

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito High School

CDS Code: 35675380000000

School Year: 2021-22

LEA contact information:

Elaine Klauer

Director of Educational Services

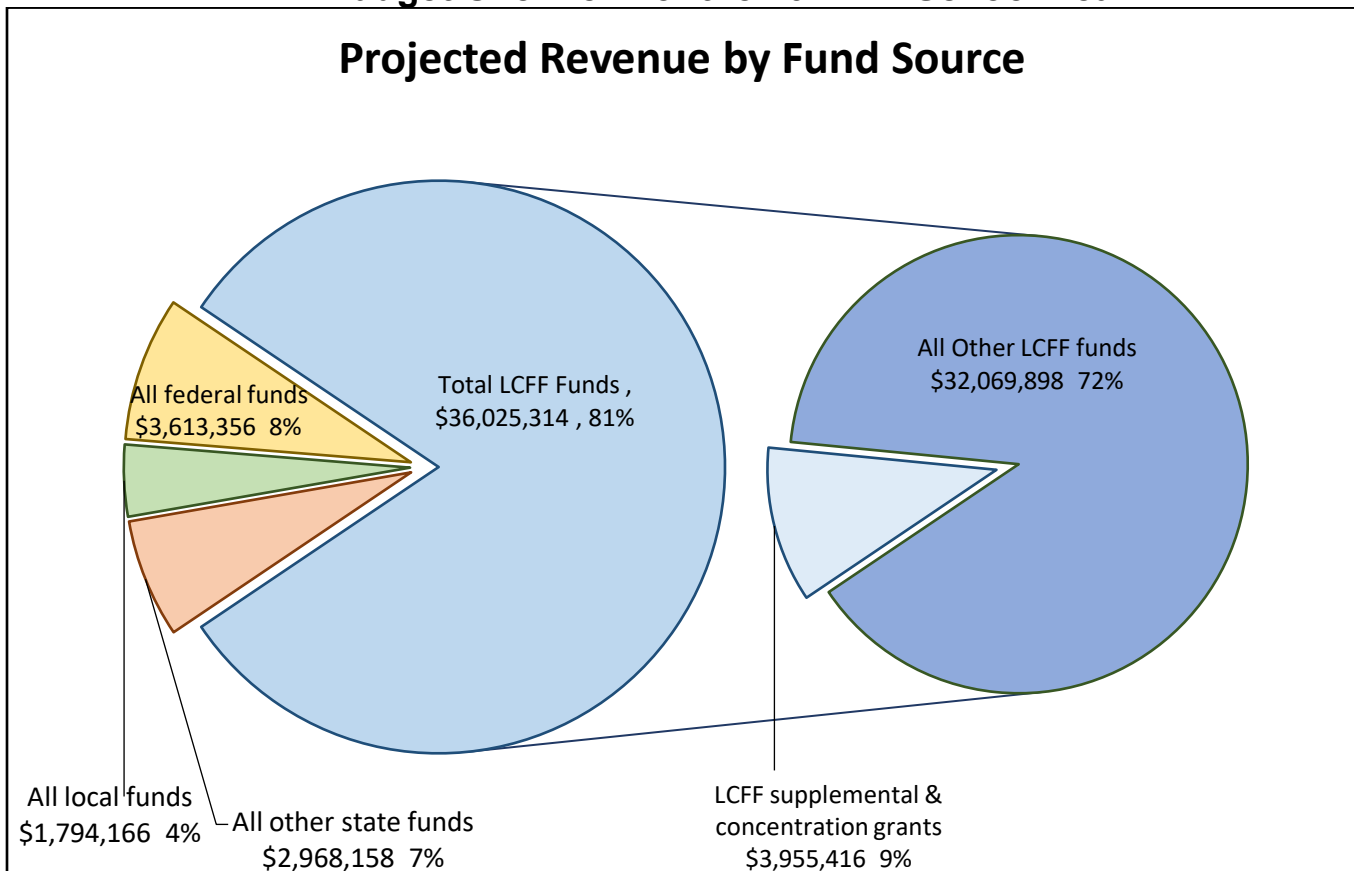
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

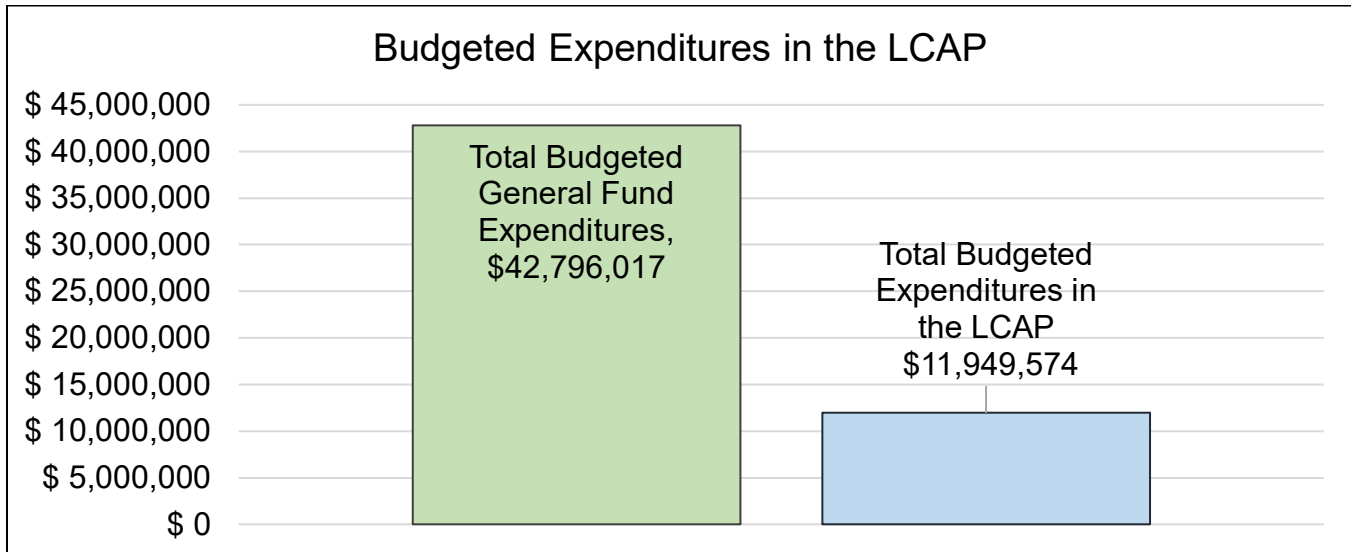


This chart shows the total general purpose revenue San Benito High School expects to receive in the coming year from all sources.

The total revenue projected for San Benito High School is \$44,400,994, of which \$36,025,314 is Local Control Funding Formula (LCFF), \$2,968,158 is other state funds, \$1,794,166 is local funds, and \$3,613,356 is federal funds. Of the \$36,025,314 in LCFF Funds, \$3,955,416 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Benito High School 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 High School plans to spend \$42,796,017 for the 2021-22 school year. Of that amount, \$11,949,574 is tied to actions/services in the LCAP and \$30,846,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

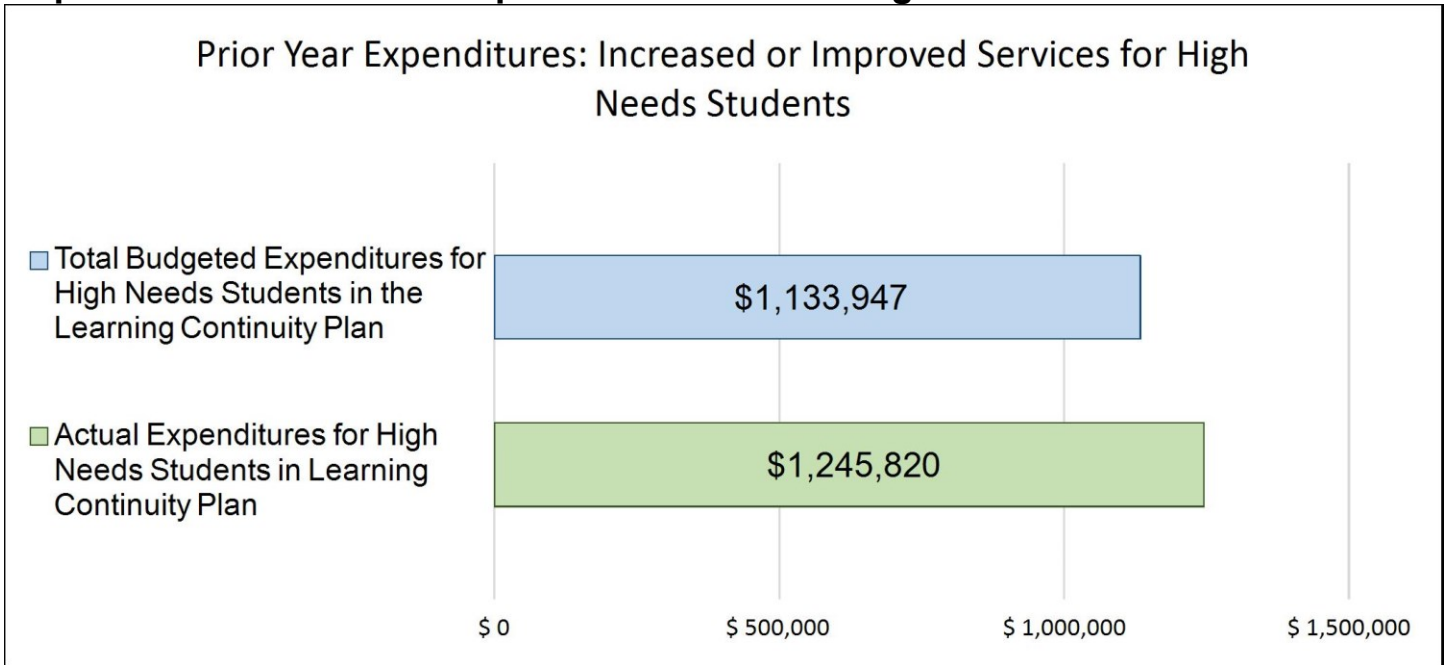
The largest General Fund budget expenditures not shown in the LCAP are personnel costs (administrative, certificated, and classified), except where noted in the Plan. In general, other expenditures not included are base instructional programs and services, routine maintenance and general operating costs, transportation, facilities, maintenance, cafeteria, and general Special Education costs.

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

In 2021-22, San Benito High School is projecting it will receive \$3,955,416 based on the enrollment of foster youth, English learner, and low-income students. San Benito High School must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito High School plans to spend \$5,146,416 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



This chart compares what San Benito High School 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 High School 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 High School's Learning Continuity Plan budgeted \$1,133,947 for planned actions to increase or improve services for high needs students. San Benito High School actually spent \$1,245,820 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 High School	Elaine Klauer Director of Educational Services	831-637-5831 eklauer@sbhdsd.k12.ca.us

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. Fully Credentialed Teachers, Facilities, Textbook Sufficiency

All students will be provided with a quality education that will include fully credentialed teachers, appropriate instructional materials, and clean, safe facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Basics (Teachers, Instructional Materials, Facilities)

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Fully credentialed teachers SARC</p> <p>19-20 100% fully credentialed</p> <p>Baseline 4 Teachers not fully credentialed</p>	<p>85% of teachers are fully credentialed</p> <p>104 fully credentialed teachers 18 not fully credentialed</p> <p>2 Short Term Staff Permit (STSP) 1 Provisional Intern Permit (PIP) 13 Intern Credentials 1 Limited Assignments Permits 1 Waiver</p>
<p>Metric/Indicator Quarterly Williams Certification SARC</p> <p>19-20 Quarterly Williams Certification (zero complaints)</p> <p>Baseline no complaints</p>	<p>SBHSD had no Quarterly Williams complaints.</p>

Expected	Actual
<p>Metric/Indicator Textbook Sufficiency SARC</p> <p>19-20 Maintain 100% Textbook Sufficiency</p> <p>Baseline 100% Textbook Sufficiency</p>	<p>SBHSD met textbook sufficiency for 2019-20. Resolution approved by Board of Trustees on September 24, 2019.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Support for New Teachers:</p> <p>1.11 Induction Coordinator- provides new teacher support/induction throughout the school year.</p> <p>1.12 4-day intensive academy to assist new teachers in their development and understanding of District expectations, school-wide instructional initiatives, and curriculum.</p> <p>1.13 Induction program for 1st and 2nd-year teachers needing to clear credential in order to retain highly qualified, highly effective teachers.</p> <p>1.14 Provide each new teacher needing induction a support provider (teacher mentor) and each new teacher not needing induction a mentor teacher.</p> <p>1.15 Provide CSET test prep for not fully credentialed teachers (including online or weekend courses) needing to pass CSET for a credential.</p>	<p>1.11 Induction Coordinator 0.4FTE (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$39,510</p> <p>1.11 Induction Coordinator 0.4FTE Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$16,186</p> <p>1.11 Induction Coordinator 0.4FTE Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title II \$39,510</p> <p>1.11 Induction Coordinator 0.4FTE Benefits (object 3000) 3000-3999: Employee Benefits Title II \$16,186</p> <p>1.12 Hourly rate for new teachers (15) participating in the 4 day academy (hourly rate) (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$16,600</p>	<p>1.11 Induction Coordinator 0.4FTE (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$35,072</p> <p>1.11 Induction Coordinator 0.4FTE Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$12,979</p> <p>1.11 Induction Coordinator 0.4FTE Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title II \$46,214</p> <p>1.11 Induction Coordinator 0.4FTE Benefits (object 3000) 3000-3999: Employee Benefits Title II \$17,919</p> <p>1.12 Hourly rate for new teachers participating in the 4 day academy (hourly rate) (object 1000) 1000- 1999: Certificated Personnel Salaries Supplemental \$27,840</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.16 3rd Year Teacher Support provided by new teacher Program Specialist with the support of Good Lessons online platform.</p>	<p>1.12 Benefits for new teachers (15) participating in the 4 day academy (object 3000) 3000-3999: Employee Benefits Supplemental \$3,573</p> <p>1.12 Materials and supplies for academy 4000-4999: Books And Supplies Title II \$3,581</p> <p>1.12 Travel - New Teacher Academy 5000-5999: Services And Other Operating Expenditures Supplemental \$1362</p> <p>1.13 BTSA Induction (\$1500 per teacher per year, approximately 15 teachers object 5000) 5000-5999: Services And Other Operating Expenditures Supplemental \$22,500</p> <p>1.14 Support provider stipend Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$32,200</p> <p>1.14 Support provider Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$6,930</p> <p>1.15 CSET tutorial, test prep 4000-4999: Books And Supplies Title II \$2,500</p> <p>1.16 3rd Year Teacher Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>	<p>1.12 Benefits for new teachers participating in the 4 day academy (object 3000) 3000-3999: Employee Benefits Supplemental \$5,665</p> <p>1.12 Materials and supplies for academy 4000-4999: Books And Supplies Title II \$632</p> <p>1.12 Travel - Food New Teacher Academy 5000-5999: Services And Other Operating Expenditures Supplemental \$3,471</p> <p>1.13 BTSA Induction (\$1500 per teacher per year, object 5000) 5000-5999: Services And Other Operating Expenditures Supplemental \$4500</p> <p>1.14 Support provider stipend Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$43,949</p> <p>1.14 Support provider Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$4,208</p> <p>1.15 CSET tutorial, test prep 4000-4999: Books And Supplies Title II \$0</p> <p>1.16 3rd Year Teacher Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.2 Support for Veteran Teachers- Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p> <p>1.21 Consulting teachers to provide yearlong support for PAR teacher Professional Development for PAR teacher based a on growth plan</p> <p>1.22 PAR Committee (3 teachers, 2 administrators per certificated contract)</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$1,255</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 3000) 3000-3999: Employee Benefits Supplemental \$271</p> <p>1.3 Meet sufficiency requirements for textbooks and instructional materials</p> <p>1.31 Review/Adopt any Common Core/NGSS textbooks not yet adopted from prior year</p> <p>1.32 Review potential textbooks and potential curriculum for CTE pathways</p>	<p>1.21 \$4000 per consulting teacher per certificated contract Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$4,125</p> <p>1.21 consulting teacher per certificated contract Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$889</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$1,255</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 3000) 3000-3999: Employee Benefits Supplemental \$271</p> <p>1.3 Purchase textbooks as adopted 4000-4999: Books And Supplies General Fund Instruction \$175,000</p>	<p>1.21 \$4000 per consulting teacher per certificated contract Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>1.21 consulting teacher per certificated contract Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$0</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 3000) 3000-3999: Employee Benefits Supplemental \$0</p> <p>1.3 Purchase textbooks as adopted 4000-4999: Books And Supplies General Fund Instruction \$193,408</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.4 Maintain clean, safe facilities</p> <ul style="list-style-type: none"> • Clean all classrooms and provide deep cleaning per rotation schedule • Maintain and repair facilities as needed <p>1.4a Continue/Finish Construction of New PE/Sports Facilities</p> <p>1.5 Update school library</p> <ul style="list-style-type: none"> • update layout, furniture, and technology for improved student collaboration and use. 	<p>1.4 staff for cleaning Salary (object 2000) 2000-2999: Classified Personnel Salaries Base \$345,601</p> <p>1.4 staff for cleaning Benefits (object 3000) 3000-3999: Employee Benefits Base \$235,565</p> <p>1.4 staff for cleaning materials (object 4000) 4000-4999: Books And Supplies Base \$76,200</p> <p>1.4 Contracted services (object 5000) 5800: Professional/Consulting Services And Operating Expenditures Base \$164,000</p> <p>1.4a G. O. Bond funds for New PE/Sports Facilities 6000-6999: Capital Outlay Other \$19,600,000</p> <p>1.5 Update school library 6000-6999: Capital Outlay Supplemental \$300,000</p>	<p>1.4 staff for cleaning Salary (object 2000) 2000-2999: Classified Personnel Salaries Base \$335,780</p> <p>1.4 staff for cleaning Benefits (object 3000) 3000-3999: Employee Benefits Base \$209,285</p> <p>1.4 staff for cleaning materials (object 4000) 4000-4999: Books And Supplies Base \$67,769</p> <p>1.4 Contracted services (object 5000) 5800: Professional/Consulting Services And Operating Expenditures Base \$43,741</p> <p>1.4a G. O. Bond funds for New PE/Sports Facilities 6000-6999: Capital Outlay Other \$24,000,000</p> <p>1.5 Update school library 6000-6999: Capital Outlay Supplemental \$292,670</p>

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 actions and services for goal number one were primarily met. SBHSD fluctuates each year with the number of new and 2nd year teachers who need BTSA support. Additionally, SBHSD did not have any teachers participating in the PAR program for the 2019-2020 school year. Additionally, due to COVID restrictions and school closure, the contracted services for routine cleaning in 1.4 did not happen.

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

SBHSD's New Teacher Academy was successful with supporting first-year and new to SBHS teachers. All teachers participating in year 2 of Induction completed their coursework and are fully credentialed. Another success was the completion of the updates to the Library. Our stakeholder engagement surveys from the 2018-19 school year indicated that the library should be updated with more modern and collaborative student learning hubs. The new library layout with updated furniture, learning hubs with monitors, and movable furniture for collaboration were utilized for the majority of the year. Our routine cleaning did not happen as usual due to COVID which resulted in a material difference of \$120,000. For item 1.4a, the \$19,600,000 was the original estimate given to the district by the architect, once the jobs were bid, we received true numbers so the actual costs came in at 24,000,000.

Goal 2

2. Standards Aligned Curriculum

All students will receive rigorous, guaranteed, standards aligned course curriculum that stresses high expectations, critical thinking, reading and writing skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

Expected	Actual												
<p>Metric/Indicator % teachers who participate in Professional Development/curriculum development SBAC data Dashboard data</p> <p>19-20 100% of teachers from all content areas will participate in curriculum development and/or professional development.</p> <p>Increase achievement on SBAC by 5% each year for each subgroup.</p> <p>Dashboard data for implementation of state academic standards</p> <p>Baseline 2016-17 84%-94% attendance at district inservice SBAC data (% met or exceeds standards): ELA overall 48% in 14-15 and 59% in 15-16 ELA SED 36% in 14-15 and 53% in 15-16 ELA Sped 9% in 14-15 and 16% in 15-16 ELA EL 0% in 14-15 and 7% in 15-16</p>	<p>94% of teachers participated in all staff professional development days on August 12th and 13th, 2019 as well as on January 6th, 2020.</p> <p>Other on-campus professional development opportunities included PD Spotlights covering topics such as GLAD EL strategies, Rubric design, AVID WICOR, Instructional Technology, Student Voice and Choice, Grading Practices, and Reflection Activities. Each Spotlight averaged about 25-35 teachers from all content areas.</p> <p>Overall, 27% of teachers participated in curriculum development in all content areas.</p> <p>The SBAC data for the 2018-19 school year showed an increase in overall English scores and a decrease in overall Math scores.</p> <p>English Met or Exceeded Standard 2018-19, increase of 5% by each student group- NOT MET</p> <table border="0"> <tr> <td>Overall</td> <td>60%</td> <td>increase 2%</td> </tr> <tr> <td>SED</td> <td>52%</td> <td>decrease 2%</td> </tr> <tr> <td>SPED</td> <td>14%</td> <td>increase 2%</td> </tr> <tr> <td>EL</td> <td>7%</td> <td>decrease 3%</td> </tr> </table>	Overall	60%	increase 2%	SED	52%	decrease 2%	SPED	14%	increase 2%	EL	7%	decrease 3%
Overall	60%	increase 2%											
SED	52%	decrease 2%											
SPED	14%	increase 2%											
EL	7%	decrease 3%											

Expected	Actual
<p>Math overall 20% in 14-15 and 25% in 15-16 Math SED 12% in 14-15 and 19% in 15-16 Math Sped 2% in 14-15 and 6% in 15-16 Math EL 0% in 14-15 and 3% in 15-16</p> <p>Dashboard data for implementation of state academic standards not yet available</p>	<p>Migrant 46% decrease 9% White 77% increase 10% Hispanic 53% decrease 1%</p> <p>Mathematics Met or Exceeded Standard 2018-19, increase of 5% by each student group- NOT MET</p> <p>Overall 32% decrease 3% SED 23% decrease 7% SPED 10% increase 3% EL 2% decrease 5% Migrant 20% decrease 10% White 48% decrease 2% Hispanic 25% decrease 4%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Program Specialists to guide teachers in Curriculum and Instruction development:</p> <p>2.11 1.0 FTE Curriculum and Instruction Program Specialist who meets with teachers in the ongoing process of definition, design, and development of high-quality standards-aligned curriculum and assessments, incorporating instructional strategies to allow all students access to the content and rigorous, standards-aligned assessments.</p> <p>2.12 English Learner Program Specialist to work with teachers during curriculum development to embed ELD standards within the curriculum. (see goal 4)</p> <p>2.13 1.0 FTE Career and Technical Education (CTE) Specialist who meets with CTE teachers on refining and revising new and revise CTE courses to complete CTE pathways. Work will also include developing</p>	<p>2.11 Curriculum and Instruction Program Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$81,785</p> <p>2.11 Curriculum and Instruction Program Specialist Benefits 3000-3999: Employee Benefits Supplemental \$35,391</p> <p>2.12 Math Coach Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$98,775</p> <p>2.12 Math Coach Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$40,500</p>	<p>2.11 Curriculum and Instruction Program Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$84,100</p> <p>2.11 Curriculum and Instruction Program Specialist Benefits 3000-3999: Employee Benefits Supplemental \$32,253</p> <p>2.12 Math Coach Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$62,957</p> <p>2.12 Math Coach Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$23,739</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>portfolios, exit interviews, and post-secondary options (articulation agreements, dual enrollment) for all capstone courses.</p> <p>2.14 0.8 FTE Math Coaching to support the use of SBAC-type assessments, implement math best practices in all Algebra I, Geometry, and Algebra 2 classes, and assist with math data analysis on benchmark and common formative assessments.</p>	<p>2.13 Career and Technical Education (CTE) Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$98,775</p> <p>2.13 Career and Technical Education (CTE) Specialist Benefits 3000-3999: Employee Benefits Supplemental \$40,634</p>	<p>2.13 Career and Technical Education (CTE) Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$99,510</p> <p>2.13 Career and Technical Education (CTE) Specialist Benefits 3000-3999: Employee Benefits Supplemental \$39,017</p>
<p>2.2 Curriculum Development: embed ELA literacy standards and ELD standards to provide relevance to students</p> <p>2.21a Under the guidance of the Program Specialists, teachers will revise and update curriculum and assessments to:</p> <ul style="list-style-type: none"> *reflect the rigor expected by State adopted content standards *embed ELA literacy standards and ELD standards *provide relevance to students *document instructional strategies to support English learners and students with disabilities <p>Focus for 2019-2020</p> <ul style="list-style-type: none"> *Math *World Languages *NGSS *VAPA *English *SPED <p>2.21b Under the guidance of the CTE Program Specialists, teachers will revise and update curriculum and assessments to:</p> <ul style="list-style-type: none"> *reflect rigor as expected by industry standards *embed CTE model curriculum standards to include DOK *Standards for Career Ready Practice and Anchor Standards *incorporate portfolios and exit interviews in all capstone courses 	<p>2.21 Release time for Lead teacher and participating teachers (substitute costs) Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$23,100</p> <p>2.21 Release time for Lead teacher and participating teachers (substitute costs) Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$4,972</p> <p>2.22 Math week Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$18,950</p> <p>2.22 Math week Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$4,077</p> <p>2.22 Contractual Services Math Coach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$23,000</p>	<p>2.21 Release time for Lead teacher and participating teachers (substitute costs) Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$28,331</p> <p>2.21 Release time for Lead teacher and participating teachers (substitute costs) Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$5,412</p> <p>2.21 Curriculum Development Water Safety Clinic for PE Teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$2,221</p> <p>2.21 Curriculum Development - Provide Working Breakfast/Lunch 5000-5999: Services And Other Operating Expenditures Supplemental \$420</p> <p>2.22 Math week Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$8,782</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Focus for 2019-2020</p> <p>*Robotics (Eng. Capstone)</p> <p>*TV Media Production Capstone</p> <p>2.22 Math week- Intensive collaboration on Math practices (rigor), relevance and revising assessments for Algebra I, Geometry and Algebra II (3 days)</p> <p>2.22a English week- a Horizontal and vertical collaboration with English Department including work on defining essential standards and common pacing (Rubicon) and developing relevant and rigorous assessments (IO). (3 days)</p> <p>2.23 Collaboration among all grade levels to develop/revise common grading for each grade level.</p>	<p>2.22 Food and Supplies for Math Week 4000-4999: Books And Supplies Supplemental \$500</p> <p>2.22a English Collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$18,950</p> <p>2.22a English Collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$4,078</p> <p>2.22a Food and Supplies for English Collaboration 4000-4999: Books And Supplies Supplemental \$300</p> <p>2.23 Common grading collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$16,500</p> <p>2.23 Common grading collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$3,552</p> <p>2.23 Common grading collaboration Books and Supplies (object 4000) 4000-4999: Books And Supplies Supplemental \$5000</p> <p>2.23 Common grading collaboration (object 5000) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>	<p>2.22 Math week Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,899</p> <p>2.22 Contractual Services Math Coach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$23,000</p> <p>2.22 Food and Supplies for Math Week 4000-4999: Books And Supplies Supplemental \$969</p> <p>2.22a English Collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$7,966</p> <p>2.22a English Collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,564</p> <p>2.22a Food and Supplies for English Collaboration 4000-4999: Books And Supplies Supplemental \$75</p> <p>2.23 Common grading collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$3,246</p> <p>2.23 Common grading collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$666</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>2.23 Common grading collaboration Books and Supplies (object 4000) 4000-4999: Books And Supplies Supplemental \$1081</p> <p>2.23 Common grading collaboration (object 5000) 5000-5999: Services And Other Operating Expenditures Supplemental \$51</p>
<p>2.3 Course Development:</p> <p>2.31 Under the guidance of the Program Specialists teachers will define and develop curriculum and assessments for new courses (if adopted):</p> <p>*TBD</p> <p>2.4 Assessments:</p> <p>2.41 Each Content PLC will develop, implement and analyze:</p> <p>*Revise common formative assessments based on essential standards</p> <p>*common summative final exam each semester based on essential standards</p>	<p>2.23 Common grading collaboration Salary (object 1000) 3000-3999: Employee Benefits Supplemental \$2,257.00</p> <p>2.31 Release time for teachers to develop new courses Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,475</p> <p>2.31 Release time for teachers to develop new courses Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$534</p> <p>2.42 Teacher compensation for hand scoring SBAC interim assessments Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$4,950</p>	<p>2.23 Common grading collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$125.20</p> <p>2.23 Common grading collaboration Salary (object 1000) 3000-3999: Employee Benefits Supplemental \$14.68</p> <p>2.31 Release time for teachers to develop new courses Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$3,397</p> <p>2.31 Release time for teachers to develop new courses Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$697</p> <p>2.42 Teacher compensation for hand scoring SBAC interim assessments Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$628</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.42 District Benchmarks and end of course tests: *ELA and Math will complete SBAC Block and Interim Assessments in October and February, respectively</p> <p>*End of course tests for CTE capstone courses to inform curriculum alignment to industry standards.</p> <p>2.43 Data analysis: Collaborative groups will analyze data overall and by subgroup to inform instruction and curriculum revisions.</p>	<p>2.42 Teacher compensation for hand scoring SBAC interim assessments Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,050</p> <p>2.42a CTE Certification Assessments 4000-4999: Books And Supplies Supplemental \$6,500</p>	<p>2.42 Teacher compensation for hand scoring SBAC interim assessments Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$129</p> <p>2.42a CTE Certification Assessments 4000-4999: Books And Supplies Supplemental \$2,750</p>
<p>2.50 Sustainable, ongoing professional development for teachers and administrators: ongoing conference throughout the year.</p> <p>2.51 Professional Learning Communities- teacher leaders will attend Common Assessment Workshop to develop common grading practices.</p> <p>2.51a Professional Learning Communities- DC and PLC lead teachers will meet 1 day to train on PLC collaboration protocol and assessment strategies.</p>	<p>2.5 Salaries identified workshops and conferences (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$6,575</p> <p>2.5 Benefits identified workshops and conferences (object 3000) 3000-3999: Employee Benefits Title I \$1,088</p> <p>2.5 Cost for identified workshops and conferences 5000-5999: Services And Other Operating Expenditures Title I \$50,150</p>	<p>2.5 Salaries identified workshops and conferences (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$4,307</p> <p>2.5 Benefits identified workshops and conferences (object 3000) 3000-3999: Employee Benefits Title I \$703</p> <p>2.5 Cost for identified workshops and conferences 5000-5999: Services And Other Operating Expenditures Title I \$39,795</p>
<p>2.52 Professional Learning Community lead teachers to work to disaggregate data, assign sessions in Plus Time software, and lead design of intervention/enrichment sessions.</p>	<p>2.51a PLC/DC workshop Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$7,450</p>	<p>2.51a PLC/DC workshop Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,435</p>
<p>2.53 Monthly faculty professional development strands. PD spotlights each month with teacher choice of topics. (i.e. Cue training, EL strategies, Writing workshop, AVID, inclusionary practices, etc.)</p>	<p>2.51a PLC/DC workshop Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,530</p>	<p>2.51a PLC/DC workshop Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$499</p>
<p>2.54 Consultant (Tom Hierck- common core expert) to work with a department on common core standards and assessments 2 days, 2 times per year. Review grading practices.</p>	<p>2.51a PLC/DC workshop (object 5000) 5800: Professional/Consulting Services</p>	<p>2.51a PLC/DC workshop (object 5000) 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.56 Linda MoodBell Reading Support Professional Development for Reading Specialist teacher for Special Education reading course.	<p>And Operating Expenditures Supplemental \$5,000</p> <p>2.51b Common assessment workshop 5000-5999: Services And Other Operating Expenditures Title I \$30,000</p> <p>2.52 PLC lead teachers' Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$52,000</p> <p>2.52 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$10,668</p> <p>2.53 PD spotlights Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$22,430</p> <p>2.53 PD spotlights Benefits (object 3000) 3000-3999: Employee Benefits Title I \$2,070</p> <p>2.53 PD spotlights Books and Supplies (object 4000) 4000-4999: Books And Supplies Title I \$1,500</p> <p>2.54 Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$40,000</p> <p>2.56 Linda Moodbell Reading Support 4000-4999: Books And Supplies Title I \$736</p> <p>2.56 Linda Moodbell Reading Support PD 5000-5999: Services And Other Operating Expenditures Title I \$1,790</p>	<p>And Operating Expenditures Supplemental \$4,200</p> <p>2.51b Common assessment workshop 5000-5999: Services And Other Operating Expenditures Title I \$14,901</p> <p>2.52 PLC lead teachers' Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$46,000</p> <p>2.52 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$9,408</p> <p>2.53 PD spotlights Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$3,268</p> <p>2.53 PD spotlights Benefits (object 3000) 3000-3999: Employee Benefits Title I \$416</p> <p>2.53 PD spotlights Books and Supplies (object 4000) 4000-4999: Books And Supplies Title I \$600</p> <p>2.54 Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$20,500</p> <p>2.56 Linda Moodbell Reading Support 4000-4999: Books And Supplies Title I \$484</p> <p>2.56 Linda Moodbell Reading Support PD 5000-5999: Services And Other Operating Expenditures Title I \$1,790</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6 Provide hardware and software to support curriculum and assessment:	2.61 Chromebooks for student use 4000-4999: Books And Supplies Other \$268,239	2.61 Chromebooks for student use 4000-4999: Books And Supplies Other \$527,442
2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)	2.62 Rubicon Atlas for curriculum development and documentation 4000-4999: Books And Supplies Supplemental \$10,854	2.62 Rubicon Atlas for curriculum development and documentation 4000-4999: Books And Supplies Supplemental \$10,854
2.62 Rubicon Atlas Curriculum management system	2.63 EADMS for assessments and data analysis 4000-4999: Books And Supplies Supplemental \$27,900	2.63 EADMS for assessments and data analysis 4000-4999: Books And Supplies Supplemental \$27,803
2.63 EADMS- Assessment database	2.64 online subscription IXL 4000-4999: Books And Supplies Title I \$22,995	2.64 online subscription IXL 4000-4999: Books And Supplies Title I \$21,495
2.64 IXL- Online math practice	2.65 Gizmos Science online modeling 4000-4999: Books And Supplies Title I \$8,000	2.65 Gizmos Science online modeling and Magnitude IO labs 4000-4999: Books And Supplies Title I \$14,630
2.65 Gizmos- Science Modeling Program NGSS	2.66 English online grammar software 4000-4999: Books And Supplies Title I \$5,000	2.66 English online grammar software 4000-4999: Books And Supplies Title I \$1,135
2.66 Grammar and Writing Software (English)	2.67 PearDeck online Google application add on 4000-4999: Books And Supplies Title I \$3,500	2.67 PearDeck online Google application add on 4000-4999: Books And Supplies Title I \$3,500
2.67 PearDeck- Google Application for Checking for Understanding (All courses)	2.68 Turnit In online writing software 4000-4999: Books And Supplies Title I \$15,000	2.68 Turnit In online writing software 4000-4999: Books And Supplies Title I \$14,195
2.68 Turnit In- Writing Software to engage students in formative feedback		

Goal Analysis

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

Overall, the actions and services for goal two were implemented as planned prior to our school closure. Some of the curriculum work and professional development for grading and PLC work were implemented during the first half of the year. As soon as our district closed due to COVID, our professional development and curriculum development turned to remote best practices with the use of Hyperdocs. Our math coaches continued to support teachers both face-to-face and through remote instruction in the spring. Since state testing was not administered due to COVID, the SBAC hand scoring funding was not utilized and only some CTE courses were able to complete certification modules in the Fall semester. Additionally, the district spent nearly twice the budgeted amount on Chromebooks for students with the implementation of 1 to 1 devices due to remote learning. Additionally, our curriculum work was also extended to assist our PE teachers with Water Safety Training with the opening of our new pool facility in the 19-20 school year. Our English team also met with our consultant regarding essential standards guides.

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

SBHSD continued to support teachers with the transition to distance learning due to the school closure in March of 2020. Additional professional development on the use of Google Classroom, Aeries Communicator, Screencastify, and Zoom were required for all staff in the spring of 2020. Although the end of the year was a challenge, all teachers were able to complete the self-paced modules provided by the district in addition to other online resources with the creation of our SBHSD Distance Learning google site for teachers and administrators.

Goal 3

3. College and Career

All students will have access to a course of study, including advanced and AP courses and CTE college/career pathways to provide the greatest range of personal options for college and career readiness upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California Dashboard College and career (when available) a-g rates AP rates CTE Completion Rates</p> <p>19-20 CA Dashboard Blue 5% increase of a-g qualified in each significant subgroup 5% increase in students in each significant subgroup taking & passing at least one AP test with a 3 or higher. 5% increase in CTE 3-year pathway completion for each significant subgroup</p>	<p>2019-20 Results</p> <p>California Dashboard College/Career - All Students Orange Level - 45.2% prepared, decline of 7.6%</p> <p>A - G qualified Change - SBHS +3.8%, EL + 27.3%, Migrant <ul style="list-style-type: none"> • 1.7%, SPED +11.7%, SED +21.6%, Hispanic +7.4%, White +3.1%, Other -3.7%</p> <p>Total Student AP pass rate 71.3% (+8.3%) Total Student AP Enrollment increase - 538 students (22%)</p> <p>Total CTE projected Capstone completers 461 (25% increase) 320 Latino (26% increase), 36 EL (89% Increase), 65 Sp Ed (55% increase)</p>

Expected	Actual
<p>Baseline Dashboard not yet available</p> <p>For 2015-16 the a-g overall completion rate is 43%. Latino 22%, EL 0%, Sp Ed 0%, SED 21% and a-g qualified 25.6% overall.</p> <p>For 2015-16 the AP overall pass rate is 63%. Latino 66%, EL 100%, Sp Ed 60%, SED 66%. Overall tested in AP 90%.</p> <p>For 2016-17 the CTE Capstone Completion rate is 99% overall with an enrollment of 370 students. Latino 99% (253 enrolled), EL 100% (19 enrolled), Sp Ed 95% (42 enrolled).</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.0 College and Career Awareness and Planning:</p> <p>3.1 Naviance Software Program was not purchased.</p> <p>3.11 Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with a college fair, assist students with college/trade school applications, scholarship applications, military enlistment or apprenticeship entrance.</p> <p>3.12 Under the guidance of the academic counselors, incoming 9th-grade students will develop a 5-year plan to focus on college and/or career after high school</p> <p>3.13 Administer PSAT to 10th and 11th-grade students who sign up for the exam. Offer the exam during the school day in the Fall only</p>	<p>3.1 Naviance Program w/ PD 5800: Professional/Consulting Services And Operating Expenditures Title I \$21,000</p> <p>3.11 Cost of Career Center staff salary (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$40,066</p> <p>3.11 Cost of Career Center staff benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$31,395</p> <p>3.13 Cost for PSAT 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>3.14 Site Technician to support testing (object 2000) 2000-2999:</p>	<p>3.1 Naviance Program w/ PD 5000-5999: Services And Other Operating Expenditures Title I \$0.00</p> <p>3.11 Cost of Career Center staff salary (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$42,493</p> <p>3.11 Cost of Career Center staff benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$31,006</p> <p>3.13 Cost for PSAT 4000-4999: Books And Supplies Supplemental \$1,530</p> <p>3.14 Site Technician to support testing (object 2000) 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.14 Testing Support- site technician was not hired in 2019-2020.</p>	<p>Classified Personnel Salaries General Fund Instruction \$46,000</p> <p>3.14 Site Technician to support testing (object 3000) 3000-3999: Employee Benefits General Fund Instruction \$14,945</p> <p>3.14 Site Technician to support testing (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$16,300</p> <p>3.14 Site Technician to support testing (object 3000) 3000-3999: Employee Benefits Supplemental \$3,700</p>	<p>Classified Personnel Salaries General Fund Instruction \$0.00</p> <p>3.14 Site Technician to support testing (object 3000) 3000-3999: Employee Benefits General Fund Instruction \$0.00</p> <p>3.14 Site Technician to support testing (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$0.00</p> <p>3.14 Site Technician to support testing (object 3000) 3000-3999: Employee Benefits Supplemental \$0.00</p>
<p>3.2 Advanced Placement Program:</p> <p>3.21 Professional Development: Provide AP teachers and Math/ELA pre AP-teachers with content specific workshops and collaboration time to ensure AP courses meet the rigor and content expectations of the College Board.</p> <p>3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success</p> <p>3.23 Course support: Provide AP students with additional tutorial/test practice outside the school day.</p>	<p>3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <p>3.22 AP teachers meet 4 times per year for cross curricular collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$3,300</p> <p>3.22 AP teachers meet 4 times per year for cross curricular collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$712</p> <p>3.23 Teacher hourly rate Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$9,900</p>	<p>3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually 5000-5999: Services And Other Operating Expenditures Supplemental \$10,541</p> <p>3.22 AP teachers meet 4 times per year for cross curricular collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$1082</p> <p>3.22 AP teachers meet 4 times per year for cross curricular collaboration Benefits (object 3000) 3000-3999: Employee Benefits Concentration \$221</p> <p>3.23 Teacher hourly rate Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$433</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.23 Teacher hourly rate Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$2,131	3.23 Teacher hourly rate Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$89
<p>3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and complete development of additional 3-year pathways that have been identified.** Three-year pathways include an introductory course, content course, and capstone courses. (6.0 FTE)</p> <p>3.32 Implement available industry certifications for each pathway</p> <p>3.33 CTE 6 hour Instructional Assistant to support Introductory and Concentrator courses.</p>	<p>3.31 Fund course sequence beyond CTE funding 6.0 FTE Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$544,587</p> <p>3.31 Fund course sequence beyond CTE funding 6.0 FTE Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$231,199</p> <p>3.33 CTE 6 hour Instructional Assistant 2000-2999: Classified Personnel Salaries Title I \$23,610</p> <p>3.33 CTE 6 hour Instructional Assistant 3000-3999: Employee Benefits Title I \$7,161</p>	<p>3.31 Fund course sequence beyond CTE funding 6.0 FTE Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$455,791</p> <p>3.31 Fund course sequence beyond CTE funding 6.0 FTE Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$185,146</p> <p>3.33 CTE 6 hour Instructional Assistant 2000-2999: Classified Personnel Salaries Title I \$24,807</p> <p>3.33 CTE 6 hour Instructional Assistant 3000-3999: Employee Benefits Title I \$7,093</p>
<p>3.4 Summer School:</p> <p>3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)</p> <p>3.41a Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to meet Fine Arts requirement in summer school so they may access higher level courses during the school year.</p>	<p>3.41 teachers, lead teachers' Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$153,960</p> <p>3.41 teachers, lead teachers Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$32,550</p>	<p>3.41 teachers, lead teachers' Salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$262,847</p> <p>3.41 teachers, lead teachers Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$69,202</p> <p>3.41 Classified Salaries (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$49,215</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3.41 Classified Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$14,920.00 3.41 5000-5999: Services And Other Operating Expenditures Supplemental \$37,100
3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. ELPAC test students at end of intensive and reclassify those who qualify.	3.5 Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$9,900 3.5 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$2,131	3.5 Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$0 3.5 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$0
3.6 AVID 3.61 AVID program to support the middle of the road students to take advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11, 12) 3.62 0.2 AVID Coordinator 3.63 AVID Summer Institute (train teachers on strategies to use schoolwide) 3.64 AVID College field trips 3.65 AVID Contract 3.66 AVID - College students work as tutors in the AVID classroom during the structured Tutorial time 3.67 AVID SAT/ACT Support for all 11th and 12th-grade students taking the exams.	3.61 AVID Program Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$205,844 3.61 AVID Program Benefits (3000) 3000-3999: Employee Benefits Supplemental \$95,008 3.62 AVID Coordinator Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$19,755 3.62 AVID Coordinator Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$8,102 3.63 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000 3.64 College Field Trips 5000-5999: Services And Other	3.61 AVID Program Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$190,269 3.61 AVID Program Benefits (3000) 3000-3999: Employee Benefits Supplemental \$90,342 3.62 AVID Coordinator Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,532 3.62 AVID Coordinator Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$9,020 3.63 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$20,847 3.64 College Field Trips 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.68 AVID materials for curriculum development and Summer Institute coursework	Operating Expenditures Supplemental \$6,000 3.65 AVID Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 3.66 Classified salaries (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$7,800 3.66 Classified Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$2,367 3.67 AVID SAT/ACT Support (object 4000) 4000-4999: Books And Supplies Supplemental \$15,000	Operating Expenditures Supplemental \$1946 3.65 AVID Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,559 3.66 Classified salaries (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$0 3.66 Classified Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$0 3.67 AVID SAT/ACT Support (object 4000) 4000-4999: Books And Supplies Supplemental \$1087
3.7 CalSOAP counseling and support for first time college going students.	3.7 CalSOAP Counseling and Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000	3.7 CalSOAP Counseling and Support 5800: Professional/Consulting Services And Operating Expenditures Concentration \$52,500

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 actions and services in goal three were primarily met. A majority of the funds budgeted and not expended came from the AVID program, PSAT/SAT/ACT support, and the addition of the Site Technician which the district did not hire. The district did not purchase the Naviance program for the 19-20 school year and the EL Summer Seminar had low participation from feeder schools which come in under budget. Budgeted funds not used were spent on supports for CTE classrooms through consumable kits for remote classes, additional support tutorials for AVID students, and extra hourly support for teachers to run tutorials. Additionally, classified salary and benefits were added the the summer school services.

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

SBHSD continues to prepare all students for college and career readiness upon graduation. SBHSD successfully implemented the PSAT and SAT during the school day to provide equitable access to all students. A challenge was this opportunity was only available for students in the Fall with the Spring SAT day canceled due to COVID and our school closure. Our AVID Program struggled to retain college tutors for the Fall, however, due to remote learning, AVID was able to retain college tutors for the Spring.

Goal 4

4. Increase Student Achievement:

Increase student achievement on standardized tests (e.g. SBAC, Language Proficiency) to meet or exceed state growth targets in all subgroups of students each year until all students are proficient.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Scores CA Dashboard ELs</p> <p>19-20 5% Increase in overall scores and 10% increase in EL and SPED where a significant gap is evident.</p> <p>EL Dashboard indicator status and change =blue</p> <p>Baseline EL Dashboard indicator = Green, Status 82.9% Change = +2.1</p> <p>2015-16 overall percentage of students that met or exceeds standards in ELA 59%. Latino 53%, EL 7%, Sp Ed 16%, SED 53% White 71%.</p> <p>2015-16 overall percentage of students that met or exceeds standards in Math 20%. Latino 20%, EL 3%, Sp Ed 6%, SED 19%, White 34%</p>	<p>EL DashBoard Indicator Changed, no longer posts a % of students who are progressing, switch to performance levels: 63.2% progressed or maintained Level 4 ELA Met or exceeds Overall - 59.44% Latino - 52.85% EL - 6.52% SPED - 14.28% SED - 51.63% White - 76.92%</p> <p>Math Met or exceeds Overall - 31.76% Latino - 25.27% EL - 2.17% SPED - 10.00% SED - 22.65% White - 47.91%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.0 Interventions:</p> <p>4.11 Continue to implement Academic Focus Time (AFT) for the 2019-20 school year to incorporate a during the day intervention/enrichment time for all students, 3 times a week, including a homeroom period every Monday to sign-up and check intervention/enrichment sessions for the week. (35 minutes)</p> <p>4.12 Academic Focus Time Software, Plus Time, to monitor student and teacher intervention/enrichment sessions.</p> <p>4.13 Academic Focus Time Taskforce Meetings for stakeholders to review the effectiveness of intervention/enrichment time throughout the 2019-20 school year.</p>	<p>4.0 Academic Focus Time Software 5000-5999: Services And Other Operating Expenditures Supplemental \$9,765</p> <p>4.0a Academic Focus Time Task-force Meetings Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,050</p> <p>4.0a Academic Focus Time Task-force Meetings Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$444</p>	<p>4.0 Academic Focus Time Software 5000-5999: Services And Other Operating Expenditures Supplemental \$9,765</p> <p>4.0a Academic Focus Time Task-force Meetings Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>4.0a Academic Focus Time Task-force Meetings Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$0</p>
<p>4.2 Intensive support for English Learners:</p> <p>4.21 EL Program specialist meets with each English learner to review test data and set goals for reclassifying students. EL Program Specialist monitors EL student success and ensures proper course placement. Serves as an expert/resource on ELD standards and the needs of EL students. Works directly with teachers to meet the instructional needs of ELs.</p> <p>4.22 Newcomer ELD students will be placed in grade level ELA with grade level ELA reading standards. (2 blocks)</p> <p>4.23 Provide additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development. (zero block)</p>	<p>4.21 EL Program Specialist Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$101,607</p> <p>4.21 EL Program Specialist Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$41,242</p> <p>4.22 ELA Emerging Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$32,148</p> <p>4.22 ELA Emerging Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$14,330</p>	<p>4.21 EL Program Specialist Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$101,996</p> <p>4.21 EL Program Specialist Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$39,600</p> <p>4.22 ELA Emerging Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$33,584</p> <p>4.22 ELA Emerging Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$14,237</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.24 Instructional aide (6 hours) supports students and teacher in ELD classes as well as core content classes.	4.23 ELD Reading Zero Blk Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$11,052	4.23 ELD Reading Zero Blk Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$14,263
4.25 Instructional aide (6 hours) supports students and teacher in ELD classes as well as core content classes.	4.23 ELD Reading Zero Blk Benefits (object 3000) 3000-3999: Employee Benefits Title I \$6,002	4.23 ELD Reading Zero Blk Benefits (object 3000) 3000-3999: Employee Benefits Title I \$6,633
4.27 Rosetta Stone Software for ELD development	4.24 Instructional Aide Salary 6 hr (object 2000) 2000-2999: Classified Personnel Salaries Title III \$17,613	4.24 Instructional Aide Salary 6 hr (object 2000) 2000-2999: Classified Personnel Salaries Title III \$22,381
4.28 ELlevation software to monitor EL and reclassified progress. Also, use ELlevation strategies for staff professional development.	4.24 Instructional Aide Benefits 6 hr (object 3000) 3000-3999: Employee Benefits Title III \$14,551	4.24 Instructional Aide Benefits 6 hr (object 3000) 3000-3999: Employee Benefits Title III \$16,797
4.29 ELD Curriculum Development for ELD teachers in levels 1-4 developing appropriate benchmarks to measure growth.	4.24 Instructional Aide Salary 6 hr (object 2000) 2000-2999: Classified Personnel Salaries Title I \$8,675	4.24 Instructional Aide Salary 6 hr (object 2000) 2000-2999: Classified Personnel Salaries Title I \$30,695
4.30 ELD Student Voices Summit activity to collaborate with EL students of all levels regarding best practices, needs, and strategies that work for EL students.	4.24 Instructional Aide Benefits 6 hr (object 3000) 3000-3999: Employee Benefits Title I \$7,168	4.24 Instructional Aide Benefits 6 hr (object 3000) 3000-3999: Employee Benefits Title I \$21,047
4.31 ELD Math and ELA boot camps for all 11th-grade EL students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas. Science boot camp to be added.	4.24a Instructional Aide Cluster Support Salary (object 2000) 2000-2999: Classified Personnel Salaries Title I \$18,742	4.24a Instructional Aide Cluster Support Salary (object 2000) 2000-2999: Classified Personnel Salaries Title I \$30,695
4.32 EL Professional Development for designated and integrated ELD support. GLAD training offered by the MCOE with follow up support.	4.24a Instructional Aide Cluster Support Benefits (object 3000) 3000-3999: Employee Benefits Title I \$17,713	4.24a Instructional Aide Cluster Support Benefits (object 3000) 3000-3999: Employee Benefits Title I \$21,047
4.33 EL materials to support program needs.	4.25 Listerwise 4000-4999: Books And Supplies Title I \$5,000	4.25 Listerwise 4000-4999: Books And Supplies Title I \$5,000
4.34 EL cluster support in at least 8 sections of math, science, and social science.	4.27 Rosetta Stone 4000-4999: Books And Supplies Title I \$5,500	4.27 Rosetta Stone 4000-4999: Books And Supplies Title I \$4,185

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>4.28 ELLevation 4000-4999: Books And Supplies Title I \$12,000</p> <p>4.29 ELD Curriculum Development Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$2,100</p> <p>4.29 ELD Curriculum Development Benefits (object 3000) 3000-3999: Employee Benefits Title I \$400</p> <p>4.30 ELD Summit Materials and Supplies 4000-4999: Books And Supplies Title I \$1,500</p> <p>4.31 ELD Math and ELA boot camps for all 11th-grade EL students 1000-1999: Certificated Personnel Salaries Title I \$10,000</p> <p>4.31 ELD Math and ELA boot camps for all 11th-grade EL students 3000-3999: Employee Benefits Title I \$1,950</p> <p>4.32 EL Professional Development Salaries (1000) 1000-1999: Certificated Personnel Salaries Supplemental \$4,567</p> <p>4.32 EL Professional Development Benefits (3000) 3000-3999: Employee Benefits Supplemental \$939</p> <p>4.32 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000</p>	<p>4.28 ELLevation 4000-4999: Books And Supplies Title I \$10,000</p> <p>4.29 ELD Curriculum Development Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>4.29 ELD Curriculum Development Benefits (object 3000) 3000-3999: Employee Benefits Title I \$0</p> <p>4.30 ELD Summit Materials and Supplies 4000-4999: Books And Supplies Title I \$0</p> <p>4.31 ELD Math and ELA boot camps for all 11th-grade EL students 1000-1999: Certificated Personnel Salaries Title I \$6,752</p> <p>4.31 ELD Math and ELA boot camps for all 11th-grade EL students 3000-3999: Employee Benefits Title I \$1,385</p> <p>4.32 EL Professional Development Salaries (1000) 1000-1999: Certificated Personnel Salaries Supplemental \$4,566</p> <p>4.32 EL Professional Development Benefits (3000) 3000-3999: Employee Benefits Supplemental \$937</p> <p>4.32 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4.33 EL materials 4000-4999: Books And Supplies Supplemental \$8,000 4.34 EL cluster support (8 sections) 1000-1999: Certificated Personnel Salaries Supplemental \$63,163 4.34 EL cluster support (8 sections) 3000-3999: Employee Benefits Supplemental \$28,394	4.33 EL materials 4000-4999: Books And Supplies Supplemental \$1,544 4.34 EL cluster support (8 sections) 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 4.34 EL cluster support (8 sections) 3000-3999: Employee Benefits Supplemental \$30,000
4.4 Additional supports: 4.41 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills, and instructional support 4.42 Co-teach model for English, Math, Science, and Social Science classes to support Resource students in the general education classroom. 4.43 Co-teaching Professional Development with Dr. Lou Dente for all co-teaching participating teachers (general education and SPED) 4.44 Reading Support course for Special Education students who need intensive reading support (Linda Moodbell Program). 4.45 SPED Math and ELA boot camps for all 11th-grade SPED students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas 4.46 Reading Intervention Software- Reading software to support students needing additional support with reading comprehension and decoding skills.	4.46 Reading Intervention Software 4000-4999: Books And Supplies Supplemental \$15,000 4.41 RS/SC Academy Salary (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$103,610 4.41 RS/SC Academy Benefits (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$48,351 4.42 Co-teach model (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$141,995 4.42 Co-teach model (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$75,060 4.43 Co-teaching Professional Development with Dr. Lou Dente 5800: Professional/Consulting Services And Operating Expenditures Title I \$18,000	4.46 Reading Intervention Software 4000-4999: Books And Supplies Supplemental \$6900 4.41 RS/SC Academy Salary (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$36,550 4.41 RS/SC Academy Benefits (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$18,401 4.42 Co-teach model (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$867,546 4.42 Co-teach model (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$370,572 4.43 Co-teaching Professional Development with Dr. Lou Dente 5800: Professional/Consulting Services And Operating Expenditures Title I \$3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>4.44 Reading Support course for Special Education students (Linda Moodbell) (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$38,877</p> <p>4.44 Reading Support course for Special Education students (Linda Moodbell) (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$19,995</p> <p>4.45 SPED Math and ELA boot camps (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$8,050</p> <p>4.45 SPED Math and ELA boot camps (object 3000) 3000-3999: Employee Benefits Title I \$1,950</p>	<p>4.44 Reading Support course for Special Education students (Linda Moodbell) (object 1000 Special Education Funding) 1000-1999: Certificated Personnel Salaries Other \$60,015</p> <p>4.44 Reading Support course for Special Education students (Linda Moodbell) (object 3000 Special Education Funding) 3000-3999: Employee Benefits Other \$23,400</p> <p>4.45 SPED Math and ELA boot camps (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$2,976</p> <p>4.45 SPED Math and ELA boot camps (object 3000) 3000-3999: Employee Benefits Instructional Materials Fund carryover \$610</p>
<p>4.6 Offer Supplemental Educational Services tutorial through the summer for foster youth identified in need of academic support.</p> <p>Money was transferred to 4000 for supplies</p>	<p>4.46 SES Foster Youth Summer 5800: Professional/Consulting Services And Operating Expenditures Title I \$0</p> <p>4.46 SES Foster Youth Summer 4000-4999: Books And Supplies Title I \$2,000</p>	<p>4.46 SES Foster Youth Summer 5800: Professional/Consulting Services And Operating Expenditures Title I \$0</p> <p>4.46 SES Foster Youth Summer 4000-4999: Books And Supplies Title I \$1,740</p>

Goal Analysis

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

Overall, the actions and services offered in goal four were met. SBHSD's interventions and support systems continued to serve students from English Learners, Special Education, and Foster Youth students. A majority of material differences stemmed from the

suspension of state testing. Due to no state testing, the SBAC bootcamps did not happen as planned. Additionally, the co-taught classes and reading intervention class were not originally budgeted as expected by sections therefore the expenditures for 19-20 exceed the initial budget.

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

SBHSD successfully implemented the Academic Focus Time (AFT) system for all students. All students were given a 35 minute period available for enrichment and intervention every Monday, Tuesday, Wednesday, and Friday. Students could choose from targeted instruction when needed or an opportunity to relearn and reassess. Due to COVID, the Spring schedule moved to an office hours structure which was challenging to support all students.

Goal 5

5. Parent Involvement:

SBHS will increase the awareness, participation, and decision making of all parents in the education of their students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Parent Engagement

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Involvement Survey CA Dashboard</p> <p>19-20 10% Increase in number of parents who indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.</p> <p>10% increase in number of parents who indicate the agree or strongly agree that the district or school adequately promotes participation in programs.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.</p>	<p>SBHS did not administer a parent survey with involvement questions at the end of the 2019-2020 school year. Due to COVID, the parent surveys administered were regarding remote instruction and school closure instruction model preferences.</p>

Expected	Actual
<p>Baseline Parent Involvement survey results (224 responses) 28% of parents indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.</p> <p>36% of parents indicate they agree or strongly agree that the district or school adequately promotes participation in programs.</p> <p>41% of parents indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.</p> <p>37% of parents indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Information and training for parents:</p> <p>5.11 Hold back to school night, 8th grade preview night, 8th grade parent orientation, AP parent night, grade level parent nights and parent partnership forums</p> <p>5.12 Improve number of parents who regularly access the AERIES parent portal to check student grades, credit status and a-g eligibility by providing training, access to computers on campus, and frequent reminders.</p> <p>5.13 Improve feeder school parent access to information/knowledge of graduation pathway and a-g requirements.</p>	<p>5.11, 5.12, 5.13 publications 4000-4999: Books And Supplies Other \$5000</p>	<p>5.11, 5.12, 5.13 publications 4000-4999: Books And Supplies Other \$5000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(**All have Spanish translation)</p> <p>Communication:</p> <p>5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.</p> <p>5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.</p> <p>5.23 Improve feeder school parent access to information/knowledge of graduation pathway and a-g requirements.</p> <p>5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .</p> <p>5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.</p>	<p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Salary (Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$43,313</p> <p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Benefits (Object 3000) 3000-3999: Employee Benefits Supplemental \$32,379</p> <p>5.22 1.0 FTE Receptionist/Attendance Clerk Salary (Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$40,694</p> <p>5.22 1.0 FTE Receptionist/Attendance Clerk Benefits (Object 3000) 3000-3999: Employee Benefits Supplemental \$31,586</p> <p>Cost embedded \$0</p>	<p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Salary (Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$45,579</p> <p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Benefits (Object 3000) 3000-3999: Employee Benefits Supplemental \$31,930</p> <p>5.22 1.0 FTE Receptionist/Attendance Clerk Salary (Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$43,594</p> <p>5.22 1.0 FTE Receptionist/Attendance Clerk Benefits (Object 3000) 3000-3999: Employee Benefits Supplemental \$31,013</p> <p>Cost embedded</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.5 Immigrant Parent Institute - Parents learn tools that are necessary to be a leader in the education of their students. They receive information and resources from the school and community to guide their children through the educational system.</p>	<p>5.5 Immigrant Parent Institute Leader Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title III \$1,045</p> <p>5.5 Immigrant Parent Institute Leader Benefits (object 3000) 3000-3999: Employee Benefits Title III \$245</p> <p>5.5 Immigrant Parent Institute Leader Salary (object 2000) 2000-2999: Classified Personnel Salaries Title III \$800</p> <p>5.5 Immigrant Parent Institute Leader Benefits (object 3000) 3000-3999: Employee Benefits Title III \$285</p> <p>5.5 Immigrant Parent Institute materials 4000-4999: Books And Supplies Title III \$907</p>	<p>5.5 Immigrant Parent Institute Leader Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title III \$0</p> <p>5.5 Immigrant Parent Institute Leader Benefits (object 3000) 3000-3999: Employee Benefits Title III \$0</p> <p>5.5 Immigrant Parent Institute Leader Salary (object 2000) 2000-2999: Classified Personnel Salaries Title III \$0</p> <p>5.5 Immigrant Parent Institute Leader Benefits (object 3000) 3000-3999: Employee Benefits Title III \$0</p> <p>5.5 Immigrant Parent Institute materials 4000-4999: Books And Supplies Title III \$0</p>
<p>5.6 Design and implement four Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.</p>	<p>5.6 California Learning Communities for School Success Program Support Grant- cost embedded Other</p>	<p>5.6 California Learning Communities for School Success Program Support Grant- cost embedded Other</p>
<p>5.7 Communication Officer- inform all SBHS stakeholders through social media, weekly newsletters, and bi-monthly board meetings. (0.4 FTE)</p> <p>5.8 Parent and Community Engagement/Strategic Plan Coordinator- plans and implements parent/staff/community workshops in the development of academic success and the strategic plan 2.0 (0.4 FTE)</p>	<p>5.7 Communications Officer Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$34,112</p> <p>5.7 Communications Officer Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$15,456</p> <p>5.8 Parent and Community Engagement/Strategic Plan Coordinator Salary (object 1000)</p>	<p>5.7 Communications Officer Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$58,494</p> <p>5.7 Communications Officer Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$22,672</p> <p>5.8 Parent and Community Engagement/Strategic Plan Coordinator Salary (object 1000)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental \$40,643 5.8 Parent and Community Engagement/Strategic Plan Coordinator Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$16,446	1000-1999: Certificated Personnel Salaries Supplemental \$44,143 5.8 Parent and Community Engagement/Strategic Plan Coordinator Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$15,852

Goal Analysis

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

Overall, the actions and services offered in goal five were met. The Immigrant parent program which typically is held in the Spring did not happen due to our school closure. In lieu of the parent program, the district provided Immigrant students with earbuds and other school supplies. Due to school closure and the need for increased communication with families on all social media sites and our district newsletter, the Communication Officer was give additionally hours.

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

SBHSD successfully communicated with stakeholders, students, and parents regarding remote instruction and best practices for supporting students at home. Our site team held student and parent meetings via zoom during the end of the school year to gather feedback on instructional practices, the use of Aeries Communicator to support communication with families, and survey data from both parents and students.

Goal 6

School Climate and Culture:

Provide a positive and engaging school environment, climate and culture that supports the academic, social and emotional needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Local Climate Survey

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance rates P2</p> <p>19-20 Increase P2 > 97%</p> <p>Baseline 96.83%</p>	<p>2019-20 P2 Attendance % - 96.9%, .07% increase</p>
<p>Metric/Indicator Chronic Absenteeism From California Dashboard when available</p> <p>19-20 Decrease chronic absenteeism to <10% for all subgroups</p> <p>Baseline SBHS = 14.4% EL = 24.5% SpEd = 23.3% SED = 16.4% Dashboard not yet available</p>	<p>18-19 Chronic Absenteeism</p> <p>SBHS = 9% (38% decrease) EL = 13% (47% decrease) SpEd = 20.4% (13% decrease) SED = 10% (39% decrease)</p>

Expected	Actual
<p>Metric/Indicator Graduation Rate California Dashboard</p> <p>19-20 Graduation rate for all subgroups Green</p> <p>Baseline Overall- Blue (status v high 95.5%, change +1.1%) EL- Green (status medium 89.2%, change +3%) SED- Green (status high 94.6%, change +2.6) SpEd-Orange (status low 84.2%, change -0.4%) Hispanic- Green (status high 94.4%, change +1.6%) White- Blue (status v high 97.3%, change 0.6%)</p>	<p>Overall- Green (status very high 95.5%, change -3.4%, 92.1% graduation rate)</p> <p>EL- Green (status medium 89.2%, change -6%, 83.2% graduation rate) SED- Green (status high 94.6%, change -4.1%, 90.5% graduation rate) SPED- Red (status low 84.2%, change -16.3%, 67.9% graduation rate) Hispanic- Green (status high 94.4%, change -1.8%, 92.6% graduation rate) White- Yellow (status v high 97.3%, change -5.4%, 91.8% graduation rate)</p>
<p>Metric/Indicator Suspension Rate California Dashboard</p> <p>19-20 suspension rate for all subgroups blue</p> <p>Baseline Overall Orange (status medium 5.7%, Change +0.5%) EL- Red (status v high 10.3%, change +1%) SED- Orange (status high 7.3% change +1.7%) SpEd- Orange (status v high 11.2%, change -1%) Hispanic - Orange (status high 6.2%, change +0.8%) White- Green (status medium 4.4%, change =0.8%)</p>	<p>Overall Yellow (status medium 5.7%, Change -1.6%, 4.1% suspension rate)</p> <p>EL- Orange (status v high 10.3%, change -3.5%, 6.6% suspension rate) SED- Yellow (status high 7.3% change -2.4%, 4.9% suspension rate) SpEd- Orange (status v high 11.2%, change -3.9%, 7.3% suspension rate) Hispanic - Orange (status high 6.2%, change -1.5%, 4.7% suspension rate) White- Green (status medium 4.4%, change =-1.8%, 2.6% suspension rate)</p>
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 Expected < 0.1% expulsions</p>	<p>Total expulsions for 2019-20 Academic year = 0</p>

Expected	Actual
<p>Baseline <0.1%</p> <p>Metric/Indicator California Healthy Kids Survey</p> <p>19-20 The percentage of students in grades 9 and 11 reporting School Connectedness bi-annually will increase by 5% overall and by sub-group.</p> <p>The percentage of students reporting being bullied/harassed will be reduced by 3%</p> <p>Baseline The percentage of students reporting School Connectedness Grade 9: 41% Grade 11:38%</p> <p>The percentage of students reporting being bullied/harassed Grade 9: 29% Grade 11:26%</p>	<p>The percentage of students reporting School Connectedness Baseline Grade 9: 41% - 17-18 Results - 18%, 23% decrease Baseline Grade 11:38% - 17-18 Results - 14%, 24% decrease</p> <p>The percentage of students reporting being bullied/harassed Baseline Grade 9: 29% - 17-18 Results - 28%, 1% decrease Baseline Grade 11:26% - 17-18 Results - 28%, 2% increase</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action Dropped</p> <p>6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.</p>	<p>6.21 Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$165,800</p> <p>6.21 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$78,924</p>	<p>6.21 Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$171,747</p> <p>6.21 Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$79,781</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet with students at least every three weeks. Facilitate academic supports as needed. Refer to school psychologists if socioemotional support is necessary.</p> <p>6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.</p> <p>6.24 Multi-tiered System of Support (MTSS) Administrative Lead to support all levels of intervention for academics, social-emotional support, and behavioral supports.</p>	<p>6.24 MTSS Admin Lead Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$120,518</p> <p>6.24 MTSS Admin Lead Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$45,178</p>	<p>6.24 MTSS Admin Lead Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$112,461</p> <p>6.24 MTSS Admin Lead Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$42,204</p>
<p>6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at-risk students.</p>	<p>6.3 Contracted (object 5000) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$85,000</p>	<p>6.3 Contracted (object 5000) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$84,550</p>
<p>6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.</p>	<p>6.4 San Andreas 7000-7439: Other Outgo General Fund Instruction \$1,241,286</p>	<p>6.4 San Andreas 7000-7439: Other Outgo General Fund Instruction \$1,241,286</p>
<p>6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.</p>	<p>6.5 Leadership Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$36,112</p> <p>6.5 Leadership Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$15,525</p>	<p>6.5 Leadership Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$41,523</p> <p>6.5 Leadership Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$15,765</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with a Family Engagement Liaison	Cost Embedded	
6.7 Implement two Parent University courses in each professional learning program: academics, university/post-secondary training, parenting support and student safety as well as other courses determined by parent need.	cost-embedded	
<p>6.8 Continue Implementation SEL Curriculum (Homeroom)</p> <p>6.81 Intervention Counselor/SEL Support Counselor to work with MTSS lead and PBIS teacher lead to assist with SEL homeroom lessons, monitoring intervention supports from SEL implementation.</p> <p>6.9 Begin Phase 1 of PBIS Implementation school-wide with Prop 47 grant support.</p> <p>6.91 PBIS 0.2 FTE Teacher Lead and additional extra hourly for PBIS team meetings</p> <p>6.92 PBIS Materials Incentive materials to implement positive behavior rewards for all students.</p> <p>6.93 Extend Library hours to provide space for students after school hours. (Library Assistant)</p>	<p>6.81 Intervention Counselor/SEL Support (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$81,975</p> <p>6.81 Intervention Counselor/SEL Support (object 3000) 3000-3999: Employee Benefits Supplemental \$39,234</p> <p>6.91 0.2 FTE PBIS Lead (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$19,750</p> <p>6.91 0.2 FTE PBIS Lead (object 3000) 3000-3999: Employee Benefits Supplemental \$8,107</p> <p>6.92 PBIS Materials 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>6.93 Extend Library hours to provide space for students after school hours. (Library Assistant, Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$26,508</p> <p>6.93 Extend Library hours to provide space for students after school hours. (Library Assistant, Object 3000) 3000-3999:</p>	<p>6.81 Intervention Counselor/SEL Support (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$98,113</p> <p>6.81 Intervention Counselor/SEL Support (object 3000) 3000-3999: Employee Benefits Supplemental \$38,947</p> <p>6.91 0.2 FTE PBIS Lead (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$12,034</p> <p>6.91 0.2 FTE PBIS Lead (object 3000) 3000-3999: Employee Benefits Supplemental \$2,413</p> <p>6.92 PBIS Materials 4000-4999: Books And Supplies Supplemental \$5,291</p> <p>6.93 Extend Library hours to provide space for students after school hours. (Library Assistant, Object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$13,350</p> <p>6.93 Extend Library hours to provide space for students after school hours. (Library Assistant, Object 3000) 3000-3999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits Supplemental \$8,040	Employee Benefits Supplemental \$11,936

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 actions and services in goal six were primarily met. For 80% of the year, the PBIS and MTSS teams were able to support students with social-emotional curriculum and rewards and incentives for positive behavior. The funds remaining from the 19-20 year were used to further incentivize positive attendance in zoom and work completion in Google Classroom.

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

SBHSD continued to successfully implement the MTSS structures for student interventions and wellness with our MTSS administrative lead, MTSS counselor, and Student Leadership sections who promote PBIS schoolwide. The development and full implementation of the Wellness center proved to be a positive and much-needed resource for students who struggled with remote learning and the overall effects of the school closure and COVID.

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
PPE and Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks, thermometers, set up of 7 smaller campuses	\$50,020.00	\$115,910	No
Additional Custodian	\$16,045.00	\$49,341	No
Additional Classified Hours to maintain cleaning schedule	\$65,000.00	\$9,460	No
Additional Teachers (2)	\$250,000.00	\$92,602	Yes
Additional Transportation for special populations to support physical distancing	\$81,886.00	\$69,514	Yes

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.

The planned actions and services were met for In-person instruction. The material differences were primarily overspent for the budgeted PPE and Additional Custodian. The district was underspent with the two additional teachers, additional cleaning hours, and transportation costs for in-person instruction. With about 80% of our school year maintained virtually, our cleaning expenses for on campus students were much lower than originally anticipated.

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year proved to be challenging with about 80% of the year in full remote instruction. Beginning in October, small cohorts of identified students returned to campus for small group instruction. Students with disabilities, foster youth, English learners, and migrant students continued to meet on campus with support from certificated and classified staff. As soon as San Benito County entered the red tier, our school board voted to resume classes on campus in a hybrid learning model. Our collective student groups were resilient in returning to school while following all safety protocols.

Through our Multi-Tiered System of Support structure and our daily/weekly engagement team calls, the district has been able to respond to students' social and emotional, and/or academic needs with a team approach. The SBHSD staff continues to receive ongoing support and professional learning in curriculum development and quality assessments along with learning to effectively create classroom environments and flexible structures that are conducive to learning and meeting the needs of all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks and hotspots	\$197,110.00	\$154,930	Yes
Buses with hotspots to offer additional wifi access to families	\$20,000.00	\$0	Yes
GoPros and Webcams for remote instruction	\$11,000.00	\$9,114	Yes
Online Curriculum and ebooks	\$25,000.00	\$140,704	Yes
Consumable Course-specific Materials (Art, Carpentry, Nutrition kits)	\$6,000.00	\$55,877	Yes
Special Education food delivery	\$41,465.00	\$39,344	Yes
Professional Development and ongoing PD	\$28,987.00	\$112,501	No
Extra hourly pay for Coaching for Teachers	\$10,000.00	\$3,500	No
Certificated stipend for AVID B schedule, additional section	\$15,000.00	\$13,338	Yes
Baler bags and school materials	\$14,000.00	\$14,425	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.

The planned actions and services for Distance Learning were primarily met. Material differences for DL were wifi buses which were not deployed or deemed necessary after the distribution of hotspots to every family who needed one. The other material difference was the extra coaching hours offered to teachers for tech support throughout the summer and fall semester. Overall, expenditures exceeded the original budgeted amount since 80% of the school year was in remote learning. The majority of the excess cost was for online curriculum supports and the purchase of e-books in Mathematics, World Languages, Art, and Reading supports (Lexia and NewsELA).

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.

In an effort to ensure the continuity of learning, we began our school year addressing our most pressing need; technology access and connectivity for each of our students. The district distributed over 3,300 Chromebooks and over 400 hot spots to students in need. The SBHSD Technology Team created a Technology Resources page on our district website for parents and students, which included basic information on procedures and troubleshooting for Chromebooks. We also created a student ticket system for the submission of problems to the Technology Department. Finally, a team of employees called the homes of families who were not participating/attending classes. The team was trained on how to perform basic tech support and escalate needs to the Technology Department when needed.

Additionally, the district supplied a Baler bag to every student which included the students' Chromebook, textbooks, notebooks, earbuds, pencils, and highlighters to give every learner the necessary school supplies to get the year started.

In preparation for the Fall of 2020, certificated staff received access to a revised Distance Learning Professional Development site, which provided teachers with training for virtual teaching and learning in addition to the necessary curriculum resources. Additionally, teachers had the opportunity to attend 17 unique one-hour workshops on remote instruction tools and best practices the week prior to starting school. All certificated staff were required to complete four asynchronous professional development modules in preparation for the new school year, which were housed in Google Classroom Professional Development classrooms by department. The professional development work continued throughout the remainder of the 2020-21 school year. SBHS's Wednesday schedule offered teachers PD opportunities every Wednesday morning throughout the first semester of the school year. SBHS's Educational Services department offered after-school Wednesday PD sessions with a focus on remote collaboration, EL strategies, and lesson design.

The online platforms the district used to facilitate successful student engagement through distance learning included Google Classroom, Screencastify, Pear Deck, Quizizz, and Formative to name a few. SBHSD had the same high quality of instruction and mitigation of unfinished learning through continuity of learning and support through Haybaler Support Time (HST). For students who attended performance-type classes within VAPA and CTE, consumable kits were distributed to keep the learning at home relevant and engaging. Our Special Education and Migrant departments continued to build relationships with students and families by delivering breakfast and lunches to many families who did not have access to our campus during the school closure.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School	\$303,486.00	\$493,937	Yes
Professional Development	\$10,000.00	\$10,000	No
Virtual Evening Academies for Credit Recovery	\$30,000.00	\$70,000	Yes
Curriculum for VEA	\$66,000.00	\$66,000	Yes
Extra hours for proctor and grading of course exam challenge	\$3,000.00	\$535	Yes
Advanced Placement needs- extra hourly and tutorials	\$70,000.00	\$25,500	Yes

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 planned actions and services for Pupil Learning Loss were primarily met. Material differences are represented in increased expenditures in both areas of credit recovery established by the district-- Evening Virtual Academy and Summer School services. The EVA enrollment exceeded the estimated number of failing students originally anticipated for the 20-21 school year. Summer school enrollments have also doubled with many families requesting online learning. The last material difference is in extra hours for AP teacher tutorials. Although extra tutorials were offered and students attended, not all estimated hours week needed for each 6-week cycle.

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.

As a district, we have worked tirelessly to mitigate the effects of the school closure in the area of unfinished learning. Our primary goal has been to ensure that students have internet access and contact with a school staff person on a daily basis. This has helped to address issues of mental health, basic needs, and computer issues. In addition to this, we have utilized our 6-week curriculum guides that identify the essential standards for each course. The district has conducted professional learning to address the pedagogical differences with Distance Learning as well as ensuring all of our expected curricula are aligned to Google Classroom as our LMS.

With our transition to remote learning, the district ensured students still had a support time in the schedule for unfinished learning. Every course hosted a Hayber Support Time every Monday, Tuesday, Thursday, and Friday for students to attend for additional, targeted support from all classroom teachers. Additionally, the district offered students an Evening Virtual Academy course for credit recovery beginning in the 2nd cycle of the 1st semester. Students were identified by the Counseling Team with a review of transcripts with prioritization given to our 12th-grade students, EL students, Foster and Homeless Youth, and Special Education students. Students attended evening zoom classes with the use of the Edgenuity curriculum to accrue credits towards meeting graduation requirements.

Our MTSS structure, with the data from Aeries and engagement calls, has worked to provide targeted and strategic support to the students in the most need. These supports included: 1) Identification of, and connection with, students to proactively provide supports and real-time intervention and acceleration. 2) Small group and/or individualized support to maximize access to the core curriculum, as well as, enrich and extend learning. 3) Regular, ongoing progress monitoring driven by multiple data points in Aeries Analytics.

Our stakeholder engagement included the use of surveys to parents, students, and teachers regarding identified needs for students to maximize credit accrual. Parents met with counselors to determine if Evening Virtual Academy was a fit for credit recovery. Students were provided several opportunities to enroll in evening credit classes as well as take several courses at a time. Teachers were trained and supported with the implementation of the Edgenuity online curriculum. Overall, a teacher and student survey was given at the end of the year to determine next steps for credit accrual, summer school, and the use of Edgenuity curriculum for credit recovery.

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.

As SBHSD shifted to Remote Instruction in the fall, San Benito High School launched our first Virtual Wellness Site as an extension of our in-person Wellness Center. The Wellness Center was opened for students to access either via zoom or in-person. Additionally, SBHSD provided many wellness services while in a remote instruction model for a majority of the year:

- School Social Worker provided counseling supports to SBHS students.
- 211 referrals were made to the Wellness Center for Social-Emotional Support (Tier 2 counseling support)
- Wellness website made it easier for students to access check-ins
- Parents engaged in services to support the social and emotional needs of the students. (i.e. Parent University in English and Spanish)
- Students and families became more aware of the importance of social-emotional wellness due to the Wellness Center highlighted in social media and through Parent University

Overall Mental Health Awareness (i.e. Wellness Website, Wellness Lessons, Parent University)

- Tier 1 homeroom lessons during each term pushed out through asynchronous learning time
- Supporting students with SEL needs
- Parents expressed feeling supported, heard, and acknowledged.
- Building of relationships and referrals with our CBOs.
- Strong collaboration between Wellness Team and ASB Culture and Climate
- Partnership with the SBHS Art Club to bring student art and perspective to the Wellness Space
- Youth Alliance Partnership in co-presenting GUIAS Curriculum in the Baler Strong Academy Class.
- Intern School Social Workers conferencing with students struggling with attendance to support and problem solve attendance barriers

SBHSD also faced many challenges with Mental Health and Social and Emotional Well-Being support over the course of this year.

- No Universal Screener for all students
- No identification of SEL curriculum that can be implemented at High School Level
- An identified platform for recording school-based mental health services.
- The use of universal language for office staff when referring students for school-based mental health services
- Student's contact information not up to date
- Collaboration amongst on/off-campus mental health support teams.
- Virtual sessions have made it difficult to build rapport with students
- Finding designated synchronous time to deliver Tier I content, i.e SEL curriculum, PBIS lessons, and Wellness Information
- Not having access to students in-person to quickly assess a situation

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.

During Remote Instruction, a group designated as the Equity and Engagement team (E & E) used data from our student information system, Aeries, to identify students who were not participating. The initial priority was reaching all families to ensure they have school-issued devices, hot spots, and access to the internet. Following this step, the team continued to call students who were not engaging in synchronous and/or asynchronous learning, documenting the results of their conversation in a common location within Aeries to facilitate evaluation by other team members. The E & E team consisted of bilingual staff members and is supported by an Assistant Principal and a Behavior specialist. The team was able to reach thousands of students' families during the school year resulting in an average attendance rate of approximately 92%. The bilingual team identified approximately 30 students struggling with social emotional issues and connected them to our wellness team. As part of our positive approach to engagement, the team spent $\frac{1}{4}$ of their time calling to congratulate students on their success and to submit their names for drawings of prizes. The team also met many challenges. With many of our families suffering housing insecurity during this pandemic, many phone numbers were no longer in working order. The saturation of calls made some families less likely to answer so our team was forced to leave voicemails in about 50% or more instances. The team became less available as more students returned for on campus cohorts, so the frequency and amount of our calls diminished over time.

Simultaneously, SBHSD utilized a partner organization, Attention to Attendance, to issue letters to these same families. We intentionally re-worded all communications to express our desires to support families and softened any punitive language. The letters were triggered following the Board of Trustees' adopted thresholds and lead to an attendance conference with the goal of signing a contract. Historically, signing the contract has led to a significant improvement in live attendance and we were optimistic for the same result in a virtual environment. A2A sent over 5,000 letters to our families that resulted in nearly 1,000 conferences (triggered after 2 letters). With the help of the six social work interns, we were able to hold/close 95% of our conferences. A2A also did two separate mailers for SBHS to encourage positive attendance. Additionally, we tapped our PBIS team to acknowledge positive attendance and positive changes in attendance at the end of the first term, third term, and are planning for the end of the year. Students received postcards and a chance to win prizes. PBIS also supported positive Remote Instruction behaviors by encouraging staff to nominate students each week. Students got a postcard, mentioned on our SBHS social media outlets, and a raffle prize opportunity. Nominating staff members received gift certificates for coffee.

Taken together, this information forms the basis for our home visit efforts, as we used this data to decide which families needed a next level of support. Our teams departed campus with paper copies of information in both English and Spanish, extra Chromebooks, bags of food, and contact numbers for community programs. We only utilized our school resource officer for visits to families who have been through the SARB process and were ultimately referred to the district attorney. Otherwise, we used assistant principals, the school nurse, student support managers, and our family and community liaison. All teams had a Spanish-speaking member. We visited approximately 300 families through home visits during the 20-21 academic year. Additionally, our teams sent over 3,000 postcards acknowledging positive attendance personally signed by our Superintendent and BalerCard Postcards were sent to students every week through our PBIS team.

Analysis of School Nutrition

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

Successes:

Our running total thus far is 465,969 meals since the start of the pandemic. The district is serving breakfast and lunch daily from 10:00 - 1:00 from Baler Alley. As of the past month, we have been handing out USDA food boxes that have come to us through cooperation with the Hollister Food Pantry. The boxes contain a variety of produce, meat and dairy items and they are distributed along with the meal bags to those who participate in the Baler Alley meal distribution. On average we hand out approx. 530 boxes each time they are provided to us. We are serving approx. 750 meals per day between Baler Alley, the current cohorts on campus and deliveries to Tres Pinos, migrant and the two stops that the food truck makes to distribute food bags (about 90 per day). The pandemic turned us from a cafeteria into an Emergency Feeding Station for our community neighbors who may or may not be food-challenged during this time. Another positive is that the Department Of Defense fresh produce program that we take part in has found itself with a lot of produce in their warehouses due to schools not ordering their typical amounts. Because of this, the DOD has placed extra funding into our accounts so that we can purchase more produce from the program to help reduce the oversupply they currently have. They have even offered free produce to schools that do not typically participate in the program to try and convince them to sign up for this service.

Challenges:

Because of the unpredictability of our supply chain, many popular items have either been suspended or ceased production. Cuts in labor, ingredient shortages, processing delays, and cutbacks have all created a very unstable market right now which leaves school food service managers scrambling to get items to feed their customers. Many districts have been hit hard financially because their numbers have decreased to such a point that they are losing funds due to their participation numbers declining. SBHSD is thankful that we are not in this situation as our counts remain steady. Another challenge that this pandemic has brought is the very limited offerings we can provide due to the fact that we are serving "Grab N' Go" items which can typically be eaten at the point of service. At the most, items given only need brief microwaving which is fine, but lacks the "from scratch" type items that we typically like to offer. For safety and sanitary reasons, a large percentage of our items come in fully cooked and individually wrapped. Again, while these items taste good, they lack the homemade allure of our standard items. We are currently unable to offer "Do it yourself" customizable offerings such as our Salad and Hot Food Bars will probably be unable to be offered for quite a while until things get back to where they were before the pandemic. While we are going to put Hybrid plans into action, items offered will remain "Grab N' Go" due to the restrictions of being able to eat on campus. These are the biggest hurdles that we are facing. Menu fatigue is at a greater risk because of the limited access to food items and the need for Grab N' Go but SBHSD is confident that we will be able to overcome this challenge and keep our numbers consistent. One last challenge is convincing students to take their meals at the end of the school day. Many kids are intimidated to take a meal and are afraid to be seen as food-challenged. They will make the decision to pass on the meal to avoid being labeled. We are keeping Baler Alley service going during the last 6 weeks of school and for summer school so that families have the choice to pick up meals for their students and other kids 18 or younger so that the student does not have to deal with the pressure of being seen taking a meal.

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	Reopening Plan	\$2,000.00	\$2,000	No
Distance Learning Program	Additional days for admin for developing reopening plans	\$30,000.00	\$28,764	No
Distance Learning Program	Equity Academy for Admin Team	\$14,135.00	\$12,850	No
Distance Learning Program	Additional Stipend for DCs	\$65,442.0	\$44,487	No
In-Person Instructional Offerings	Security Cameras to ensure safety on campus	\$126,126.00	\$135,000	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 planned actions and services for Additional Actions were primarily met. There were no substantive differences in expenditures. The additional DC stipends came in under budget.

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.

The district had only six weeks of in-school instruction in the last year and we learned many lessons for our atypical remote learning year. The struggle to get students present in the asynchronous learning and to produce the work they needed with the level of rigor needed takes all of the support of both school and family. The areas we are most proud of are the development of our teachers and staff on such short notice and the adaption of our curriculum for remote learning with our 6-week guides. We are also proud of our

students, as the majority of them have weathered the pandemic, attended school, accessed the resources available, and have done their best to continue to make progress.

Academically, as we review our measurements for success in teaching and learning, we see that we have appropriately credentialed teachers and aides supporting our students and that all students had access to the appropriate curriculum. However, our data team also provided important student group information data that shed light on the struggles of specific student groups-- EL and SPED students in our student performance and attendance data. We know our focus on these two student groups needs to continue as we transition back to a full in-person learning environment.

Additionally, we have learned how important our school lunch program is for many students and families. Offering meals off-site through our SBHSD Food Truck was very popular and our individual Migrant, SPED, and Student Services teams were fortunate enough to deliver meals to families in need.

Our parents and stakeholders have been trusted partners and have given us their input as to what we have and could continue to do to engage our students. For many, the stakeholders highlighted the challenge of having to support their students with at-home learning and their students lacking the motivation to ask for assistance when necessary. It is a goal of ours to continue to teach our students to be advocates for themselves and this experience has taught us the importance of this goal.

The work we have done in creating systemic improvements for our students and staff has led to great improvement in our systems of support. Our need to provide social and emotional learning and a strong Multi-Tiered System of Support for every student and family has become more apparent through the pandemic.

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

Overcoming students' learning loss is one of the most challenging tasks that our district, as well as others around the State, will continue to undertake as we move through the next 2-3 years. Fortunately, our district has established a plan of action with the goal of improving students' performance by identifying unfinished learning gaps and mitigating the work as soon as possible through credit recovery opportunities that have been available through every 6-week learning cycle of the year. The district has also earmarked significant COVID funds to support a larger summer school setting with both on-campus and online learning models available in both day and evening Migrant summer school sessions. In addition, in order to assess curricular needs, our Educational Services team established a comprehensive curriculum development model for all teachers to identify essential standards, quality assessment to show mastery of learning, and relearning and reassessing options through a UDL lens. The district has earmarked COVID funds to begin this work in the summer months leading up to the 21-22 school year.

An additional focus will be on Innovative Learning Environments (ILE) to provide engaging learning spaces for students as they return to in-person learning. This will include classroom spaces for collaborative learning as well as at-home supports with 1 to 1 devices and hot spots to provide connectivity to families in need.

During COVID-19, many students and families struggled with depression, anxiety, and isolation. In order to support them, our Students Services, MTSS, and Wellness Teams have expanded to include an additional counselor and a new school social worker.

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 actions and services outlined in the district's plan addressed the needs of our students, families, and staff. We intentionally addressed the needs of all student groups, specifically supporting English learners, low-income students, foster youth, Migrant students, and students with disabilities. All students were provided with Chromebooks (1 to 1) and connectivity needs (hot spots) in order to access remote learning. Our in-person cohorts for specific student groups proved to be successful during our school closure which helped create a home-school connection with our most at-risk student groups. Actions and services addressed the identified needs and goals of specific student groups and the district was effective in achieving the desired outcomes.

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.

The atypical ending to the 2019-2020 school year and the start of the 2020-2021 school year, have helped the district reflect and revise our objectives to meet students' academic, emotional, and social needs. In fact, a deep analysis of the actions and services from the 2019-2020 LCAP and the analysis of qualitative and quantitative data including stakeholder input from the development of the LCP, has helped us determine the new goals and actions that are needed to meet the needs of our students, staff, and community. Therefore, we have created new broad goals for the 2021-2022 LCAP with a solid foundation on our PLC process with data-driven inquiry cycles and Multi-Tier System of Supports (MTSS) to ensure that the actions and services in LCAP address the needs of our students.

Our overall reflection on the effects of living through a pandemic year has also informed our LCAP moving forward. Identifying the support and services unique to this situation was also influential in our decision-making. SBHSD has a targeted focus on equity, student well-being, and a high-quality learning experience. As a district, we are well aware of the inequities that exist and that have surfaced as a result of the pandemic. In order to stay true to our mission and values, we continue to work diligently to do whatever it takes to mitigate inequities among our students, staff, and families. The 2019-20 Annual Update and the 2020-21 Learning Continuity helped us identify our successes and challenges during an unprecedented time, and we have come out stronger because of the deep reflection these documents have required us to do.

Our stakeholder's input through surveys, feedback sessions, empathy interviews, and zoom meetings have been one of our largest assets with the development of our actions and services for the 2021-22 LCAP. Our move from 6 targeted goals to 3 broad goals has ensured our district and community members better understand the district's goals for our student population as well as adhering to our State priorities of Conditions of Learning, Student Outcomes, and Student/Family Engagement.

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,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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	27,114,866.00	32,297,557.88
	0.00	0.00
Base	821,366.00	656,575.00
Concentration	0.00	52,721.00
General Fund Instruction	1,477,231.00	1,434,694.00
Instructional Materials Fund carryover	0.00	610.00
Other	20,301,127.00	25,908,926.00
Supplemental	4,017,512.00	3,807,051.88
Title I	400,407.00	333,037.00
Title II	61,777.00	64,765.00
Title III	35,446.00	39,178.00

* 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	27,114,866.00	32,297,557.88
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,552,335.00	3,159,598.20
2000-2999: Classified Personnel Salaries	635,722.00	638,589.00
3000-3999: Employee Benefits	1,429,744.00	1,630,024.68
4000-4999: Books And Supplies	723,212.00	929,943.00
5000-5999: Services And Other Operating Expenditures	171,567.00	147,297.00
5800: Professional/Consulting Services And Operating Expenditures	461,000.00	258,150.00
6000-6999: Capital Outlay	19,900,000.00	24,292,670.00
7000-7439: Other Outgo	1,241,286.00	1,241,286.00

* 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	27,114,866.00	32,297,557.88
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	284,482.00	964,111.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,167,091.00	2,117,707.20
1000-1999: Certificated Personnel Salaries	Title I	60,207.00	31,566.00
1000-1999: Certificated Personnel Salaries	Title II	39,510.00	46,214.00
1000-1999: Certificated Personnel Salaries	Title III	1,045.00	0.00
2000-2999: Classified Personnel Salaries	Base	345,601.00	335,780.00
2000-2999: Classified Personnel Salaries	General Fund Instruction	46,000.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	174,681.00	194,231.00
2000-2999: Classified Personnel Salaries	Title I	51,027.00	86,197.00
2000-2999: Classified Personnel Salaries	Title III	18,413.00	22,381.00
3000-3999: Employee Benefits	Base	235,565.00	209,285.00
3000-3999: Employee Benefits	Concentration	0.00	221.00
3000-3999: Employee Benefits	General Fund Instruction	14,945.00	0.00
3000-3999: Employee Benefits	Instructional Materials Fund carryover	0.00	610.00
3000-3999: Employee Benefits	Other	143,406.00	412,373.00
3000-3999: Employee Benefits	Supplemental	959,059.00	914,495.68
3000-3999: Employee Benefits	Title I	45,502.00	58,324.00
3000-3999: Employee Benefits	Title II	16,186.00	17,919.00
3000-3999: Employee Benefits	Title III	15,081.00	16,797.00
4000-4999: Books And Supplies	Base	76,200.00	67,769.00
4000-4999: Books And Supplies	General Fund Instruction	175,000.00	193,408.00
4000-4999: Books And Supplies	Other	273,239.00	532,442.00
4000-4999: Books And Supplies	Supplemental	109,054.00	58,728.00
4000-4999: Books And Supplies	Title I	82,731.00	76,964.00
4000-4999: Books And Supplies	Title II	6,081.00	632.00
4000-4999: Books And Supplies	Title III	907.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	89,627.00	90,811.00
5000-5999: Services And Other Operating Expenditures	Title I	81,940.00	56,486.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Base	164,000.00	43,741.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	52,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	218,000.00	138,409.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	79,000.00	23,500.00
6000-6999: Capital Outlay	Other	19,600,000.00	24,000,000.00
6000-6999: Capital Outlay	Supplemental	300,000.00	292,670.00
7000-7439: Other Outgo	General Fund Instruction	1,241,286.00	1,241,286.00
		1,241,286.00	0.00

* 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	21,118,544.00	25,355,102.00
Goal 2	1,122,528.00	1,200,240.88
Goal 3	1,669,423.00	1,587,618.00
Goal 4	954,503.00	1,884,919.00
Goal 5	262,911.00	298,277.00
Goal 6	1,986,957.00	1,971,401.00

* 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	\$462,951.00	\$336,827.00
Distance Learning Program	\$368,562.00	\$543,733.00
Pupil Learning Loss	\$482,486.00	\$665,972.00
Additional Actions and Plan Requirements	\$237,703.00	\$223,101.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,551,702.00	\$1,769,633.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$131,065.00	\$174,711.00
Distance Learning Program	\$38,987.00	\$116,001.00
Pupil Learning Loss	\$10,000.00	\$10,000.00
Additional Actions and Plan Requirements	\$237,703.00	\$223,101.00
All Expenditures in Learning Continuity and Attendance Plan	\$417,755.00	\$523,813.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$331,886.00	\$162,116.00
Distance Learning Program	\$329,575.00	\$427,732.00
Pupil Learning Loss	\$472,486.00	\$655,972.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,133,947.00	\$1,245,820.00

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 High School	Elaine Klauer Director of Educational Services	831-637-5831 eklauer@sbhds.k12.ca.us

Plan Summary [2021-22]

General Information

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

San Benito High School is located in the city of Hollister in San Benito County. The school first opened its doors to students in 1875 as a grammar school. Because of its close proximity to the Bay Area and Silicon Valley Hollister began to grow rapidly from a sleepy farming and ranching town into a bustling bedroom community of San Jose. Over the last decade, more than 20,000 new residents have moved into the San Benito High School District. The city of Hollister continues to experience an extensive launch of home construction in numerous new residential developments. CALPADS 2020-21 reported district enrollment at 3350 with 3286 students served at San Benito High School (SBHS) and 64 students served at San Andreas Continuation High (SACH) School, which is run by the San Benito County Office of Education per an MOU between the agencies. Subgroup enrollments at SBHSD were reported to CBEDS as follows: Free and Reduced Meal Program participants: 1726 (53%), English Learners- 444 (14%) Foster Youth 7 (<1%) making up the total unduplicated FRPM/EL/Foster youth total 1859 (57%).

The San Benito High School District Board of Trustees has approved a policy to align the graduation requirements with the a-g admission requirements for the University of California and California State University systems. The graduation requirement adoption also provided the opportunity for a college and career pathway that students may opt into at the beginning of their sophomore year. This pathway allows students to pursue a career pathway through either our Career Technical Education (CTE) or Visual and Performing Arts programs. Our academic goals are aligned with a focus on "Rigor, Relevance, Inclusion, and Relationships."

The college-bound student will find a total of 21 honors and Advanced Placement opportunities in all core content areas, as well as in the Visual and Performing Arts. Not only does San Benito High School place high importance on academic achievement, but there is also a wide spectrum of courses, which allow students to develop their creative abilities within our CTE and Visual and Performing Arts programs. Career training is extensive with 9 career sectors and 13 different pathways.

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

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

English Learners (EL) are provided English Language Development (ELD) support through designated ELD courses levels 1-4. In addition, all EL students have mainstreamed into grade-level English Language Arts (ELA) and other core courses. A full-time EL Program Specialist and EL Case Manager provide monitoring and support for ELs and newcomer students.

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

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

Reflections: Successes

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

According to the English Language Arts, Smarter Balanced Assessment results from 2019, our overall student performance increased by 7.1 points which are 18.7 points above standard and at a green performance range. Additionally, the Mathematics Smarter Balanced Assessment results from 2019 show our overall students maintaining at 2.5 points and at a yellow performance range.

Based on the California Data Dashboard, the Graduation Rate Indicator maintained at 0.8% and is in the green range. The indicator shows our graduation rate at 92.1% which is above the State's overall average of 85.8%. SBHS has two graduation pathways: the University pathway (a-g) and Career Technical Education (CTE). Extensive work has been done to ensure all CTE pathway courses contain an Introductory course, Concentrator course, and Capstone course with most courses a-g approved. The district has employed a full-time CTE Program Specialist to support curriculum development, identification of post-secondary options for each pathway, work-based learning, articulation agreements, dual enrollments, and community outreach & industry networking.

SBHSD is particularly proud of our AVID program which has grown steadily over the years. In 2020-21, the AVID program served 455 9th-12th grade students. Based on student scheduling, we expect the program to continue expanding next year. This program is instrumental in instilling a college-going culture and academic support to "middle of the road" students, (Goal 2, Student Outcomes).

Additionally, for the third year in a row, SBHSD has been awarded the US News "Best High Schools" ranking. This award was due in large part to our Advanced Placement (AP) participation rate, which climbed to 40% of our student population, with a minority enrollment of 79% and an economically disadvantaged rate of 58%.

Stakeholder engagement will also continue to be a focus for the 2021-22 school year with the revival of the Academic Task Force meetings and Strategic Plan meetings for all stakeholders in a face-to-face setting. Both have provided valuable input on program implementation from students, staff, families, and community members. Survey data from these meetings provide feedback and inform decision-making, innovation, and best practices.

The District will continue to focus on student achievement data to inform instruction and programs. The Academic Indicators will be used in conjunction with the California Data Dashboard local and state indicators to assess the growth of LCAP actions and goals.

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.

Based on the California School Dashboard, Special Education students were identified as below standard (red indicator) in both the College and Career Indicator and Graduation Rate Indicator. Due to these identifications, SBHSD has worked collaboratively with the San Benito County Office of Education on Differentiated Assistance (DA) with improvement science methods. Special Education students will continue to be a focus for the coming year. Example intervention actions include:

- 1) Reassess CTE pathways to ensure they support SPED students
- 2) Use Aeries Academic Plan to assist with the planning of student schedules and career plans in conjunction with CCI indicators
- 3) Work with Professional Learning Communities (PLCs) to link essential standards and apply Universal Design for Learning (UDL) strategies with a focus on individual student groups--specifically SPED students

Based on the California School Dashboard, the English Learner students were identified as below standard (red indicator) in both English Language Arts and Mathematics Academic Indicators. Due to these identifications, SBHSD has worked collaboratively with the San Benito County Office of Education on Differentiated Assistance (DA) with improvement science methods. The English Learner Program will continue to be a focus for the coming year. Example intervention actions include:

- 1) Hire an EL Case manager to assist with monitoring student progress
- 2) Determine which EL data is most useful for PLCs to make instructional decisions and provide supports
- 3) Provide PD on Integrated ELD strategies for all teachers

San Benito High School recognizes that parent involvement is a high priority; parents are a significant stakeholder group for decision-making within the school community. In order to increase parent involvement and participation, SBHS will continue to work collaboratively with our Communication Officer and Strategic Plan Coordinator to conduct workshops for feedback on the Strategic Plan and overall academic needs. The primary goal will be to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. Additionally, our Communication Officer will continue to work to improve digital communication with all families and produce weekly updates regarding all areas of San Benito High School.

Lastly, SBHSD is in the process of fully implementing the Multi-Tiered Systems of Support (MTSS) framework. This organization of interventions will ensure that student needs are identified and are linked to the proper intervention. Initial organization of intervention services and stakeholder feedback has indicated a need for increased services with social-emotional support.

LCAP Highlights

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

The mission of San Benito High School District has always been to provide equitable services to all students. Due to the COVID influenced school closure, the importance of equitable service has become every more important. The process of reforming practices, policies, and procedures at the district level to support academic fairness and inclusion and ensure that every student has the resources, teachers, interventions, and supports they need to be successful is priority number one for SBHSD. In order to move closer to this goal, all SBHSD administrators attended the ACSA Equity Academy to better understand policies and academic strategies that close the achievement gap. Administrators focused on how to conduct internal reviews and evaluations of existing resources and programs established to support underserved students. The Academy helped build and embed continuous improvement processes with our internal strategic plan team, cabinet, and site-level work.

San Benito High School District will continue its focus on high academic achievement for all students. Our mission is to "educate all students to their highest potential so they will have the greatest range of personal options upon graduation." Each year the district collects community and stakeholder feedback in tandem with student outcomes from previous actions and services to revise our LCAP to better meet the needs of all students, including our unduplicated student groups. Additionally, we monitor Success Indicators to raise the level of our work and provide focus on building capacity through outcomes. Student success and equitable services are the primary themes in the LCAP goals, which works in conjunction with our District Strategic Plan, outlining actions and services centered around our three broad goals that will lead to improved student outcomes and performance:

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

State Priorities: Priority 1: Basic (Conditions of Learning)

State Priorities: Priority 2: State Standards (Conditions of Learning)

Goal 2 - Prepare all students to be college, career, and world-ready upon graduation.

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

State Priorities: Priority 5: Pupil Engagement (Engagement)

State Priorities: Priority 7: Course Access (Conditions of Learning)

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

State Priorities: Priority 3: Parental Involvement (Engagement)

State Priorities: Priority 5: Pupil Engagement (Engagement)

State Priorities: Priority 6: School Climate (Engagement)

Key features of the LCAP include:

The introduction of the Whole Systems Engagement process aligns our district goal of student learning and achievement with San Benito High School's initiatives of Rigor, Relevance, Inclusion, and Relationships. Our internal collaborative work revolves around professional learning communities, curriculum & instruction, analyzing data, providing intervention and enrichment, as well as, providing consistent grading practices across all content areas.

San Benito High School District is continuing the implementation of the District Strategic Plan. The plan serves as a detailed, focused, and forward-thinking document that is regularly referred to as a guide that helps inform student-focused decisions made by the district. The three Strategic Goals include 1) Rigor, Relevance, Inclusion, and Relationships, 2) STRONG Culture, and 3) Resource Allocation.

Other key initiatives include implementation of a Haybaler Support Time during the day for all students; additional Career and Technical Education (CTE) courses and completed CTE Pathways; Closing the achievement gap through the implementation of a Multi-Tiered System of Support (MTSS); continued analysis of student data to inform instruction through the PLC process; increased participation in the AVID elective courses in 9th-12th grade; full Inclusion of Special Education students through co-taught courses; Implementation of consistent grading practices adopted in 2021; Parent Liaison and Parent University classes to increase parent engagement; Social-Emotional Learning and Positive Behavior Interventions and Supports (PBIS) in conjunction with the district's Wellness Center; and increased external communication and engagement with our Communications Officer and Strategic Plan Coordinator.

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.

SBHS is not eligible for CSI.

Support for Identified Schools

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

SBHS is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

SBHS is not eligible for CSI.

Stakeholder Engagement

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

San Benito High School District's 2020-21 Learning Continuity and Attendance Plan (LCP) and 2021-22 Local Control and Accountability Plan (LCAP) stakeholder involvement process consisted of three objectives: 1) gather feedback and provide up to date information regarding remote, hybrid, and on-campus learning during the ongoing pandemic 2) to inform stakeholders of progress toward meeting the three LCAP goals and 3) to determine changes or additions to the existing goals and actions, based on student need, stakeholder feedback, and CA Dashboard data. The process itself provided a broad group of stakeholders with the opportunity to be part of reviewing progress, providing input, and supporting the implementation through meaningful feedback with the use of surveys and zoom meetings. Representation from different stakeholder groups consisted of each of the local bargaining units (CSEA and SBHSTA), District English Learner Advisory Committee (DELAC), Migrant Parent Committee (PAC), School Site Council (SCC), parents and community interest members, high school students, teachers, and district staff.

Below is a list of dates surveys were sent out and collected from each stakeholder group:

Pre-pandemic 2020

All stakeholders (March 2020): Pre-pandemic LCAP survey (Eng/Span)

School Closure 2020

Students (May 2020): Survey sent out to all students.

Faculty (June 2020): Survey sent out to all faculty members.

Parents (June 2020): Survey sent out to all parents/guardians (Eng/Span).

Parents (July 2020): Survey sent out to all parents/guardians (Eng/Span).

LCAP 2021

School Site Council (SSC)- LCP and LCAP review March 3, 2021, and April 7, 2021

District SELPA review- April 21, 2021

Instructional Leadership Team (ILT)- LCAP review April 27, 2021

DELAC- Survey and LCAP review April 29, 2021

All Stakeholders Survey May 5, 2021

Migrant PAC Advisory- Survey and LCAP review May 5, 2021

CSEA and SBHSTA- LCAP review May 27, 2021

A summary of the feedback provided by specific stakeholder groups.

The development of the 21-22 LCAP was very atypical. Due to school closure in March of 2020, the LCAP engagement meetings shifted to providing families, staff, and all stakeholders with up-to-date information pertaining to our educational and remote programs. Prior to the school closure, the district conducted stakeholder meetings and surveys which indicated more actions and services needed to be put in place to support the social and emotional growth of our students. Our PAC Migrant parents specifically suggested more counseling and mental health support. Our DELAC parents appreciated the supports provided during the day for relearning and reassessing student progress during the Academic Focus Time (now named Haybler Support Time). Our classified and certificated staff suggested more parent and family involvement with Parent University and other grade level nights including more support for parent access to the student information system, Aeries.

After the school closure, all stakeholder meetings were conducted via zoom. The majority of feedback revolved around supports for social-emotional learning and identifying best practices for responding to trauma. Stakeholders also identified that many more students are credit deficient than ever before. Recommendations for credit recovery and additional program supports to provide students with a space for unfinished learning were recommended.

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

Revisions and additions to the 2021-2024 LCAP were made based on the themes and priorities from the wide scope stakeholder engagement surveys and zoom sessions, as well as the progress measured by the California State Dashboard, progress toward reaching our LCAP metrics determined through a monitoring process led by the LCAP, leads, as well as a continued focus on Foster Youth, low-income students, and English Learners.

Prioritized themes led to the following additions and/or increases in funds/services:

1. Increased need for social-emotional supports for students-- specifically to support staff and students to a full return to campus in the fall of 2021
2. Additional support for standards-aligned curriculum work with a focus on assessment and grading for the implementation of mastery grading for the 2022-23 school year.

3. Additional time, support, and opportunities for unfinished learning through Credit Recovery in Summer School, Grad Support sections, and Evening Virtual Academy.
4. Continuation of actions/services for identified students with disabilities and English learner students due to District DA identification
5. Continuation of actions/services related to ensuring that data is analyzed regularly by Professional Learning Communities (PLCs) to inform instruction and student progress and identify unfinished learning
6. Expanded professional development to provide social-emotional and trauma-informed practices
7. Begin actions/services to support Culturally Relevant Teaching Practices

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1 - Provide high-quality teaching and learning environments for all students.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning)</p> <p>State Priorities: Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

San Benito High School District is required to meet state mandates related to fully credentialed teachers, textbook sufficiency, and clean safe facilities. 100% fully credentialed teachers have been a challenge recently due to a teacher shortage. Many new teachers are entering on a PIP, STIP, or as an intern. The district goal is to support all non-fully credentialed teachers to attain 100% fully credentialed teachers. Additionally, SBHSD provides ongoing professional development each year with an emphasis on Rigor, Relevance, Inclusion, and Relationships. Additional professional development opportunities have included identifying essential standards, assessment and grading practices, and content-specific workshops. Curriculum workdays are provided for all departments and work is stored online with content standards attached.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly credentialed teachers	85% of teachers are appropriately credentialed and assigned.				100% of teachers are appropriately credentialed and assigned
Student access to instructional materials, Maintain Textbook Sufficiency	100% of students have access to board-adopted materials and instructional supplies				100% of students have access to board-adopted materials and instructional supplies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair	Last inspection was 19-20: Facilities Inspection Tool Report shows 97.84% with a "good" rating				98% or higher with an "exemplary" rating
Implementation of academic and essential content standards in core subjects	100% of PLCs in core subjects have identified their academic content standards. 70% of PLCs in core subjects have identified essential standards.				100% of PLCs have identified their academic content standards 100% of PLCs in core subjects have identified essential standards.
EL access to CA standards including ELD standards	10% of PLCs have integrated ELD standards within content areas				100% of PLCs have integrated ELD standards within content areas
CTE pathways have integrity to prepare students for becoming CCI ready	Total completers: 409 CTE 71% Hispanic, Schoolwide 75% Hispanic CTE 24% White, Schoolwide 18% White				Raise the total number of completers by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CTE 5% Other, Schoolwide 7% Other				
PLCs use of data to provide students with intervention	50% of PLCs have self-identified their use of the PLC process as at least "progressing"				100% of PLCs will self identify their use of the PLC process as "advanced"
Student access to technology	100% of students have access to a school Chromebook and charger				100% of students have access to a school Chromebook and charger
Participation with professional development	94% of teachers took part in professional development days provided by the district.				100% of teachers participate in professional development days provided by the district.
Collaboration meetings over the direction of San Andreas	20-21: 2 non-scheduled meetings were had between SBHSD and SBCOE				23-24: At least quarterly meetings will occur regularly between SBHSD and SBCOE to ensure positive San Andreas service.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Support New and Experienced Teachers (LCFF/Title II)	SBHSD will attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services to all students.	\$303,361.00	No
2	1.2 Textbook Adoptions (General fund)	The Department of Academics and Instructional Programs will continue to implement textbook/material adoption to ensure access to core instructional materials including all Common Core State Standards (CCSS) adoptions and more specifically the implementation of Next Generation Science Standards (NGSS) and Integrated ELD Standards districtwide.	\$127,000.00	No
3	1.3 Maintain Facilities (LCFF/General fund)	Maintain SBHSD and supporting facilities in good repair to increase safety and security for all students and employees, including transportation clerical support to increase communication with disadvantage and underserved (unduplicated) students and families.	\$2,171,436.00	No
4	1.4 Program Specialists and Teacher Supports (LCFF)	<p>Program Specialist will provide support and professional learning opportunities for all staff to provide academic support for underperforming and disadvantaged students including English learners, socioeconomically disadvantaged, and homeless/foster students.</p> <ul style="list-style-type: none"> high-quality coaching and professional learning in mathematics with multiple methods pedagogy and an equity lens, science with targeted supports in STEM, and social science to support excellence in civics education. 	\$268,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • high-quality coaching and guidance on the implementation of ELD standards in all content areas. • high-quality coaching and support with standards-based curriculum development and essentials standards work with a focus on Universal Design for Learning, Culturally Relevant Teaching Practices, and equitable grading and assessing practices. • high-quality coaching and support in CTE programs to promote college, career, and world readiness. 		
5	1.5 Curriculum & Content Area Release Days (LCFF/GEER)	<p>The Department of Academics and Instructional Programs will continue to provide additional time for teachers to plan supports focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students.</p> <ul style="list-style-type: none"> • Embed ELA literacy standards and ELD standards to provide relevance to students • Implementation of Essential Standards Curriculum Guides for each content area with a focus on equitable grading and quality assessments (rubrics). • Implementation of Universal Design for Learning (UDL) principles • Embed Culturally Relevant Teaching Practices 	\$195,000.00	Yes
6	1.6 Professional Development (LCFF/GEER/Title I)	The Department of Academics and Instructional Programs will provide teachers and administrators with professional development and	\$102,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ongoing support in the implementation of district initiatives: (based on disaggregated data, student groups)</p> <ul style="list-style-type: none"> • Multi-Tiered Systems of Support (MTSS) • PLC Framework • Equitable, Standards-based grading practices • Culturally relevant teaching practices • SEL, PBIS, and Trauma-Informed Practices • College and Career Readiness for all students • Innovative Learning Environments, incorporating best practices with technology use 		
7	1.7 PLC Framework (LCFF/GEER)	<p>SBHSD will provide professional learning and support to teachers and site administration on the researched-based, best practices for the implementation of PLCs. Professional Learning Community leads teachers will work to disaggregate data, assign sessions in Plus Time software, and lead design of intervention/enrichment sessions on a weekly basis with a focus on student groups (EL, SPED, 504, etc.).</p>	\$143,330.00	Yes
8	1.8 Instructional Technology Curriculum & Supports (LCFF/ Title I/ GEER/ ESSER)	<p>The Department of Academics and Instructional Programs in conjunction with the Information, Technology & Accountability Department will provide professional learning and services to increase the integration of technology into daily teaching and learning, primarily focused on unduplicated student groups.</p> <ul style="list-style-type: none"> • Utilization of research-based instructional strategies that support all learners • Provide hardware and software to support curriculum and assessment • Purchase instructional technology curriculum and supports 	\$498,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Library Personnel to support the implementation of Chromebooks (1 to 1 services) to students with a specific focus on supporting unduplicated students. 		
9	Instructional Supports for Alternative Education	<p>San Benito County Office of Education (SBCOE) with provide high quality teaching and learning environments.</p> <ul style="list-style-type: none"> • provide Induction Program • provide Independent Study Program • ensure state standards-aligned curriculum and technology • provide targeted intervention • professional development to staff • upgrades to Science and Computer labs 	\$231,900.00	Yes

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.

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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	<p>Goal 2 - Prepare all students to be college, career, and world-ready upon graduation.</p> <p>State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>State Priorities: Priority 7: Course Access (Conditions of Learning)</p> <p>State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

After reviewing SBAC data and Dashboard Indicators, SBHSD has identified a need for the continued support of implementing academic standards to improve conditions of learning with both EL students and students with disabilities. Based on Smarter Balanced Assessment data in ELA and Math, both English Language Learners and students with disabilities have significant gaps in comparison to all students.

English

All Students	58%	
English Learners	10%	Gap 48%
Students with Disabilities	12%	Gap 46%

Mathematics

All Students	35%	
English Learners	7%	Gap 28%
Students with Disabilities	7%	Gap 28%

SBHSD aims to ensure that all students from all student groups are provided access, opportunity, and support to courses and programs that will prepare them for a broad range of college and career options. Although the College and Career Readiness Indicator has shown student success and improvement, there is still a need for increased monitoring of student options and pathways towards graduation. Specifically, the district has participated in Differentiated Assistance with the San Benito County Office of Education for our students with disabilities who have

scored in the Red Indicator in College and Career as well as red in the overall Graduation Rate. There is also a need to support our EL students towards graduating with the EL population who have also been identified for Differentiated Assistance with red indicators in both ELA and Math Academic Indicators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments	2018-19 SBAC data, % met or exceeds standards: ELA Overall: 59.44% SPED: 14.28% EL: 6.52% Homeless: 36.36% Low Income: 51.63% Math Overall: 31.76% SPED: 10.00% EL: 2.17% Homeless: 18.18% Low Income: 22.65% CST-Science baseline TBD				Increase met or exceeds standards by 10% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP- baseline TBD				
Total and percentage of English Learner pupils who have made progress towards English proficiency on the ELPAC	2019-20 EL progress indicator on dashboard: 63.2% making progress towards English proficiency				Increase to 65% or higher
English Learner Reclassification Rate	2020-21 Overall: 40/441 9% LTEL: 7 /205 3.4%				Increase the Overall and LTEL reclassification rates by 10%
Total and percentage of pupils who have successfully completed a-g requirements	2019-20 Ratios based off A-G grad track Overall: 558 98.4% SPED: 14 82.4% EL: 27 96.4% Foster: 19 90.5% Low Income: 301 98.3%				Ensure all groups have at least a 95% completion of A-G requirements
Total and percentage of pupils who have	2019-20				Ensure all groups have at least a 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed CTE course requirements	Ratios based off College-Career grad track Overall: 64 95.5% SPED: 34 94.45% EL: 4 100% Foster: 2 100% Low Income: 33 97.1%				completion of CTE course requirements
Total and percentage of pupils demonstrating college preparedness as measured by the College Career Readiness	2019-20 (From the California State Dashboard) College/Career Overall: 326 45.2% SPED: 7 8.8% EL: 22 19.5% Foster: 2 25% Low Income: 191 39.5%				Improve each group's college/career readiness by 10%
Percentage of pupils who passed the AP exam with a score of 3 or higher	2019-20 Overall: 178 71.3% SPED: 1 25% EL: 2 40% Foster: 2 20%				Increase the number of overall students who passed with a 3 or higher by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 30 31.6%				
Access to / Enrollment in: a broad course of study and/or programs/services developed and provided to unduplicated pupils and/or individuals w/ exceptional needs	100% of students have access to a broad course of study and/or programs/services				100% of students have access to a broad course of study and/or programs/services
Summer School / Credit recovery	# and % of students successfully recovering credits via Summer School 18-19 Overall: 508, 95% SPED: 73, 88% EL: 85, 92% Foster: 19, 95% Low Income: 465, 96%				Overall: 95% SPED: 88% EL: 92% Foster: 95% Low Income: 96%
AVID program	2019-20 % of students with post-secondary				Increase the overall enrollment of AVID by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>intentions, i.e. college, trade school, etc.</p> <p>Overall: 74, 99%</p> <p>SPED: 100%</p> <p>EL: 100%</p> <p>Foster: 100%</p> <p>Low Income: 100%</p>				
SPED / co-teaching	<p>2020-21</p> <p>59.5% of SWD have 80% or more of their time in Gen.Ed. courses</p>				65% of SWD have 80% or more of their time in Gen.Ed. courses
Foster Youth	<p>2019-20</p> <p>Foster Youth:</p> <p>graduation rate: 89.7%</p> <p>a:g qualified rate: 90.5%</p> <p>College / Career ready rate: 33.3%</p>				<p>Foster Youth:</p> <p>graduation rate: 95%</p> <p>a:g qualified rate: 95%</p> <p>College / Career ready rate: 50%</p>
Haybaler Support Time	19-20				All students were offered a dynamic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.				scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 College and Career Readiness (LCFF)	<p>SBHSD with support from Student Services will continue to design and expand College and Career Programs to promote college, career, and world readiness by maintaining equitable student support programs (via staffing and targeted activities) to provide underrepresented and unduplicated students in all grades with targeted educational and social-emotional support, leading to increased a-g attainment.</p> <ul style="list-style-type: none"> • Career Center staffing • CalSOAP support, Foster youth focus • PSAT, SAT, ACT support • School-wide FAFSA applications • Career Exploration, CA Career Zone • College and Career Fairs 	\$156,666.00	Yes
2	2.2 Advanced Placement Program (LCFF/ General fund)	School site administrators will provide a challenging AP program to all students, consisting of tutoring, and additional supports, including decreasing the opportunity gap and increasing college credit eligibility for underrepresented and unduplicated student groups.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • AP tutorials • AP fee assistance • AP workshops for teachers 		
3	2.3 CTE Program Supports (LCFF/ Title I/ CTEIG)	<p>The Department of Academics and Instructional Programs will continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness through the completion of three-year course pathways, industry certifications, work with industry partners, and work-based learning experiences.</p> <ul style="list-style-type: none"> • 6 FTE CTE teachers • CTE Instructional aide • Industry certifications 	\$807,731.00	No
4	2.4 Credit Recovery-Summer School & Virtual Support (GEER/ESSER)	<p>SBHSD will provide credit recovery supports to close the achievement gap for students who are underperforming and provide support to increase opportunities for students to recover course credits for the purpose of staying on track for graduation.</p> <ul style="list-style-type: none"> • ELD Summer Seminar • Summer School • Virtual Edgenuity Credit Recovery Courses 	\$410,000.00	No
5	2.5 AVID College Readiness Program (LCFF)	<p>SBHSD will continue to implement the AVID program to close opportunity gaps for middle-of-the-road students who may take advanced and AP courses and attend 4-year colleges and universities.</p> <ul style="list-style-type: none"> • AVID tutors • AVID co-coordinator stipends • AVID field trips • AVID senior bootcamp supports 	\$439,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	2.6 English Learner Supports (LCFF/ Title I/ Title III)	<p>SBHSD will provide English learners daily Integrated and Designated ELD in all grades, with additional supports and monitoring to increase language proficiency and academic performance.</p> <ul style="list-style-type: none"> • Use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Redesignated Fluent English Proficient (RFEP) students. • Instructional aides support • EL case manager assistance with progress monitoring • Instructional technology support through Peardeck, Listenwise, and Rosetta Stone • SBAC bootcamps 	\$559,251.00	Yes
7	2.7 Supports for students with disabilities (LCFF/ General fund/ SPED/ Title I)	<p>SBHSD will increase collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families.</p> <ul style="list-style-type: none"> • Academy RS/SC course • Co-teach model • Researched-based Reading Support course • SBAC Bootcamps 	\$2,881,630.00	No
8	2.8 Foster Youth Supports (Title I)	<p>SBHSD will provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth.</p> <ul style="list-style-type: none"> • Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and 	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities (such as AP and a-g enrollment) for youth in foster care.</p> <ul style="list-style-type: none"> • Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, site-based) regarding the needs of youth in foster care. 		
9	2.9 Haybaler Support Time, HST (LCFF)	<p>SBHSD will expand learning time for all students to accelerate progress towards closing learning gaps by providing during-the-day Haybaler Support Time (HST), 4 times a week for 35 minutes.</p> <ul style="list-style-type: none"> • Plus time Intervention software • School clerk support for HST 	\$85,051.00	Yes
10	2.10 Data-Driven Decision Making-Supporting Student Outcomes (LCFF/ESSER)	<p>Information Systems Lead improves the accuracy and quality of student demographic and assessment information in district data management systems to facilitate site-level, data-driven decisions to increase student outcomes especially to close the unduplicated student group gaps leading to college, career and world readiness.</p>	\$120,000.00	Yes
11	Career and College Readiness for Alternative Education	<p>SBCOE will provide support to alternative education students for success in career and college upon graduation.</p> <ul style="list-style-type: none"> • providing extended learning opportunities • expanding science laboratory classroom • providing high interest opportunities through field trips and arts in the classroom • professional development around SEL and Trauma-Informed Practices • implement High Step program through Gavilan College • implement college and career-aligned software 	\$134,300.00	Yes

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.

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Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3 - Fully engage students, parents, and the community in support of short and long-term educational outcomes.</p> <p>State Priorities: Priority 3: Parental Involvement (Engagement)</p> <p>State Priorities: Priority 5: Pupil Engagement (Engagement)</p> <p>State Priorities: Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

SBHSD has worked diligently to increase parent engagement in all activities at school including academics, parent meetings, and social events. SBHSD currently has over 10,000 family and community members who receive the district/school's weekly electronic email with important recognition and district updates. The communication Officer and Stakeholder Engagement/Strategic Plan Coordinator have provided more stakeholder engagement with a variety of students and families through social media platforms and zoom workshops.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in district and school decisionmaking (includes parent involvement and feedback related to	2020-21 100% of district governance groups are compliant and solicit parent input				2023-24 100% of district governance groups are compliant and solicit parent input

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC)					
Pupil suspension rate	19-20 Overall: 4.5% SPED: 9.0% EL: 7.0% Foster: 0.0% Low Income: 5.0%				Ensure each student group CA School Dashboard is in the green
Pupil expulsion rate	2019-20 Overall: 0.1% SPED: 0% EL: 0% Foster: 0% Low Income: 0.2%				Maintain an expulsion rate of 0.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of school safety and connectedness	<p>CHKS 17-18</p> <p>Average percent of responders reporting "strongly agree" to school connectedness 9th: 18% 11th: 14%</p> <p>Average percent of responders reporting "strongly agree" to school perceived as safe or very safe 9th: 60% 11th: 55%</p>				<p>Average percent of responders reporting "strongly agree" to school connectedness 9th: 25% 11th: 21%</p> <p>Average percent of responders reporting "strongly agree" to school perceived as safe or very safe 9th: 75% 11th: 70%</p>
MTSS / Interventions	The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service				The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 will decrease
Attendance rate	<p>2020-21</p> <p>Overall: 92.5% SPED: 86.5% EL: 87.3%</p>				Increase the attendance rate of each group to 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster: 83.4% Low Income: 90.8%				
Graduation rate	2019-20 Overall: 95.5% SPED: 69.6% EL: 89.7% Foster: 89.7% Low Income: 94.6%				Increase each group's graduation rate to 90%
Dropout rate	2019-20 Overall: 2.9% SPED: 7.5% EL: 3.6% Foster: 0% Low Income: 2.7%				Lower the individual groups rates down to 3%
Chronic Absenteeism	2020-21 Overall: 22.9% SPED: 39.8% EL: 42.2% Foster: 46.2% Low Income: 29.3%				Lower the Chronic Absenteeism of individual group rates to 10% or below

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Student and Parent Engagement (LCFF)	<p>Student Services will provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their students by enhancing their parenting capacity, increasing connections to school/community, and promoting parent leadership development.</p> <ul style="list-style-type: none"> • Hold parent information meetings (all grades) • Aeries parent portal • Additional counselors (3), 7 total • LanguageTranslator and Bilingual School Clerk 	\$517,779.00	Yes
2	3.2 Parent Involvement (Local Grant)	<p>SBHSD will provide trainings, workshops, and opportunities for parents to get involved in district decision-making processes in order to build their capacity.</p> <ul style="list-style-type: none"> • DELAC meetings • SSC meetings • Migrant PAC meetings • Immigrant Parent Institute • Parent University meetings 	\$15,000.00	No
3	3.3 Communication to Stakeholders (LCFF)	<p>SBHSD will implement a strategic communications plan to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families.</p> <ul style="list-style-type: none"> • Communication Officer • Parent and Community Engagement/Strategic Plan Coordinator 	\$217,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	3.4 Multi-Tiered Systems of Support for Students (LCFF)	<p>MTSS Team develops sustainable, site-level, equity-embedded MTSS frameworks focused on the foundational structures while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans, and (4) evaluate progress while focusing on disadvantaged (unduplicated) and underserved students.</p> <ul style="list-style-type: none"> • MTSS Lead • MTSS counselor • School Social Worker 	\$458,757.00	Yes
5	3.5 Positive Behavior Supports/ School Climate (LCFF)	<p>Site administrators will implement the foundations of PBIS and Restorative Practices with integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, SocialEmotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma-informed practices. The PBIS team will focus on disadvantaged (unduplicated) and underserved students.</p> <ul style="list-style-type: none"> • PBIS Teacher Lead • Restorative Practices Personnel 	\$149,406.00	Yes
6	3.6 Additional Supports for Students (LCFF/ General fund)	<p>SBHSD will provide additional supports to increase student engagement for underrepresented and struggling students and connectedness to school and community and to promote a safe and productive school environment.</p> <ul style="list-style-type: none"> • Collaborate with SBCOE on the appropriate transition of at-promise students to San Andreas • Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, SPED, Low-income) 	\$702,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	3.7 Engagement and Involvement for Alternative Education	<p>SBCOE will fully engage alternative education students, family, and the community in support of educational outcomes.</p> <ul style="list-style-type: none"> • implement Restorative Practices • provide information using two-way communication using the Aeries portal • hosting student and parent events • create a Youth Advisory Board 	\$101,050.00	Yes
8	3.8 Contracted Services	Contract with Hollister Police Department for School Resource Officer	\$85,000.00	No

Goal Analysis [2021-22]

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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
12.46%	\$3,955,416

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, San Benito High School District prioritized the needs of English Learners (14%), foster youth (<1%), and low-income students (57%) when allocating funding in the LCAP. This will allow significant opportunity to improve educational outcomes for the unduplicated students and reduce the achievement gaps by improving instructional programs and practices that ensure access to services and reduce barriers to student success.

The actions and services devoted to increasing and improving services for the 2021-22 school year are the following:

Goal 1: Provide high-quality teaching and learning environments for all students.

- 1.4 Program Specialist
- 1.5 Curriculum development
- 1.6 Professional development
- 1.7 PLC Framework
- 1.8 Instructional Technology Curriculum & Supports
- 1.9 Instructional Supports for Alternative Education

Goal 2: Prepare all students to be college, career, and world-ready upon graduation.

- 2.1 College and Career Readiness
- 2.2 Advanced Placement Program
- 2.5 AVID Program
- 2.6 English Learner Program

- 2.9 Haybaler Support Intervention Time
- 2.10 Data Decision Making, Supporting Student Outcomes
- 2.11 Career and College Readiness for Alternative Education

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

- 3.1 Student and Parent/Family Engagement
- 3.3 Communication to Stakeholders
- 3.4 MTSS Framework
- 3.5 PBIS/ School Climate
- 3.6 Additional Supports to Students
- 3.7 Engagement and Involvement for Alternative Education

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

The 2021-2022 Local Control Funding Formula Supplemental and Concentration funds equate to \$3,955,426 and 12.46% of the funds are targeted towards supports for unduplicated students. All services provided are principally directed toward, and effective in, meeting SBHSD's goals for its unduplicated pupils in the state priorities. Actions and services provided for our unduplicated youth are carefully designed and targeted to meet their differentiated needs based on our Multi-Tiered System of Support (MTSS) structure and services.

The Supplemental and Concentration funds, actions, and services provide additional layers of service for foster youth, low-income students, and English learners students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention, and enrichment activities, and resources for these students, and additional personnel to support the continued and regular progress of students. This percentage serves as the benchmark with which the district will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, SBHSD believes sufficient services will be provided to meet or exceed the mandate.

Goal 1, Action 7 and Action 9, Goal 2, Actions 9-11, Goal 3, Action 7 in the 2021-24 LCAP are newly developed.

Goal 1, Actions 4,5,6,8, Goal 2, Actions 1,2,5,6, and Goal 3, Actions 1,3,4,5,6 continued from the 2017-2020 LCAP because our stakeholders indicated this action was successful and wanted the action and services to be continued.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,046,416.00	\$5,879,362.00	\$40,975.00	\$982,821.00	\$11,949,574.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,915,376.00	\$3,034,198.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Support New and Experienced Teachers (LCFF/Title II)	\$231,997.00			\$71,364.00	\$303,361.00
1	2	All	1.2 Textbook Adoptions (General fund)		\$127,000.00			\$127,000.00
1	3	All	1.3 Maintain Facilities (LCFF/General fund)	\$59,592.00	\$2,111,844.00			\$2,171,436.00
1	4	English Learners Foster Youth Low Income	1.4 Program Specialists and Teacher Supports (LCFF)	\$268,317.00				\$268,317.00
1	5	English Learners Foster Youth Low Income	1.5 Curriculum & Content Area Release Days (LCFF/GEER)	\$45,000.00	\$150,000.00			\$195,000.00
1	6	English Learners Foster Youth Low Income	1.6 Professional Development (LCFF/GEER/Title I)	\$12,839.00	\$25,000.00		\$65,000.00	\$102,839.00
1	7	English Learners Foster Youth Low Income	1.7 PLC Framework (LCFF/GEER)	\$93,330.00	\$50,000.00			\$143,330.00
1	8	English Learners Foster Youth Low Income	1.8 Instructional Technology Curriculum & Supports (LCFF/ Title I/ GEER/ ESSER)	\$14,000.00	\$350,000.00	\$25,975.00	\$108,702.00	\$498,677.00
1	9	English Learners Foster Youth Low Income	Instructional Supports for Alternative Education	\$231,900.00				\$231,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	2.1 College and Career Readiness (LCFF)	\$156,666.00				\$156,666.00
2	2	English Learners Foster Youth Low Income	2.2 Advanced Placement Program (LCFF/ General fund)	\$25,000.00	\$40,000.00			\$65,000.00
2	3	All	2.3 CTE Program Supports (LCFF/ Title I/ CTEIG)	\$753,866.00	\$20,000.00		\$33,865.00	\$807,731.00
2	4	All English Learner Students	2.4 Credit Recovery- Summer School & Virtual Support (GEER/ESSER)		\$10,000.00		\$400,000.00	\$410,000.00
2	5	English Learners Foster Youth Low Income	2.5 AVID College Readiness Program (LCFF)	\$439,285.00				\$439,285.00
2	6	English Learners	2.6 English Learner Supports (LCFF/ Title I/ Title III)	\$362,361.00			\$196,890.00	\$559,251.00
2	7	Students with Disabilities	2.7 Supports for students with disabilities (LCFF/ General fund/ SPED/ Title I)	\$17,700.00	\$2,858,930.00		\$5,000.00	\$2,881,630.00
2	8	All Foster Youth	2.8 Foster Youth Supports (Title I)				\$2,000.00	\$2,000.00
2	9	English Learners Foster Youth Low Income	2.9 Haybaler Support Time, HST (LCFF)	\$85,051.00				\$85,051.00
2	10	English Learners Foster Youth Low Income	2.10 Data-Driven Decision Making- Supporting Student Outcomes (LCFF/ESSER)	\$20,000.00			\$100,000.00	\$120,000.00
2	11	English Learners Foster Youth Low Income	Career and College Readiness for Alternative Education	\$134,300.00				\$134,300.00
3	1	English Learners Foster Youth Low Income	3.1 Student and Parent Engagement (LCFF)	\$517,779.00				\$517,779.00
3	2	All	3.2 Parent Involvement (Local Grant)			\$15,000.00		\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3.3 Communication to Stakeholders (LCFF)	\$217,470.00				\$217,470.00
3	4	English Learners Foster Youth Low Income	3.4 Multi-Tiered Systems of Support for Students (LCFF)	\$458,757.00				\$458,757.00
3	5	English Learners Foster Youth Low Income	3.5 Positive Behavior Supports/ School Climate (LCFF)	\$149,406.00				\$149,406.00
3	6	English Learners Foster Youth Low Income	3.6 Additional Supports for Students (LCFF/ General fund)	\$650,750.00	\$51,588.00			\$702,338.00
3	7	English Learners Foster Youth Low Income	3.7 Engagement and Involvement for Alternative Education	\$101,050.00				\$101,050.00
3	8	All	3.8 Contracted Services		\$85,000.00			\$85,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,983,261.00	\$5,146,416.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$3,983,261.00	\$5,146,416.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Support New and Experienced Teachers (LCFF/Title II)			Specific Schools: San Benito High School	\$231,997.00	\$303,361.00
1	4	1.4 Program Specialists and Teacher Supports (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$268,317.00	\$268,317.00
1	5	1.5 Curriculum & Content Area Release Days (LCFF/GEER)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$45,000.00	\$195,000.00
1	6	1.6 Professional Development (LCFF/GEER/Title I)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$12,839.00	\$102,839.00
1	7	1.7 PLC Framework (LCFF/GEER)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$93,330.00	\$143,330.00
1	8	1.8 Instructional Technology Curriculum & Supports (LCFF/ Title I/ GEER/ ESSER)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: San Benito High School	\$14,000.00	\$498,677.00
1	9	Instructional Supports for Alternative Education	Schoolwide	English Learners Foster Youth	Specific Schools: San Andreas 10-12	\$231,900.00	\$231,900.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	1	2.1 College and Career Readiness (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$156,666.00	\$156,666.00
2	2	2.2 Advanced Placement Program (LCFF/ General fund)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$25,000.00	\$65,000.00
2	3	2.3 CTE Program Supports (LCFF/ Title I/ CTEIG)			Specific Schools: San Benito High School	\$753,866.00	\$807,731.00
2	4	2.4 Credit Recovery-Summer School & Virtual Support (GEER/ESSER)			Specific Schools: San Benito High School		\$410,000.00
2	5	2.5 AVID College Readiness Program (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$439,285.00	\$439,285.00
2	6	2.6 English Learner Supports (LCFF/ Title I/ Title III)	Schoolwide	English Learners	Specific Schools: San Benito High School	\$362,361.00	\$559,251.00
2	8	2.8 Foster Youth Supports (Title I)			Specific Schools: San Benito High School		\$2,000.00
2	9	2.9 Haybaler Support Time, HST (LCFF)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: San Benito High School	\$85,051.00	\$85,051.00
2	10	2.10 Data-Driven Decision Making-Supporting Student Outcomes (LCFF/ESSER)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$20,000.00	\$120,000.00
2	11	Career and College Readiness for Alternative Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	\$134,300.00	\$134,300.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	3.1 Student and Parent Engagement (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$517,779.00	\$517,779.00
3	3	3.3 Communication to Stakeholders (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$217,470.00	\$217,470.00
3	4	3.4 Multi-Tiered Systems of Support for Students (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$458,757.00	\$458,757.00
3	5	3.5 Positive Behavior Supports/ School Climate (LCFF)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito High School	\$149,406.00	\$149,406.00
3	6	3.6 Additional Supports for Students (LCFF/ General fund)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: San Benito High School	\$650,750.00	\$702,338.00
3	7	3.7 Engagement and Involvement for Alternative Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	\$101,050.00	\$101,050.00

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)).
 - 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:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.