 3. academic status 4. school attendance	Identified in Goal 2, Action 3 SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710)	Identified in Goal 2, Action 3 SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. placement and information about interventions 6. expected transition rate and criteria for exiting out of the ELD Program 7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable	Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $0 Identified in Goal 2, Action 3 Pinnacles Community Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I $0 Identified in Goal 2, Action 3 SAOS/ SAHS Employee Benefits Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $0 Identified in Goal 2, Action 3 Pinnacles Community Employee Benefits 3000-3999: Employee Benefits Title I $0	Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other $0 Identified in Goal 2, Action 3 Pinnacles Community Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I $0 Identified in Goal 2, Action 3 SAOS/ SAHS Employee Benefits Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other $0 Identified in Goal 2, Action 3 Pinnacles Community Employee Benefits 3000-3999: Employee Benefits Title I $0
Host events that allow parents to learn more about their student's progress and available opportunities. Events may include: 1. Back-to-School Night 2. Parent conferences (once each semester)	SAHS Materials & Supplies Other Local Revenue- (OB 8677)	SAHS Materials & Supplies Other Local Revenue- (OB 8677)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school 4. "Community Knight" focuses on educating families about college and careers 5. Career Day	4000-4999: Books And Supplies Other $500 Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration $200 SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other $200	4000-4999: Books And Supplies Other Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other
Continue to develop a plan to increase parent involvement.	Part of regular staff duties $0	Part of regular staff duties $0
• Partner with San Benito High School District to implement a Parent University including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding. Parent University courses will be targeted for parents of students with exceptional needs including, students with disabilities, English Learners, low-income students and students who are chronically absent.	Other Local Revenue (Prop 47 Grant) 1000-1999: Certificated Personnel Salaries Other $1,000 Other Local Revenue (Prop 47 Grant) 4000-4999: Books And Supplies Other $100	Other Local Revenue (Prop 47 Grant) 1000-1999: Certificated Personnel Salaries Other $0 Other Local Revenue (Prop 47 Grant) 4000-4999: Books And Supplies Other $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic and the move to remote learning in March all in-person events were cancelled and therefore spring and end of the school year meetings and celebrations were not held.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

New administration at the school site scheduled, communicated and promoted school site council, back to school night, ELAC, and parent teacher conferences. Parent surveys were also use for input and feedback. Aeries (auto dialer)was used to notify parents of upcoming events and use of the Aeries Parent Portal to access grades and student progress was encouraged.

Goal 4

4. San Benito County Office of Education will provide expelled students with a rigorous academic environment while providing rehabilitation services and social/emotional support

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. CAASPP scores 2. STAR 360 growth 3. Graduation/ Promotion Rate **19-20** 1. Increase in CAASPP scores from established baseline in ELA and Math by 5% 2. STAR 360 scores demonstrate student percentile growth of 90% or greater. 3. Maintain graduation rate at 100%.	1. **Not Met -** Administration of the spring 2020 CAASPP was cancelled due to the Covid 19 pandemic. 2. **Not Met -** STAR 360 scores demonstrate the following growth Pinnacles Community -- 20% in Math and 8% in ELA 3. **Not Met -** Maintain graduation rate at 100%. 2019-20 graduation rate 40%

Expected	Actual
Baseline 1. In 2015-16, 11th grade CAASPP ELA Met or exceeded Standard: 42% In 2015-16, 11th grade CAASPP Math Met or exceeded standard: 0% 2. ELA growth -28% Math growth: -5%% 3. 2015-16 Graduation rate: 17%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action completed in 2018.	(part of regular staff duties) $0	
Coordinate with at least 5 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and post-secondary options to students.	Expelled Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration $100 Probation Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration $100 Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $300	Expelled Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration $0 Probation Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration $0 Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $300	Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with expelled and probation students.	Expense found in Goal 2, Action 8 Restorative Justice Coordinator from Hollister Youth Alliance 5800: Professional/Consulting Services And Operating Expenditures Other $0 Materials for Restorative Justice 4000-4999: Books And Supplies Supplemental and Concentration $50	Expense found in Goal 2, Action 8 Restorative Justice Coordinator from Hollister Youth Alliance 5800: Professional/Consulting Services And Operating Expenditures Other $0 Materials for Restorative Justice 4000-4999: Books And Supplies Supplemental and Concentration $0
Work with SELPA to provide counseling services for students in Special Education through ERHMS	Funded through SELPA $0	Funded through SELPA
Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art to Pinnacles Court and Pinnacles Community Schools	Pinnacles Court and students on Probation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $4,080 Pinnacles Community services	Pinnacles Court and students on Probation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 Pinnacles Community services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0
Provide one 3-hour Bilingual Instructional Aide to work with English Learners	Pinnacles Community bilingual aide (.5 FTE) 2000-2999: Classified Personnel Salaries Supplemental and Concentration $11,725 Pinnacles Community bilingual aide (.5 FTE) 3000-3999: Employee Benefits Supplemental and Concentration $9,302	Pinnacles Community bilingual aide (.5 FTE) 2000-2999: Classified Personnel Salaries Supplemental and Concentration $11,144 Pinnacles Community bilingual aide (.5 FTE) 3000-3999: Employee Benefits Supplemental and Concentration $10,919
Coordination of academic services for incarcerated youth and youth on probation including assessments and program development	Educational Services Coordinator (0.21 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,759 Educational Services Coordinator (0.21 FTE) 3000-3999: Employee Benefits Supplemental and Concentration $7,698	Educational Services Coordinator (0.21 FTE) 1000-1999: Certificated Personnel Salaries Title I $26,551 Educational Services Coordinator (0.21 FTE) 3000-3999: Employee Benefits Title I $5,045

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic coordinated presentations with community agencies were cancelled. Contracts with the YMCA and San Benito Arts Council were suspended resulting in a decrease in spending.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A success was even after the shift to remote learning the Restorative Justice (RJ) Coordinator continued to provide support and services to the students at Juvenile Hall. In fact, the services were uninterrupted but shifted to a distance learning format. Soon after, the RJ Coordinator resumed restorative practices support with all students.

Goal 5

5. San Benito County Office of Education will coordinate services for Foster Youth to improve their educational performance and personal achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Percentage of students served 2. Foster Focus implementation and use 3. School Placement **19-20** 1. 100% of Foster Youth will be identified and served 2. 100% of districts will be provided technical assistance, professional development and training and use Foster Focus Data System to collect data on Foster Youth 3. This metric has been dropped because the total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes. .	1. 100% of Foster Youth were identified and served. As of March 2020 there were 61 foster youth identified and served. 2. 100% of districts were provided technical assistance, professional development and training and use Foster Focus Data System to collect data on Foster Youth 3. This metric has been dropped because the total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes. However, there were 7 foster youth from outside of San Benito County who were placed into San Benito County, and 18 San Benito County foster youth who were placed with families outside of the county.

Expected	Actual
Baseline 1. 2015-2016 county enrollment: 119; baseline to be determined in 2017-18 when FOSTER FOCUS is implemented 2. 0% of districts have used Foster Focus Data System to collect data on Foster Youth 3. Currently the number of school placements for each Foster Youth is not available.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. SBCOE staff (0.1 FTE Foster Youth Services Coordinating Program Administrator and 0.5 FTE Coordinator) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County. - Provide technical assistance to LEA FY Liaisons regarding student educational rights including immediate enrollment, school of origin, full/partial credits for work completed, qualifying for the Free & Reduced Nutrition program, and the timely transfer of student records.	0.1 FTE Foster Youth Administrator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant $13,932 0.3 FTE Foster Youth Coordinator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant $34,632 0.1 FTE Foster Youth Administrator Certificated Benefits 3000-3999: Employee Benefits Foster Youth Grant $4,503 0.3 FTE Foster Youth Coordinator Benefits 3000-	0.2 FTE Foster Youth Administrator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant $25,409 0.3 FTE Foster Youth Coordinator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant $34,632 0.2 FTE Foster Youth Administrator Certificated Benefits 3000-3999: Employee Benefits Foster Youth Grant $8,273 0.3 FTE Foster Youth Coordinator Benefits 3000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3999: Employee Benefits Foster Youth Grant $12,069 Copy costs 4000-4999: Books And Supplies Foster Youth Grant $50	3999: Employee Benefits Foster Youth Grant $11,695 Copy costs 4000-4999: Books And Supplies Foster Youth Grant $0
SBCOE will continue to support Foster Youth advocates and service providers (e.g. case managers, Court Appointed Special Advocates [CASAs], district and school liaisons, community/social services agencies, etc.) by providing Technical Assistance and Professional Development opportunities in: 1. AB 490 Training 2. Trauma Informed Practices 3. Foster Youth Educational Toolkit 4. Commercially and Sexually Exploited Children	Materials and Supplies 4000-4999: Books And Supplies Federal Funds $3,103 Travel & Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $5,368 Copy costs for trainings 4000-4999: Books And Supplies Foster Youth Grant $50	Materials and Supplies 4000-4999: Books And Supplies Federal Funds $0 Travel & Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant Copy costs for trainings 4000-4999: Books And Supplies Foster Youth Grant $0
Collaborate with Santa Cruz, Monterey and Santa Clara County Offices of Education to provide professional development to ensure seamless services to Foster Youth across the area.	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Foster Youth Grant $13,000 Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $500	5800: Professional/Consulting Services And Operating Expenditures Foster Youth Grant $0 Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $1,103
The SBCOE Foster Youth Services Coordinating Program will maintain the contract with the Sacramento County Office of Education to support the FOSTER FOCUS Data System and will provide technical assistance and training based on individual district needs to assist in the delivery of services. In addition,	Consulting and Operating 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $14,242 Copy costs for training	Consulting and Operating 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $0 Copy costs for training

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
districts will add the ability to track grades, attendance and courses.	4000-4999: Books And Supplies Foster Youth Grant $100	4000-4999: Books And Supplies Foster Youth Grant $0
Continue the FYSCP Executive Advisory Council consisting of representatives from districts, community organizations and former and/or current foster youth and parents/caregivers.	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant $200	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant $0
Increase distribution of information and materials to schools to help ensure that office staff, counselors and administrators understand Foster Youth rights and the responsibilities of schools and that they are providing information to Foster Youth, parents and caregivers regarding FY rights.	Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $200	Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $1,517
Increase partnerships with community organizations and school sites to assist with resources for Foster Youth (Ex, Stuff the Bus Campaign, School Supply Kits with United Way, Community Food Bank) and expand as opportunities become available.	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant $50	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant $0
Increase Foster Youth opportunities to engage in leadership, networking and educational training. Provide bus tokens to Foster Youth enrolled in SBCOE programs to attend school and educational/vocational training.	Travel and Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $1,000 Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $500	Travel and Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant $0 Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $0
Continue to annually administer the comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.	Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $500	Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic travel and events were cancelled specifically the Tri-county Foster Homeless Summit. In addition, the Foster Focus Data System expense was less due to the fact LEA's had other tracking systems for FY grades attendance and courses. The Human Tariffing PD was cancelled and planned travel and conferences were also cancelled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

100% of foster youth were identified and served and all of our districts were provided technical assistance in ensuring the educational rights of FY were upheld. LEAs were also provided PD of the Foster Focus data system in the Fall.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The LEA is providing 10 days of professional development for all teachers before the start of the year. There will also be 3 days of additional mandatory training for all staff. These trainings will be vital towards transitioning traditional lessons to lessons that engage students from a variety of methods. ie. (In-person instruction, Hybrid Model and Distance)	$5,000.00	$5,730	Yes
Purchase IXL to measure learning loss and implement skills to help mitigate the learning loss during the 2020-2021 school year.	$2,888.00	$3,383	Yes
Purchase STAR 360 to measure baseline data on students in the areas of ELA and Math.	$2,420.31	$3,261	No
A Social Worker will be hired to address chronic absenteeism and social emotional issues with students during the 2020-2021 school year.	$38,532.00	$43,342	Yes
Contract with Youth Alliance for Restorative Justice Coordinator and support for restorative practices implementation	$100,000.00	$109,000	Yes
Purchase of cleaning and and sanitizing supplies, including masks and face shields.	$3,000.00	$3,794	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a slight increase in costs to the IXL and STAR 360 purchases to ensure adequate professional development was provided to staff. The social worker position is new and we had an increase in cost due to the experience of our new hire. The position was funded through prop 47 grant funds.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were several successes with in-person instruction. Our site programs utilized Google classroom for its Learning Management System (LMS). There was consistency in LMS implementation with all teachers and staff having access to one another's classroom. Professional development was provided throughout the year for IXL implementation and teachers used this digital resource for formative assessment and classroom intervention. Edgenuity was used to expand online access for credit recovery, elective, and Career Technical Education (CTE) courses. The staff reviewed student data weekly to check on individual student progress towards goals and graduation. Students were offered support based on their progress. The virtual Back to School Night event was widely attended and sessions were offered in both English and Spanish.

The challenges we noted were associated with outside school hours support. Whether after school or on Saturday low attendance was observed for any additional support offered during these times. We also found families did not regularly utilize the Aeries portal to check their students' progress or grades.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The LEA will purchase hotspots to all students without reliable internet. The SBCOE Technology Department will be available to staff, students and families to ensure that students have the necessary tools they need to engage and participate in synchronous learning.	$6,050.04	$6,050	Yes
The LEA will purchase laptops and instructional cameras for classrooms. The laptops and cameras will provide a better instructional experience for students in all instructional platforms.	$75,000	$78,843	No
The LEA will purchase digital subscriptions to textbook adoptions used in the classroom.	$4,450.93	$4,432	No
The LEA will hire an additional Technology Support Specialist to assist with the implementation of the new cameras and laptops as well as provide technical assistance to staff.	$57,000.00	$87,308	No
The fuel cost to deliver meals to students during distance learning.	$5,679.00	$2,600	Yes
The purchase of Edgenuity, on online platform to deliver courses not offered by the LEA, including Career Technical Courses to students.	$14,750.00	$14,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Our Technology Support Specialist provided increased services to our rural school districts. The time and service were billed back to the SBCOE resulting in an item of increased expenditure. Fuel cost was lower as meals were delivered twice a week instead of daily as originally budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Students in our Alternative Education programs had a schedule of synchronous learning each day. Every morning students logged into their classes via Google classroom and the schools followed a six-period day, mirroring our in-person schedule from the 2010-2020 school year. Depending on credits needed some students attended all six periods while others attended a partial day. All students attended period four during which time school wide assemblies, intervention, restorative practice activities and SEL learning took place. Our challenge is that for some students logging in at the start of class did not always happen. Alternative Education Program staff would text, call and email students to check on their attendance and to support their participation in class. Students would log off, or turn off their cameras and stop participating which caused some students to fall behind in completing their assignments. In the beginning of the school year it was a challenge for teachers to build classroom relationships through distance learning. They found that students were not always engaged, did not participate or did not engage in the transition activity. Support was provided by the PBIS Team and implementation of incentives using PBIS through a Distance Learning environment saw an increase in participation. Student survey participation increased and surveys were administered three times during the school year to check on school climate, engagement, and connectedness. Teachers successfully implemented Google classroom and with professional development from the SBCOE ESD staff used an agreed upon system to receive completed assignments and provide feedback to students. Our program materials had digital components that the teachers used and additional online platforms were used for targeted interventions and support. Not having a single sign on method was a challenge for students and not all were able to access online programs that require additional steps to log in. Attendance was tracked using the Aeries system and our overall attendance rate was 87%. The Principal created a Distance Learning Handbook for students and families that outlined the expectations and supports available.

 100% of all students had access to a Chromebook and a device for connectivity. We were able to survey families in the summer to find out what was still needed to be able to successfully take part in Distance Learning. Surveys by families were tracked and those that did not respond to the survey were connected by phone or home visit. If Chromebooks were not working, or something broke students were able to turn in for a new one. As we transitioned back to in-person learning in November and then again in March, hybrid stations were set up in each of the teachers' classrooms so that students could participate remotely or in-person.

 The SBCOE provided wrap-around services to pupils with unique needs, and either the principal, counselor, or office staff checked in regularly with each student. Special education case managers monitored progress on a regular basis assessing all touch points, including goals and objectives, social emotional wellbeing, and technology needs. Goals and services outlined in each student's Individual Education Plan (IEP) were followed. Interaction with peers will also be a component of instruction, progress monitoring, and maintaining school connectedness. Educational and Resources Specialists provided appropriate support services remotely and/or in-person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Utilize IXL program to provide baseline data and frequent data points in content areas such as ELA and Math that can help monitor and address strengths and weaknesses in student comprehension. The data provided for students, parents and teachers will be used for instruction and intervention throughout the year.	$2,888.00	$0.00	Yes
Hire a Community Liason to deliver after school intervention and enrichment programs to students.	$15,000.00	$32,982	Yes
Provide after school tutoring for students.	$5,000.00	$0.00	Yes
Purchase STAR 360 to provide baseline data on students and track progress throughout the year in ELA and Math.	$2,420.31	$0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The purchase for the IXL and STAR 360 platform for assessment and intervention were identified in In-Person Learning section of the annual update. The afterschool tutoring was provided by the community liaison and no longer a separate line item.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Teachers used the IXL platform with students to identify areas in ELA and math for targeted interventions. Individualized reports were generated for each student and teachers set up data chats with each student to discuss their progress and next steps.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Alternative Education Program staff implemented a tiered approach to monitor and support mental health and the social and emotional well-being of pupils and staff. Teachers were provided with continued professional development on Restorative Practices and the integration of Social Emotional Learning (SEL) instruction into daily lessons and teachers were trained in the process to refer students to the site level team for more targeted support. The support team was composed of the Restorative Justice Coordinator (RJC), the mental health case managers, mental health therapist, social worker, and school counselor. The RJC supported students with focused intervention based on students' needs. This ongoing support moved to in-person when the school reopened in March and was a success. The mental health case managers identified and connected students and parents to mental health services provided by the mental health therapist. The social worker provided case management and counseling to chronically absent students. The school counselor provided academic support, counseling and connected students to additional support when necessary.
The SBCOE ESD Staff provided a year-long Social and Emotional workshop series to support teachers, admin, and the community in their foundational knowledge of CASEL's SEL Five Core Competencies. This training provided educators and our stakeholders with strategies to fully integrate social and emotional supports for K-12 children in the classroom and at home. The feedback from our SEL training was overwhelmingly positive and will continue.

This past March, we launched a county-wide SEL Community of Practice (CoP) with participants from all of our school districts, including Alternative Education Program staff, and many county partnerships. Our SEL CoP adopted CASEL's 3 Signature Practices and now teachers and administrators around the county have implemented these daily social and emotional supports into daily classroom activities and both site and district level meetings. Our SEL CoP will continue to work to support both student and adult social and emotional needs with our workshops scheduled throughout the 2021-2022 school year and beyond.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers entered daily class attendance in the Aeries Student Information System (SIS). When a student did not log into synchronous instruction through Google Meets, first the teacher texted, emailed or phoned to ask the student to join the class. If a student did not respond, teachers notified the office secretary and/or counselor to reach out to the student and their parent or guardian. The site staff reached out through automated calls, email and direct phone calls until a response was received. Parents and guardians were notified the same day of the absence and if the student continued to be absent from distance learning a meeting was scheduled with the principal, counselor, student, teacher and parent to determine barriers and solutions to overcome engagement

issues and re-engage the student. This process proved successful throughout the school year. Students in the juvenile court system will be supported by the probation department to re-engage students through outreach and follow up. All contacts were logged into the SIS and re-engagement efforts and meetings were documented. All contacts were made in the students/parents home language.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes in providing school nutrition included a consistent communication system to understand the nutrition needs of all of our families. The Alternative Education Program staff provided home delivery services of meals to all students under the age of 18. A partnership with the local Food Pantry allowed for additional food items at the holidays and gift cards to local grocery stores for our most needy families. A food pantry was also set up at the school site for guaranteed access to items on a weekly basis. Challenges occurred with scheduling home deliveries of meals within the existing transportation routes and ensuring staff availability. During in-person instruction meals were provided before, during and at lunch and home deliveries continued.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Distance Learning Professional Development)	Provide Google training for teachers and parents to better understand Google Classroom and Google Meets.	$36,200.00	$36,200	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Purchase Naviance to assist students with College and Career Readiness. This program creates strong connections for students with their strengths and interests to success after graduation.	$3,950.00	$3,950	No
Mental Health and Social and Emotional Well-Being	Purchase of Suite 360 Alternative to Suspension Program to provide Social Emotional Learning and character development to students.	$13,132.00	$13,132	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actions and budgeted expenditures were implemented as planned.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One of the lessons learned is that students participating in distance learning need to have social and emotional support infused throughout every day, in every interaction and setting The importance of incorporating the MTSS framework into all aspects of the school is another lesson learned. The use of technology and Google classroom as our LMS platform proved to be beneficial. Consistent communication via email, phone, and text messages were important to parents and students. Assistance with any technological issues was also helpful to keep students progressing through the lessons and their learning. The utilization of programs such as STAR 360 and IXL still show the need for additional interventions. The RJ Coordinator and Social Worker as well as the Paraprofessional have been called out as helpful to student success.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our school sites will implement STAR 360, IXL, and other local classroom assessments to assess student academic content knowledge to target during the school day interventions. Social and emotional check-ins will help understand additional supports students will need for success. The counselor will provide individual case management for all English learners.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The site had planned to offer afterschool tutoring and instead a Community Liaison was contracted through Youth Alliance to support students' academics, social and emotional wellbeing.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of local and available state data indicates the need for a sustained and intentional focus on improvements in our academic achievement including progress for our English learners as measured by growth on the ELPAC. In addition, improving our graduation rate, dropout rate, and attendance will be areas for improvement and monitoring. The use of Google classroom as our school wide Learning Management System was a success we plan to continue into the 2021-22 school year. Using climate surveys, and the communication methods (text, phone, email, Aeries auto dialer) worked well and will continue. Updates and a new website will also help with communication. Infusing SEL into all aspects of teaching and learning will be a focus for professional development. Plans will include the continuing support of students with behavioral health counselors, social workers and paraprofessionals. Earlier data collection and analysis, as well as conversations with parents and students will be part of our plan.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	793,213.00	670,091.60
	0.00	0.00
Base	44,666.00	21,473.00
Federal Funds	6,057.00	43,282.00
Foster Youth Grant	101,046.00	82,629.00
Other	491,590.00	382,833.60
Special Education	57,034.00	56,198.00
Supplemental and Concentration	66,753.00	28,187.00
Title I	26,067.00	55,489.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	793,213.00	670,091.60
	0.00	0.00
1000-1999: Certificated Personnel Salaries	341,293.00	294,469.00
2000-2999: Classified Personnel Salaries	26,813.00	23,005.00
3000-3999: Employee Benefits	157,630.00	134,042.00
4000-4999: Books And Supplies	59,434.00	40,241.60
5000-5999: Services And Other Operating Expenditures	117,032.00	108,427.00
5800: Professional/Consulting Services And Operating Expenditures	42,080.00	22,000.00
5900: Communications	48,931.00	47,907.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	793,213.00	670,091.60
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	9,802.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	1,064.00
1000-1999: Certificated Personnel Salaries	Foster Youth Grant	48,564.00	60,041.00
1000-1999: Certificated Personnel Salaries	Other	216,959.00	160,573.00
1000-1999: Certificated Personnel Salaries	Special Education	40,572.00	40,793.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	21,118.00	422.00
1000-1999: Certificated Personnel Salaries	Title I	4,278.00	31,576.00
2000-2999: Classified Personnel Salaries	Federal Funds	2,266.00	0.00
2000-2999: Classified Personnel Salaries	Other	12,822.00	11,861.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	11,725.00	11,144.00
3000-3999: Employee Benefits	Base	4,672.00	0.00
3000-3999: Employee Benefits	Federal Funds	688.00	218.00
3000-3999: Employee Benefits	Foster Youth Grant	16,572.00	19,968.00
3000-3999: Employee Benefits	Other	100,455.00	80,692.00
3000-3999: Employee Benefits	Special Education	16,412.00	15,253.00
3000-3999: Employee Benefits	Supplemental and Concentration	17,142.00	11,070.00
3000-3999: Employee Benefits	Title I	1,689.00	6,841.00
4000-4999: Books And Supplies	Base	6,725.00	513.00
4000-4999: Books And Supplies	Federal Funds	3,103.00	0.00
4000-4999: Books And Supplies	Foster Youth Grant	2,150.00	2,620.00
4000-4999: Books And Supplies	Other	44,534.00	34,573.60
4000-4999: Books And Supplies	Supplemental and Concentration	2,922.00	2,535.00
5000-5999: Services And Other Operating Expenditures	Base	800.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	42,000.00
5000-5999: Services And Other Operating Expenditures	Foster Youth Grant	20,760.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	70,556.00	46,187.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Special Education	50.00	152.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,766.00	3,016.00
5000-5999: Services And Other Operating Expenditures	Title I	20,100.00	17,072.00
5800: Professional/Consulting Services And Operating Expenditures	Base	12,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Foster Youth Grant	13,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	8,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	9,080.00	0.00
5900: Communications	Base	10,667.00	8,960.00
5900: Communications	Other	38,264.00	38,947.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	509,844.00	396,617.60
Goal 2	116,322.00	137,186.00
Goal 3	3,634.00	0.00
Goal 4	59,414.00	53,659.00
Goal 5	103,999.00	82,629.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$151,840.31	$168,510.00
Distance Learning Program	$162,929.97	$193,983.00
Pupil Learning Loss	$25,308.31	$32,982.00
Additional Actions and Plan Requirements	$53,282.00	$53,282.00
All Expenditures in Learning Continuity and Attendance Plan	$393,360.59	$448,757.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$5,420.31	$7,055.00
Distance Learning Program	$136,450.93	$170,583.00
Pupil Learning Loss	$2,420.31	
Additional Actions and Plan Requirements	$53,282.00	$53,282.00
All Expenditures in Learning Continuity and Attendance Plan	$197,573.55	$230,920.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$146,420.00	$161,455.00
Distance Learning Program	$26,479.04	$23,400.00
Pupil Learning Loss	$22,888.00	$32,982.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$195,787.04	$217,837.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Benito County Office of Education	Keith Thorbahn Asst. Superintendent, Educational Services	kthorbahn@sbcoe.org 8316375393

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for Pinnacles Court School, Pinnacles Community School, and Santa Ana Opportunity School. In addition, SBCOE operates San Andreas Continuation High School through a Memorandum of Understanding (MOU) with the San Benito High School District (SBHSD). Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Court and Community Schools from their district of residence. As a result, the population is extremely mobile, and students are often in need of support in their credit recovery.

Enrollment based on 2020-2021 California Basic Educational Data System (CBEDS) data at Pinnacles Community School (PCS) was 3 students. Of those, 3 (100%) of the students were unduplicated students. Pinnacle's Community School population consists of 100% low-income, and 33% students with disabilities. No foster youth, English learners, or migrant students were enrolled during or after the most recent CBEDS count PCS. CBEDS Enrollment at Pinnacles Court School was 3 students. Pinnacles Court School population consists 33% English Learners, 33% migrant students, 33% students with disabilities, and 33% foster youth. Of those, 3 (100%) are unduplicated students.

Santa Ana Opportunity School serves as an Alternative Education Program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on social and emotional support needed and interventions in behavior, academics, and chronic absenteeism. Enrollment based on 2020-2021 CBEDS at Santa Ana Opportunity School was 15 students. Of those, 12 (80%) of the students are unduplicated students. Santa Ana's population consists of 80% low-income, 42% English Learners, 8% migrant students, and 20% students with disabilities. No foster youth students were enrolled during or after the most recent CBEDS count for Santa Ana.

San Andreas Continuation High School is part of the San Benito High School district and serves students ages 16 and older. The San Benito County Office of Education operates San Andreas Continuation School and is responsible for the instructional program for the school. However, San Andreas Continuation High School is considered part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including support needed in attendance, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive needing options for credit recovery. Enrollment based on 2020-2021 CBEDS at San Andreas Continuation High School was 68 students. Of those, 58 (85%) students are unduplicated students. The school population consists of 79% low-income, 34% English Learners,10% migrant, 18% homeless, 7% students with disabilities, and 1 foster youth.

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

Due to the size of the school and staffing, we are limited in the number of elective and Career Technical Education (CTE) courses we offer, but we are working to get all courses offered A-G approved. We use Edgenuity as the program to offer elective and CTE courses, but this platform would also be utilized if students wanted or needed to enroll in AP classes. We currently don't have any students that are enrolled in AP courses, but could allow this to happen utilizing Edgenuity.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2019-2020 school year was a unique year. The successes included providing Restorative Justice and a Social Worker for the students to assist with their decision making and social emotional self awareness. The state tests were suspended during the Spring of 2020, however the latest California Assessment of Student Performance and Progress (CAASPP) data showed that English Language Arts (ELA) scores increased by 50% for students at San Andreas. 23% of English learners also moved up 1 level on the English Language Proficiency Assessment for California (ELPAC). Professional Development continued in the areas of Positive Behavioral Intervention and Supports (PBIS), Restorative Practices and Social Emotional Learning. The Tiered Fidelity Inventory (TFI) Tier 1 assessment continued through PBIS and a reward system was setup to recognize students for their positive behavior. A district PBIS implementation team was also put in place. Foster Youth services continued to be provided for students through technical assistance to local districts, training and professional development by the Foster Youth Coordinator. Local Educational Agencies (LEA) were trained on Foster Focus and the data that can be collected and monitored. 100% of students had access to Common Core aligned textbooks for ELA and Math and 100% of the teachers met the

California credentialing requirements. All the facilities met the requirements outlined in the Facility Inspection Tool (FIT). Chronic Absenteeism continues to improve at all sites and Expulsion Rates continued to be less than 5%. Office referrals were also reduced from 318 to 55 at Santa Ana Opportunity school and from 266 to 125 at San Andreas Continuation High School. During the pandemic all students were provided Chromebooks and hotspots to access their virtual classroom and curriculum. This was especially important when the school site went to Virtual Learning. English Language Development (ELD), Science, and Pinnacles Court School students engaged in relevant standards-based arts curriculum with a focus on ELD and Social and Emotional Learning support. Several students submitted their arts projects to the County STEAM Expo.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the pandemic during the 2019-2020 school year, there were no state tests, however based on previous CAASPP scores improvement is needed in the areas of ELA, Math and Science. Graduation rates at all schools continues to be an area of need. College and Career Readiness is an area of need, based on the latest data, which indicates no students met that indicator. STAR 360 growth by students is still an area of concern as 50% of the student show growth from assessment overtime. Electives for students were offered through Acellus, but offering more electives is a priority. Attendance Rates at all sites are still below our target rate of 95% and so this will remain a focus moving forward. Suspension rates and Dropout Rates continue to be areas that we will focus on as there is a direct correlation to our Graduation Rate. To continue our commitment to support and engage all learners and improve graduation rates, on-going professional development on Academic, Social and Emotional Learning and Restorative Practices will remain a high priority, as well as, increasing our professional development around instruction for English Learners. In addition, professional development for arts integration will be a focus as research indicates an increase in student engagement and school connectedness results from this integration.   A Social Worker at the site 5 days a week to address Social Emotional needs of students will also be put in place.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The focus of the LCAP for the 2021-2022 school year is to provide actions and services which will address the academic needs as well as the social emotional needs of all students. The SBCOE has put its resources into providing curriculum, professional development, interventions, and technology into the classrooms to improve student outcomes.   The LCAP is focused on continuous improvement of the actions and services, and the metrics collected and analyzed is vital to determine if the actions and services are meeting the goals in the LCAP.

 The LCAP goals are as follows:

 Goal #1 - Provide positive high-quality teaching and supportive learning environments for all students.

Goal #2 - Prepare all students, particularly low-income, English learner, and expelled youth, for success in career and college upon graduation.

Goal #3 - Fully engage students, families, and the community in support of short and long-term educational outcomes.

Goal #4 - Coordinate services for Foster Youth (FY) to improve their educational performance and personal achievement.

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.

Pinnacles Community School

Support for Identified Schools

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

The SBCOE 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 CA Dashboard data, local school climate, and academic progress data, and parent/student/staff surveys as the school-level needs assessment. A CSI plan (School Plan for Student Achievement/SPSA) 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. SBCOE Educational Services staff worked collaboratively with school site staff on:

1. Collection and exploration of student outcome data that reflects areas of need identified in the CA Dashboard

2. Root cause analysis to isolate deep-seated causes of students' failure to thrive

3. Identification of evidence-based interventions both potential and in current use

4. Funding and budget analysis to identify any resource inequities

5. Reviewing and revising goals and metrics

Pinnacles staff reviewed and analyzed data at monthly meetings. Based on the needs, the following 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 supports to increase student progress and achievement.

3. Provide resources and interventions that will support English Learners with the goal of reclassification.

Monitoring and Evaluating Effectiveness

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

The SBCOE will monitor the implementation and effectiveness of the CSI plan through identified 6 - 8 week monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. A calendar of required data collection will assist staff in this analysis.

Pinnacles staff reviewed and analyzed data at monthly meetings in 2020-21. Based on the outcomes the following metrics will be the focus for 2021-22.

1. Positive Behavioral Intervention & Supports (PBIS) Tier 1 Tiered Fidelity Inventory (TFI) scores will remain above 90%.

2. Attendance rate will be 85% and chronic absenteeism will be <15%.

3. 80% of students will remain on pace to complete their Edgenuity courses as measured every 9 weeks.

4. At least 50% of students will meet or exceed standards on the CAASPP.

5. 15% of English Learners will Redesignate to English Proficient.

6. 50% of English Learners will move up at least one ELPAC Level overall.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Input Process and Guiding Principles:

The San Benito County Office of Education (SBCOE) uses a multi-tiered approach of gathering and honoring feedback in planning for the 2021-22 Local Control Accountability Plan (LCAP) from a broad representation of stakeholders, including the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), students, staff, administrators, the local bargaining units, the Alternative Education Programs Principal, teachers, community representatives, and the SELPA.

LCAP goals, actions, and budget considerations were grounded in the SBCOE Pillars, which are:

1. Ensuring equitable academic outcomes across San Benito County school districts.

2. Building trusting relationships with families, districts and the community

3. Improving all facets of teaching and learning.

4. Guiding SBCOE programs and districts across the county to provide equitable student access, efficient use of resources, and evidence to make effective decisions.

5. Building the capacity of leaders in all areas of education to develop knowledge, skills and character to ensure student success.

Engagement Strategies:

Surveys: (Input)

LCAP input opportunities were available to stakeholders through student and parent surveys administered three times in September, January, and May. Students were asked for input in planning the 2021-22 school year and in particular their thoughts around needs and concerns, and suggestions for areas of improvement, and help to make existing programs better and design new ones. Parents were asked to share information on the support and resources offered by school programs and to use their input to improve plans and identify gaps in student services and program improvement.

School Staff Meetings:

At five meetings held in March (3/3/21, 3/10/21, 3/17/21) and April (4/7/21, 4/14/21), teachers, the counselor, instructional aides, and classified staff were asked to give input in the following areas:

-Actions and services they would like to see enhanced

-Actions and services they believe need to be changed

-Actions and services they would like to see added

Empathy Interviews:

English learner students shared their experience of learning English as a second language and were asked:

-Have they received the support they need from teachers and the school?

-How long have they been attending the Alternative Education Programs?

-Do they understand the EL program including the ELPAC assessment and redesignation?

Advisory Meetings: (Feedback)

As part of the development process for the LCAP, multiple opportunities for feedback and involvement from parents, students, teachers, school staff, and the community were scheduled for April. During these meetings, the LCAP goals and actions were presented and reviewed with an explanation of why the goals and actions were created. All statutorily required stakeholder groups were engaged in providing feedback about the goals and actions and were asked to provide additional suggestions, if anything was missing, or if there needed to be additions to the goals and actions being considered.

-School Site Council Meeting (4/14/21)

-Parent Advisory Committee (4/14/21)

-English Language Advisory Committee (4/14/21)

-Migrant Education Program Parent Advisory Committee (4/14/21)

-School Staff Stakeholder Meeting including representatives from CTA and CSEA Bargaining Units (4/23/21)

-Meeting with Youth Alliance (4/22/21)

-Parent Meeting-Spanish (4/27/21)

-Parent Meeting-English (4/28/21)

-SELPA Consultation (4/21/21)

The complete LCAP document was submitted to the San Benito County Board of Education for the first reading and public hearing on June 10, 2021 and was adopted on June 24, 2021.

Highlights of recommendations include:

1. Parents, students, and bargaining unit members recommended continuing to provide small class sizes. Parents appreciated individualized learning plans for all students. Parents, students and the SELPA Director urged one-on-one and small group assistance from the Teacher's Assistance.

2. Teachers and administrators proposed an increase in credit recovery options to assist credit deficient students.

3. Both the PAC and ELAC mentioned how important access to technology and issuing Chromebooks and hotspots to students. The SBCOE provided one-on-one chrome books, hotspots to students in need.

4. Parents, the PAC, and ELAC advocated to expand opportunities for students to connect to the community; students, the principal, and administrators supported students taking on leadership roles at the school and participate in clubs and organizations on campus.

5. Staff and school personnel supported an increase in parent and community engagement and participation across all programs.

6. Both staff and parents recommended providing intensive and targeted support and interventions during the school day.

7. All stakeholder groups recommended continuing to develop and increase student voice in the Restorative Justice Program and the Positive Behavior Intervention and Supports (PBIS) Program.

8. Community partners and parents advocated for expanding college and career opportunities and post-graduate options.

9. All stakeholder groups recommended integrating Social and Emotional Learning (SEL) with academics, discipline, and support.

 10. Students and staff both felt that incentives provided to students supported students in a positive way with attendance, behavior and feeling connected at school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input as described above resulted in the incorporation and/or continuation of many of their suggestions into the 2021-22 LCAP.

In response to recommendations 1, 2, and 6, the SBCOE has committed to hiring two additional teachers. An induction program will be provided to any new teachers that qualify. In addition, an instructional aide will be hired to work in the classroom directly with students daily. Alternative Education Program staff will continue to co-create individualized learning plans with each student. The master schedule will include block periods increasing the number of credits each student can earn in a semester and dedicated time for targeted intervention during the school day.

In response to recommendation 3, the SBCOE has allocated resources to update devices and ensure connectivity, as well as make upgrades to the science and computer labs to create innovative and collaborative learning spaces.

In response to recommendation 4, the Alternative Education Program will include opportunities for student leadership and the development of student-created clubs and organizations. Also, develop partnerships with Gavilan College and local businesses for work based learning opportunities.

In response to recommendation 5, the Alternative Education Program staff will provide multiple opportunities for parents and community members to engage with the school. Community nights will be planned by staff and students and will include information on expectations aligned to academics, behavior and social emotional learning. In addition, student-led events such as, literacy, art and math nights, will amplify opportunities for student voice.

In response to recommendations 7 and 8, the SBCOE has committed to maintaining a Restorative Justice Coordinator and PBIS lead. Resources have been allocated to provide the Gavilan College High-Step program for dual enrollment.

In response to recommendation 9, the SBCOE Educational Services Department will coordinate and provide ongoing SEL professional development to staff focused on SEL integration into school-level practices including academics, discipline, and student support by providing training to staff on trauma informed practices.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed Teachers measured by CalSAAS	2021-21 100% of teachers met California credentialing requirements.				100% of teachers will meet California credentialing requirements.
Student Access to Instructional Materials as measured by sufficiency	2020-21 70% of course program materials (textbooks and ancillary) are				100% implementation of Academic Content Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of instructional materials report	aligned to current California state standards				
Facilities Inspection Tool (FIT)	2020-21 All facilities received an overall rating of Good on the Facilities Inspection Tool (FIT).				All facilities received an overall rating of Good or Exemplary on the Facilities Inspection Tool (FIT).
Implementation of Academic Content Standards measured by walkthrough observations	2020-21 100% implementation of Academic Content Standards.				100% implementation of Academic Content Standards.
EL Access to California Standards including English Language Development (ELD) Standards	2020-21 100% of English language (EL) students have access to designated ELD instruction and 10% have access to integrated ELD.				100% of English language (EL) students have access to designated and integrated ELD and California standards instruction.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction	SBCOE will provide support to new teachers, including the SBCOE Induction Program, for teachers who qualify for the program.	$3,400.00	No

Action #	Title	Description	Total Funds	Contributing
2	Independent Study	Alternative Education Program Staff will provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.	$10,000.00	No
3	New Course Sections	Alternative Education Teachers will provide new sections of English Language Development (ELD) and Work Experience Education (WEE) to increase support and course offerings for ELD and Career Technical Education (CTE)	$40,000.00	Yes
4	Technology	SBCOE will provide appropriate technology to alternative education students and staff to access course content and create innovative collaborative learning spaces including the following: 1. Update devices for classrooms 2. Provide Internet access for each site 3. Upgrade Science and Computer Labs	$70,000.00	No
5	Program Materials	SBCOE Educational Services Department (ESD) Director of Curriculum & Instruction and Coordinator of Instructional Support Services will facilitate the pilot and adoption process for the program materials listed below to ensure student access to standards-aligned instructional materials. -NGSS Aligned Biology -Supplemental ELA-CCSS Reading with Relevance curriculum -2019 Big Ideas Math-CCSS (Algebra 1, Geometry, Algebra 2) -ELD Supplemental from Cengage -Government from National Geographic	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Credit Recovery	Alternative Education Staff will provide students credit recovery opportunities using online courses through the Edgenuity program	$16,000.00	No
7	Professional Development	SBCOE ESD Staff and the Alternative Education Program Principal will coordinate, design, and deliver professional development to Alternative Education teachers and support staff through a 10-day summer institute focused on instruction in a block schedule, integrated ELD, and implementation of new program materials.	$12,000.00	No
8	Instructional Aide	SBCOE will hire an Instructional Aide to provide support to students in ELD and core content classes five hours per day.	$25,000.00	No
9	Resource Specialist	The SBCOE will provide a Resource Specialist to support Students with Disabilities (SWD) in reaching their individual education program (IEP) goals.	$40,000.00	No
10	Green House	SBCOE will provide materials and supplies to staff and students at Pinnacles Court School to upgrade the green house to align to CTE standards based instruction.	$3,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

An analysis of available local and state data and input received from stakeholders has identified the following actions which have been viewed as critical to the success of students. The metrics and actions described below will be implemented to ensure that progress towards equitable student outcomes is made. By providing Summer Session and Extended Learning students will have additional opportunities to graduate. Offering the High-Step Program through Gavilan College, will also allow students to gain dual enrollment credit prior to graduating from high school and be better prepared for College and Careers. The implementation of supplemental programs, such as Star 360 and IXL will give current data for staff on students and help coordinate interventions, that will better prepare students to take the CAASPP and ELPAC. CTE Course Pathway completion is not offered by our schools at this time due to the size of our schools, but students can take CTE classes based on their interests through Edgenuity. By ensuring parent and student access to Aeries and measuring the usage through the Aeries portal, the engagement and awareness of academic progress of students will be accessible at any time. This will allow parents, students and staff to address academic and social/emotional concerns sooner, leading to timely interventions and better success for students. The partnership with the school and San Benito County Behavioral Health will allow the social, emotional concerns of parents, students and staff to be addressed leading to higher attendance rates and higher academic success for students. By implementing English Learner Case management, students and staff will understand students language level, program placement, academic status, school attendance, interventions available, criteria for reclassification and how to support student success leading to higher reclassification of English Learners and higher proficiency levels as measured by the ELPAC. Enrichment activities, field trips and incentives will provide students opportunities to stay engaged in school and provide them with a broader knowledge of college and career opportunities after high school and extend learning beyond the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student	2018 - 2019 ELA % standard met or exceeded				ELA % standard met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress (CAASPP)	Santa Ana: 5% San Andreas: 56% Pinnacles Community: 5% Pinnacles Court: 5% 2018 - 2019 Math % standard met or exceeded- Santa Ana: 5% San Andreas:30 % Pinnacles Community: 5% Pinnacles Court: 5%				Santa Ana: 70% San Andreas: 85% Pinnacles Community: 70% Pinnacles Court: 70% Math % standard met or exceeded- Santa Ana: 70% San Andreas: 85% Pinnacles Community: 70% Pinnacles Court: 70%
Local Assessments	STAR 360 2019-20 Reading Performance 35% decreased 27% no change 38% increased Math Performance 39% decreased 23%% no change 38% increased				80% of all students will increase their reading and math performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion	0%-Currently SBCOE Alt Ed Programs have not submitted courses on the A-G Course Management Portal (CMP)				100% of A-G courses will be listed on the CMP
CTE Course Pathway Completion	0%-Currently CTE Course Pathways are not offered or available through the Alt Ed Programs				Develop two CTE Pathways
English Language Proficiency Assessments for California (ELPAC)	2018-2019 23% of English Learners moved up one level on the ELPAC overall				70% of English Learners will move up one level on the ELPAC overall
English Learner Reclassification	2019-20 16% reclassification rate				20% Redesignation rate or meet/exceed state rate (which ever is higher)
Broad Course of Study as measured by the Master Schedule and Course Catalog in Edgenuity	Currently offer CTE, Physical Education (PE), and Visual and Performing Arts (VAPA) through online courses; Health offered through science courses				Courses will include access to PE, VAPA, and CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2017 88% 2018 71% 2019 50% 2020 40%				The graduation rate will be 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Incentives	Alternative Education Program staff will provide attendance and positive behavior incentives to students.	$500.00	Yes
2	Aeries Analytics	SBCOE Technology Department Staff and Alt Ed Staff will set up LEA level analysis system using Aeries Analytics to identify at-risk students in need of targeted interventions.	$1,000.00	Yes
3	English Learner Case Management	The SBCOE ESD staff will develop a process and work collaboratively with the school counselor to conference with English Learners at least twice during the school year to review and discuss their: 1) language level 2) program placement 3) academic status 4) school attendance 5) interventions 6) criteria for redesignation and 7) support their success in school.	$17,000.00	No
4	Extended Learning	Through contracted services with Youth Alliance (YA), interventions and extended day programs will be provided to students 20 hours per week. The program will provide assistance with school work,	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		enrichment activities such as art, and time for students to explore career options and receive help reaching their career goals.		
5	Summer Session	SBCOE will provide summer school to all students for enrichment including social and emotional learning, arts and sports fitness, credit recovery, and course completion.	$20,000.00	No
6	Online Supplemental Programs	Alternative Education Staff will implement Naviance and Suite 360 curriculum for career and college, and social emotional learning, IXL for intervention in Math and ELA, and Star 360 for reading and math assessment.	$22,132.00	No
7	Enrichment Activities	Alt Ed Program Staff will coordinate field trips to junior colleges and universities at each grade level. Through contracted services with the Arts Council the Arts in the Classroom Program will be provided weekly to students. Once each semester the Gilder Lehrman Traveling Museum program will be integrated into instruction.	$12,200.00	Yes
8	Professional Development	ESD Staff and the Principal will provide staff SEL and Trauma Informed Professional Development	$5,000.00	No
9	High-Step Program	Alt Ed Staff will partner with Gavilan College to implement the High-Step Program to offer students dual enrollment credit.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Behavioral Health	The Alt Ed Staff will partner with San Benito County Behavioral Health (SBCBH) to coordinate on-site services for all students. In addition the Principal will meet weekly with SBCBH to case manage and support students needs.	$7,500.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student and parent survey data and student attendance and absenteeism rates show the need for increased engagement opportunities particularly among students who are foster youth, experiencing homeless and/or low income. Feedback from stakeholders including Alternative Education Program staff have also highlighted that there is a need related to school connectedness, as educational research data shows that these students are more likely to exhibit poor attendance, increased behavior referrals and low academic achievement. By offering a College Career Fair, Honor Roll Dinner, Community Knight and Youth Advisory Board, students will have increased opportunities for student voice and recognition for their academic achievement. The addition of a school Social Worker provides support for those students struggling with attendance and academic achievement. Students are supported by the counselor and therapy to address underlying issues. The student surveys such as CHKS and locally developed surveys will measure students connectedness and feeling safe while at school. These will be important measures towards attaining our goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019-2020 SAHS 80.3% SAO 90.4% PCS 80.2% JH 98.5%				Overall attendance rate will be 95% for each Alt Ed Program
Chronic Absenteeism Rate	2019-2020 SAHS 57.6% SAO 24.2%				Chronic absenteeism will be less than 10% for each Alt Ed Program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PCS 55.6%; JH 2.3%				
Suspension Rate	2019-2020 SAHS 20.1% SAO 31.4% PCS 14.3% JH 0%				The suspension rate will be less than 5% for each Alt Ed Program
Expulsion Rate	2019-2020 no expulsion in any program/school				Maintain zero% expulsion rate for each Alt Ed Program
Drop-out Rate	2019-2020 SAHS 25.8% SAO N/A PCS 60% JH N/A				Overall dropout rate less than 9% for each Alt Ed Program
Office Referrals	2019-2020 SAHS 19.8% SAO 33.3% PCS 25/9% JH 14% <u>Unduplicated Student Referral/Cumulative Enrollment Count</u> SAHS 26/131 SAO 11/33				Overall office referral rate less than 8% for each Alt Ed Program and the updulicated student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PCS 7/17 JH 6/43				
Climate Surveys	<u>2019-20 Student Survey Data</u> 98% of students feel their family wants them to do well in school. 82% of students say teachers treat students with respect. 79% of students report that if they are absent from school, a teacher or someone at the school notices that the student is not there. 78% of students felt that teachers are good at giving feedback that helps them learn <u>2020-2021 Student Survey Data</u> 76% of students felt safe at school 76% of students felt there was a safe adult to talk with at school				90% positive response rate on climate surveys for parents and students in the areas of School Safety, Academic Engagement, and Connections to School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	81.5% of students reported that a teacher or adult noticed when they were not at school 83.4% of students felt they were treated fairly by the adults at this school. Parent Baseline and refinement of Student Survey data will be established during the 21-22 school year.				
Aries Portal Use	New metric baseline 0%				100% of students and families will access data using the Aries Portal at least twice each grading period
Family Participation	New metric baseline 0%				85% participation as measured by attendance at events
Student Participation	New metric baseline 0%				90% participation as measured by attendance at events
PBIS Tiered Fidelity Inventory (TFI) and District Capacity (DCA)	Tier 1 TFI May 2020 50% March 2021 93%				Tier 1 TFI maintain 85%; Tier 2 TFI 75% or higher on the TFI; 80% fluency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DCA April 2020 31.5% April 2021 55.6%				District Capacity Assessment (DCA)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Aeries Portal	Alt Ed Staff will provide parent information events focused on access to student grades, attendance, meetings and activities for parents through use of the Aeries Portal	$550.00	No
2	Restorative Justice Coordinator	SBCOE will hire a Restorative Justice Coordinator through Youth Alliance to provide support to students and families.	$100,000.00	No
3	Community Knight	Alt Ed Staff will host the Community Knight Resource Fair sharing information and available opportunities for families and students	$1,000.00	No
4	College Career Fair	Alt Ed Staff will provide a Career and College Fair for students and families	$500.00	No

Action #	Title	Description	Total Funds	Contributing
5	Honor Roll Dinner	Alt Ed Staff will host quarterly honor roll dinner for students and families each quarter	$800.00	No
6	Youth Advisory Board	Alt Ed Staff will create a Youth Advisory Board focused on student leadership focusing on decision-making and creating/hosting student involvement activities.	$500.00	No
7	Social Workers	Social Workers will provide support to students for chronic absenteeism and academic achievement	$88,000.00	No
8	Positive Behavior Interventions and Supports (PBIS)	ESD staff and Alt Ed Staff will work together to implement PBIS	$17,500.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	**Coordinate services for Foster Youth (FY) to improve their educational performance and personal achievement.** Priority 10 - Foster Youth

An explanation of why the LEA has developed this goal.

The SBCOE is responsible for the Foster Youth Services Coordinating Program (FYSCP) to support the educational rights of Foster Youth (FY) in the county. These include the right to stay in your school of origin, the right to immediate enrollment in school, the right to partial credits for high school students, graduation, college and career readiness, and the right to your school records. There were 61 foster youth students in San Benito County in 2020 and although there was only one foster youth enrolled in SBCOE Alternative Education programs during the 2020-2021 school year, we want to establish the baseline this year and then ultimately ensure that Chronic Absenteeism for Foster Youth is 15% or less, Suspension Rates for Foster Youth is less than 5%, 80% of Foster Youth stay in their school of origin and finally 100% of Foster Youth will have proper school placement. We have provided the appropriate training and provided the support for Foster Youth, however this goal indicates a need to collect data and establish the baseline for Foster Youth in the those listed areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Focus Implementation Data	New metric- no baseline data available 0% Baseline data to be established in 2021-22 for School Stability, School Placement, and Academic Achievement				80% of FY stay in their school of origin; 100% of FY will have proper school placement; Chronic Absenteeism 15%; Suspension Rate 5%
Participation in quarterly LEA FY	New metric- no baseline data available 0%				100% attendance from FY Liaisons and FYSEAC Members

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Liaisons and FYSEAC Meetings					
End of Year Program Evaluation-Needs Assessment	2020-21 58.3% FY Liaisons and 50% Community Partners completed the Needs Assessment				100% completion of the Needs Assessment
AB 490 Identification in SIS and completion of the Residency Affidavit	New metric- no baseline data available 0%				100% Completion on Residency Affidavit

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	SBCOE staff (Assistant Superintendent Educational Services, Coordinator Special Projects, and Educational Liaison) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies to build capacity in key stakeholders; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.	$121,312.00	No
2	Professional Development (PD)	Coordinator of Special Projects will provide professional development and technical assistance to LEA FY Liaisons and school site staff on AB490, AB 167/216, Foster Focus, Trauma Informed Practices for Schools (TIPS), and community resources to build capacity within school sites/districts to create systems and procedures to follow legal	$16,125.00	No

Action #	Title	Description	Total Funds	Contributing
		requirements but to better serve families and students. Collaborate with Santa Cruz and Monterey County Offices of Education to provide professional development to build capacity and awareness and ensure seamless services to Foster Youth across the area through the Tri-county Educational Summit.		
3	Health and Human Services Memorandum of Understanding (MOU)	Coordinator of Special Projects and Educational Liaison will coordinate services to students through the MOU which specifies responsibilities and services.	$107,000.00	No
4	Travel and Conferences	Coordinator of Special Projects and Educational Liaison will attend state and national conferences to understand current research and best practices to provide leadership and support to San Benito County LEAs.	$2,770.00	No
5	Student Support	Provide support to students through the Back to School Resource Fair, school of origin transportation, and educational rights posters and pocket guides.	$1,500.00	No
6	Transportation Agreement	Educational Liaison will facilitate the implementation of the Transportation Agreement between Districts and San Benito Health and Human Services for school of origin.	$8,274.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.39%	$38,565

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Through a coordinated process of examining data, needs assessments and engagement sessions, the San Benito County Office of Education prioritized the needs of English Learners, foster youth, and low income students when allocating funding in the LCAP. 89% of Alternative Education students who are receiving increased and improved services through the LCAP are low income. 33% are English Learners, and 5% are foster youth.

Goal two provides support to students in the areas of college and career readiness, graduation, and institutes of higher education. After assessing the needs of English Learners (33%), Foster Youth (5%), and Low Income (89%), we learned that only 40% of the students graduated and parents had stated that they wanted to see increased opportunities/exposure for their child to be exposed to opportunities in the community to possible employment and options to continue their education beyond high school. In order to address this condition of our English Learners, Foster Youth, and Low Income student groups, Goal 2, Actions 7 and 9 will providing field trips to community colleges and businesses, bring in guest speakers from the community and local colleges, provide arts in the classroom, and partner with Gavilan College to implement the High-Step Program that would offer students dual enrollment credit. These actions will be provided on an LEA-wide basis and target the English Learners, Low Income, and Foster Youth students groups, but will benefit all students by understanding all the options and career opportunities that are available. These actions also allow students to experience what a college campus is like and understand and see first hand the different programs and career opportunities. We expect that these actions will increase our graduation rate to 90% by 2023-2024 for all students and that the English Learners, Low Income, and Foster Youth student groups will increase significantly more that the average graduation rate of all other students.

Goal two provides support to students in the areas of college and career readiness, graduation, and institutes of higher education. After assessing the needs of English Learners (33%), Foster Youth (5%), and Low Income (89%), we learned that attendance rates were 89.7%, chronic absenteeism rates were 27.3% the suspension rates were 15.2%. In order to address these conditions of our English Learners, Foster Youth, and Low Income student groups we intend implement Goal 2, Actions 1 and 2. Goal 2, Actions 1 and 2 will implement the use of Aeries Analytics to disaggregate LCFF student groups to identify at-risk students to support their needs and provide incentives and interventions, as well as provide incentives that ensure students feel supported and recognize the value of attending school, feeling connected to school and that they feel supported and recognized for the positive behaviors on campus. These actions are being provided on an LEA-wide basis and we expect /hope that all students with less than 95% attendance rate, chronically absent students and students who have been suspended from school would benefit. We expect however that English Learners, Foster Youth, and Low Income students would benefit the most from these actions and show a significantly higher increase in the attendance rate and lower suspension rate and chronic absenteeism rate than all of the other students.

Contributing Actions Clarification:

Goal 1, Action 3, Goal 2, Actions 2 and 9 in the 2021-24 LCAP are newly developed.

Goal 2, Actions 1 and 7 was continued from the 2017-2020 LCAP because our stakeholders indicated this action was successful and wanted the action and services to be continued.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increased and improved services requirement for the SBCOE Alternative Education Program is 2.39%. This supplemental and concentrated portion of funding ($38,565) is earmarked to support foster youth (5%), English learner (33%), and low-income students (89%). This funding is evident within Goals 1 and 2 of the LCAP. Specific actions support increased and improved services for unduplicated students through supplemental and concentration funding and coordinated support from state and federal funding. The unduplicated student rate for Alternative Education is 89% and Local Control Funding Formula (LCFF) monies support this group. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Goal one relates to academic services for students and includes actions to support academic growth and professional development for staff. After assessing the needs, conditions, and circumstances of our English Learners, we learned that the reclassification rates for students was only 16% and only 23% of English Learners advanced one level on the Summative ELPAC overall. In order to address this condition of our English Learners, we will add additional ELD sections that will offer an increased level of targeted support for students compared to a single section. Goal 1, Action 3 provides the new designated ELD sections that offer an increased level of support more than can be offered in a single section. The sections added to the master schedule will expand the ELD program to reduce class size and target English language proficiency levels. We expect this action will increase our ELPAC levels for English Learners to the desired outcome that 70% will advance one level by 2023-2024 and English Learners will be reclassified at a rate of 20% or will meet or exceed the state reclassification rate by 2023-2024 as measured using ELPAC performance and reclassification rates. We also expect/hope that this action will help increase CAASPP scores in ELA and Math.

 ACTIONS IN THE LOCAL CONTROL ACCOUNTABILITY PLAN

 In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

 Goal 1: Action 3 addresses high quality teaching and learning, basic services and implementation of state standards for English Learners, foster youth and low-income students.

 Goal 2: Action 1, 2, 7, and 9 address academic achievement and course access for English learners, foster youth and low income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$61,100.00	$439,331.00		$344,132.00	$844,563.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$284,086.00	$560,477.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Induction	$3,400.00				$3,400.00
1	2	All	Independent Study		$10,000.00			$10,000.00
1	3	English Learners	New Course Sections	$40,000.00				$40,000.00
1	4	All	Technology		$20,000.00		$50,000.00	$70,000.00
1	5	All	Program Materials	$3,000.00	$19,000.00		$5,000.00	$27,000.00
1	6	All	Credit Recovery				$16,000.00	$16,000.00
1	7	All	Professional Development	$6,000.00			$6,000.00	$12,000.00
1	8	All	Instructional Aide				$25,000.00	$25,000.00
1	9	Students with Disabilities	Resource Specialist		$40,000.00			$40,000.00
1	10	All	Green House		$3,000.00			$3,000.00
2	1	English Learners Foster Youth Low Income	Incentives	$500.00				$500.00
2	2	English Learners Foster Youth Low Income	Aeries Analytics	$1,000.00				$1,000.00
2	3	English Learners	English Learner Case Management				$17,000.00	$17,000.00
2	4	All	Extended Learning		$45,000.00			$45,000.00
2	5	All	Summer Session		$20,000.00			$20,000.00
2	6	All	Online Supplemental Programs		$4,000.00		$18,132.00	$22,132.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Enrichment Activities	$3,200.00	$9,000.00			$12,200.00
2	8	All	Professional Development		$5,000.00			$5,000.00
2	9	English Learners Foster Youth Low Income	High-Step Program	$2,000.00				$2,000.00
2	10	All	Behavioral Health		$7,500.00			$7,500.00
3	1	All	Aeries Portal		$550.00			$550.00
3	2	All	Restorative Justice Coordinator				$100,000.00	$100,000.00
3	3	All	Community Knight		$1,000.00			$1,000.00
3	4	All	College Career Fair		$500.00			$500.00
3	5	All	Honor Roll Dinner		$800.00			$800.00
3	6	All	Youth Advisory Board		$500.00			$500.00
3	7	All	Social Workers		$88,000.00			$88,000.00
3	8	All	Positive Behavior Interventions and Supports (PBIS)	$2,000.00	$15,500.00			$17,500.00
4	1	All Foster Youth	Staffing		$121,312.00			$121,312.00
4	2	All Foster Youth	Professional Development (PD)		$16,125.00			$16,125.00
4	3	All Foster Youth	Health and Human Services Memorandum of Understanding (MOU)				$107,000.00	$107,000.00
4	4	All Foster Youth	Travel and Conferences		$2,770.00			$2,770.00
4	5	All Foster Youth	Student Support		$1,500.00			$1,500.00
4	6	All Foster Youth	Transportation Agreement		$8,274.00			$8,274.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$46,700.00	$55,700.00
LEA-wide Total:	$6,700.00	$15,700.00
Limited Total:	$40,000.00	$40,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	New Course Sections	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	$40,000.00
2	1	Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
2	2	Aeries Analytics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
2	7	Enrichment Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,200.00	$12,200.00
2	9	High-Step Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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

Broad Goal
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.

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

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.