

# LCFF Budget Overview for Parents

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

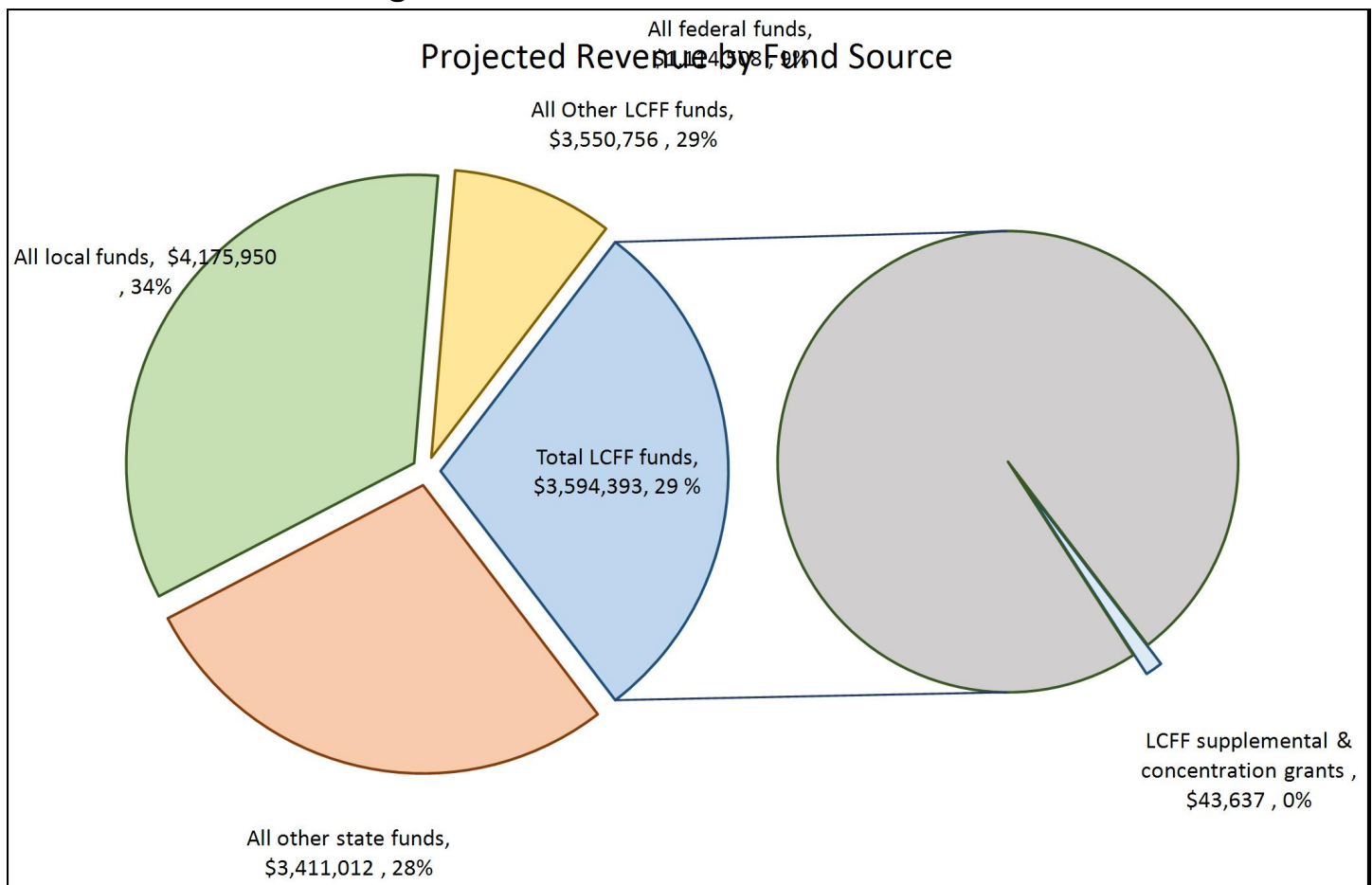
CDS Code: 35103550000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Linda Row, Director of Curriculum & Instruction

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 2019-20 LCAP Year

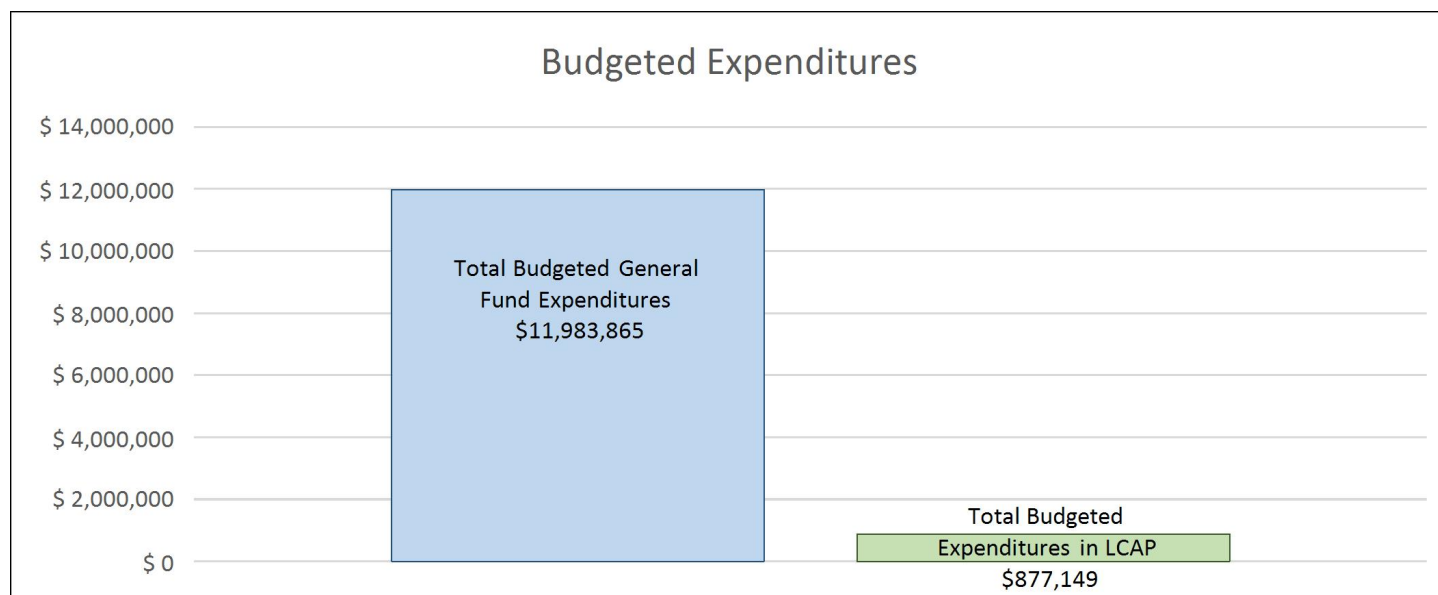


This chart shows the total general purpose revenue San Benito County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for San Benito County Office of Education is \$12,295,863, of which \$3,594,393 is Local Control Funding Formula (LCFF), \$3,411,012 is other state funds, \$4,175,950 is local funds, and \$1,114,508 is federal funds. Of the \$3,594,393 in LCFF Funds, \$43,637 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 County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Benito County Office of Education plans to spend \$11,983,865 for the 2019-20 school year. Of that amount, \$877,149 is tied to actions/services in the LCAP and \$11,106,716 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

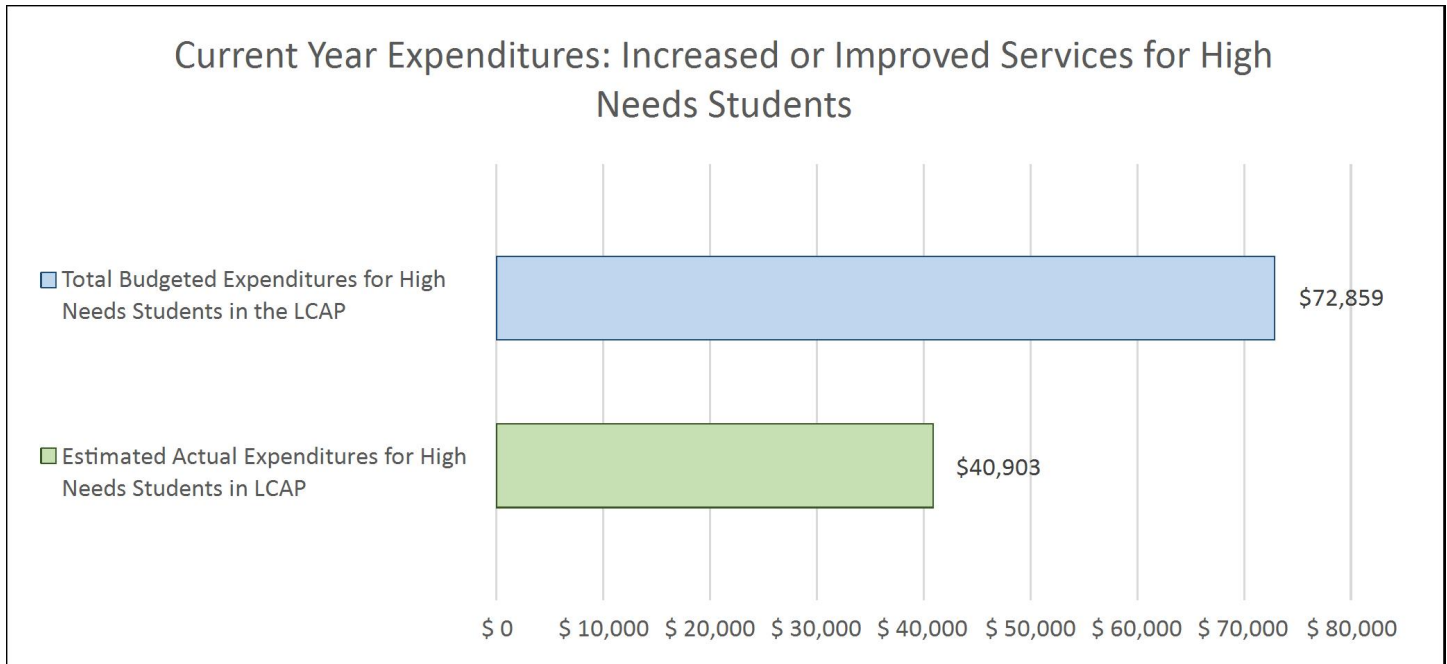
The Budget Overview for Parents is intended to provide a high level overview of the LEA's General Fund revenue and expenditures to parents and stakeholders. General Fund Budget Expenditures that are not included in the 2019 - 2020 LCAP include salaries and benefits for COE employees, general operations expenditures such as utility bills for all programs, supplies for general office business, facilities maintenance for all programs, contracted services including specialized staff to support the Early Childhood Special Education program or low-incidence services and SELPA.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, San Benito County Office of Education is projecting it will receive \$43,637 based on the enrollment of foster youth, English learner, and low-income students. San Benito County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Benito County Office of Education plans to spend \$67,953 on actions to meet this requirement.

# LCFF Budget Overview for Parents

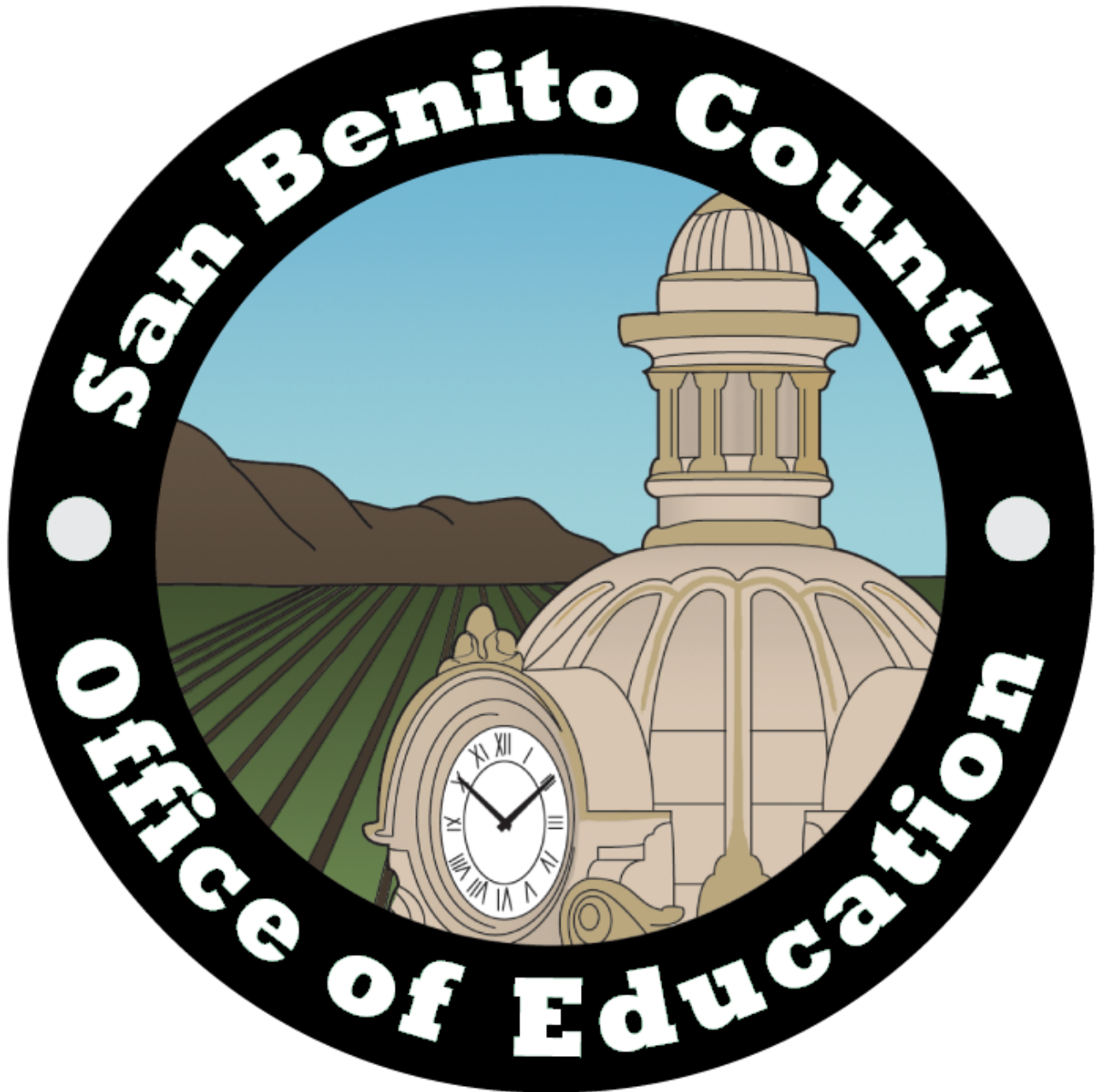
## Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, San Benito County Office of Education's LCAP budgeted \$72,859 for planned actions to increase or improve services for high needs students. San Benito County Office of Education estimates that it will actually spend \$40,903 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-31,956 had the following impact on San Benito County Office of Education's ability to increase or improve services for high needs students: Several of the actions that were anticipated to be funded out of the supplemental and concentration grant were either donated or funded through other sources. These include the student information system for Pinnacles Court and Pinnacles Community Schools (\$3,350) which was funded out of the technology budget; transportation and tickets for a field trip (\$800) which were donated by the San Benito County Arts Council; a parent communication auto-dialer (\$500) which we did not use because our student information system has that capability; art lessons (\$5,000) that were provided at no cost by the San Benito County Arts Council. A supplemental and concentration grant expenditure that is not reflected in the LCAP is the salary and benefits for a substitute administrator for the four alternative education programs. The percentage of time that the administrator oversaw the Pinnacles Court and Community Schools is 12.5% or \$14,645.



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.



San Benito County Office of  
Education

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The San Benito County Office of Education (SBCOE) serves as the LEA for Pinnacles Court School, Pinnacles Community School, and Santa Ana Opportunity School. In addition, SBCOE operates San Andreas Continuation High School through an MOU with the San Benito High School District. Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 5-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Court and Community Schools from their district of residence. As a result, the population is extremely mobile, and students often arrive at the school credit deficient. Students at Pinnacles Court and Community Schools do not take Advanced Placement (AP) courses, so the AP pass rate is not included in the LCAP. Enrollment based on 2018-2019 CBEDS data at Pinnacles Community School was 13 students. Of those, 13 (100%) of the students were unduplicated students. Pinnacle's Community School population consists of 100% low-income, 15% English Learners, 8% Migrant students, 15% students with disabilities and 8% foster youth. CBEDS Enrollment at Pinnacles Court School was 3 students, comprised of 100% low-income, 0% English Learners, 0% Migrant students, 33% students with disabilities and 0% foster youth. Of those, 3 (100%) are unduplicated students.

Santa Ana Opportunity School serves as an alternative education program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on behavior, academics, and truancy. Students at Santa Ana do not take Advanced Placement courses, so the AP Pass rate is not included. In addition, Santa Ana only serves students through grade 9, so high school graduation data is also not reported. Enrollment based on 2018-2019 CBEDS at Santa Ana Opportunity School was 13 students. Of those, 12 (92%) of the students are unduplicated students. Santa Ana's population consists of 92% low-income, 31% English Learners, 15% Migrant students and 0% students with disabilities. No foster students were enrolled during or after the most recent CBEDS count for Santa Ana.

San Andreas Continuation High School is part of the San Benito High School district and serves students ages 16 and older. The San Benito County Office of Education operates San Andreas Continuation School and is responsible for the instructional program for the school. However, San Andreas Continuation High School is considered part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including truancy, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive credit deficient. Students do not take Advanced Placement courses, so the AP pass rate is not included in the LCAP. Although students have access to a-g courses through the Acellus online program at all schools, regular courses in the alternative education programs may not meet a-g requirements. Enrollment based on 2018-2019 CBEDS at San Andreas Continuation High School was 103 students. Of those, 86 (83%) students are unduplicated students. The school population consists of 85% low-income, 25% English Learners, 18% Migrant, 3 Foster Youth, and 5% students

with disabilities. The San Benito High School District has an enrollment of 3108 , including 48% low-income, 13% English Learner, 14% Migrant and 5% students with disabilities. 11 foster students were enrolled in the high school district during the 2018-2019 CBEDS count.

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

## LCAP Highlights

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

For the 2018-19 school year, the San Benito County Office of Education focused on serving all students in the Alternative Education Programs through a Multi-Tiered System of Support (MTSS) based on their individual, identified needs. All students will receive the diverse support necessary to succeed academically, behaviorally and socially. In addition, SBCOE plans to build the capacity of districts, educators and stakeholders throughout the county and to coordinate services for especially vulnerable student groups such as expelled, homeless, and Foster Youth.

The SBCOE LCAP Goals reflect these focus areas.

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

Goal 2. SBCOE will enhance school safety and climate for students and staff to increase student engagement and success.

Goal 3. SBCOE will increase collaboration with parents, community members, and county service providers to support student success.

Goal 4. SBCOE will provide expelled students with a rigorous academic environment while providing rehabilitation services and social/emotional support.

Goal 5. SBCOE will coordinate services for Foster Youth to improve their educational performance and personal achievement.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

A review of the California School Dashboard, local performance indicators, stakeholder input and our annual measurable outcomes revealed several areas in which we have made significant progress.

Specific data and information are provided for the activities listed below in the Annual Update Section.

**1. Academic progress** The California School Dashboard shows the 2017-2018 graduation rate for San Andreas at 86%, with our Hispanic students in the Green performance level and our Socioeconomically Disadvantaged students in the Blue performance level. There were no student groups identified in the Red, Orange or Yellow performance levels. For the 2019 - 2020 school year, academic progress and diploma attainment will remain a focus. Because a large number of our students are former juvenile court pupils and/or are foster or homeless, we have improved our processes for identifying and supporting those students eligible to graduate under the minimum state graduation requirements.

**2. Professional Development** SBCOE provided a variety of professional learning opportunities throughout the year to staff at the alternative education sites as well as to districts across the county. Professional Development was provided in the areas of History and Social Science, Mathematics, Lesson Development, MTSS, PBIS, Restorative Practices, Social Emotional Learning, CPIN, Suicide Prevention, and Behavioral Threat Assessment to name a few. In addition, all eleven districts participated in monthly meetings of the countywide LCAP Professional Learning Network where participants explored Improvement Science principles through the LCAP process to drive continuous improvement in their districts.

A countywide professional development needs assessment was developed and administered during the 2018 – 2019 school year, along with a standardized professional development evaluation survey, which was used to gather feedback on the relevance and quality of the professional development offered by the County Office. For the 2019 - 2020 school year, the SBCOE will offer a Social-Emotional Learning series (which all SBCOE teaching staff will attend); develop a local MTSS Community of Practice to support the implementation of MTSS in districts across the county as well as in our own schools; facilitate quarterly job-alike meetings for new site administrators; and especially invest in the capacity-building of our Alternative Education teaching staff by continuing to engage in weekly work in Restorative Practices.

**3. Foster Youth Services** The SBCOE hired a new Foster Youth Coordinator to work with districts to increase and improve services to foster youth throughout the county. This position has been instrumental in bringing together districts and community organizations such Probation, Social Services, Child Protective Services and Behavioral Mental Health to develop a plan for ensuring all Foster Youth receive the support and services they need. Districts and agencies were provided with substantial technical assistance to ensure that the educational rights of foster youth were understood and protected. We will continue to employ this Coordinator in the 2019 - 2020 school year and will participate with other County Offices in our region to support each other in the expansion of technical assistance related to foster youth services.

**4. Conditions of Learning** 100% of students had access to Common Core aligned textbooks for Math and ELA (Springboard). 100% of teachers met the California credentialing requirements. All facilities met the requirements outlined in the Facility Inspection Tool (FIT). Santa Ana, San

Andreas, and Pinnacles have Chromebooks in every classroom to ensure that students have access to online course content such as Acellus, and instructional supports such as Google Classroom. Students have access to a variety of instructional settings, including Independent Study and online credit recovery courses. We will review and update the curriculum and instructional materials used in the juvenile hall program in the 2019 - 2020 school year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

A review of the California School Dashboard reveals several areas of greatest need. Santa Ana Opportunity and San Andreas High School were both identified for Comprehensive Support and Improvement (CSI) based on their Dashboard results and status as Title I schools. Santa Ana was identified for its suspension rate, which was red across all student subgroups which were large enough to be reported, and San Andreas was identified for its suspension rate and college/career indicators. Both schools are currently engaged in a self-study in preparation for an accreditation visit by the Western Association of Schools and Colleges in Spring 2020. Both schools will plan and implement their School Plan for Student Achievement (SPSAs) which will serve as the action plans required of both CSI status and WASC accreditation.

### **Academic performance**

**English Language Arts** – The San Andreas 11<sup>th</sup> grade students who tested in 2017-2018 scored (on average) 150.2 points below standard on the Smarter Balanced Summative Assessment. This represents a decline of 66 points from the year prior. Of the 30 students tested, the English Learners scored 153 points below standard, with no change recorded; Hispanic students scored 144.7 points below standard, a decline of 62.1 points from the year prior; and Socioeconomically Disadvantaged students scored 158.1 points below standard, which was a decline of 84.2 points from the year prior. Because fewer than 11 Santa Ana 8th graders tested, their performance levels were not reported on the Dashboard.

**Math** -- The San Andreas 11<sup>th</sup> grade students who tested in 2017-2018 scored (on average) 215.7 points below standard, representing a decline of 32 points from the prior year. Of the 30 students tested, English Learners scored 226 points below standard with no change recorded; Hispanic students scored 220.2 points below standard, a decline of 36.7 points from the year prior; and Socioeconomically Disadvantaged students scored 220.1 points below standard, declining 44.3 points from the year prior. Because fewer than 11 Santa Ana 8th graders tested, their performance levels were not reported on the Dashboard.

**English Learner Progress** – Twenty two students were assessed using the English Language Proficiency Assessment for California (ELPAC) in the spring of 2018. Of the students tested, 4.5% scored at Level 1 – Beginning Stage; 40% scored at Level 2 – Somewhat Developed; 50% scored at Level 3 – Moderately Developed and 4.5% scored at Level 4 – Well Developed. Santa Ana had no Dashboard data for the progress of its English Learners.

To address these gaps, SBCOE has continued to use the Star 360 Assessment System to administer formative, standards-based assessments during the year and to use the results to differentiate for student needs. In addition, all grade levels at all sites use SpringBoard textbooks for ELA and Math. The SpringBoard ELA curriculum contains supplemental material for ELD which will be used with our EL students.

**College/Career Readiness** - Only 2.3% of the 43 eligible students were rated as “prepared” in the College/Career Dashboard indicator. Of this group, the Hispanic and Socioeconomically

Disadvantaged were rated in the Red performance category, with 2.6% of Hispanic and 0% of Socioeconomically Disadvantaged students identified as prepared for college and career. The SBCOE is exploring a new Workforce Readiness program to take the place of the outdated work experience program and to provide our students with a pathway to certification.

**Suspension Rate** – In San Andreas High School, 27% of students were suspended at least once in the 2017 – 2018 school year. This number represents an increase of 3% over the year prior, with Hispanic and Socioeconomically Disadvantaged students identified in the Red performance category and English Learners in the Orange performance category. At Santa Ana, 64.9% of students were suspended at least once in the 2017 - 2018 school year. This number represents an increase of 19% over the year prior, with with Hispanic and Socioeconomically Disadvantaged students identified in the Red performance category. Continued efforts are being made in the area of school climate. A team of teachers and the principal engaged in the first year of Positive Behavior Interventions and Support training in 2018 - 2019, and the implementation of Restorative Practices continued in its second year. Both initiatives will continue in the 2019 - 2020 school year. The SBCOE is also exploring the expansion of on-campus mental health services in the Alternative Education programs.

Referring to the California School Dashboard, identify 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 performance gaps?

## Performance Gaps

### San Andreas Academic Progress

Based on the 2018 Dashboard data, 11th grade students at San Andreas who were assessed with the CAASPP performed significantly below standard. The distance from standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Performance data for the "all students" group shows the following:

English Language Arts -- 150.2 points below standard, decline of 66 points

Math -- 215.7 points below standard, decline of 32 points

To address these gaps, SBCOE has continued to use the Star 360 Assessment System to administer formative, standards-based assessments during the year and to use the results to differentiate for student needs. In addition, all grade levels at all sites use SpringBoard textbooks for ELA and Math. The SpringBoard ELA curriculum contains supplemental material for ELD which will be used with our EL students.

Due to the small number of students tested at Santa Ana (fewer than 11) Dashboard data is not available.

Due to the small numbers of students represented in the Dashboard data, it is difficult to calculate performance gaps where no data has been reported. However, SBCOE student Dashboard data can be compared against state data for similar performance areas, with the understanding that the state data represents all California students and the SBCOE data only represents students in our alternative programs.

### 2017 - 2018 Suspension rate

San Andreas 27%

Santa Ana 64.9%

State 3.5%

### 2017 - 2018 Chronic Absenteeism (note that Chronic Absenteeism is not reported for high schools)

Santa Ana 66.7%

State 9%



**2017 - 2018 College and Career Readiness** (note that College and Career Readiness is only reported for high schools)

San Andreas 2.3%

State 42.2%

To address these gaps, a team from Alt Ed has started their first year of a three year training cycle for Positive Behavioral Supports and Interventions (PBIS) to address the large number of students being suspended. In addition, SBCOE will move into year 3 of the Restorative Justice Initiative. During 2018-19, restorative practices were moved into the classrooms so students were served more directly. Finally, all staff will received training on Trauma-Informed Practices, Suicide Prevention and Social Emotional Learning with the goal of implementing strategies to help students who have experienced or are experiencing trauma be successful in the classroom. in addition, the County Office will partner with Behavioral Mental Health to expand the availability of on-campus mental health services.

Positive attendance was awarded this year with a presentation of certificates from the County Superintendent. In addition, the SBCOE continues to work with the School Attendance Review Board and Parent Responsibility Court to address habitual truancy.

## 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.

San Andreas High School

Santa Ana Opportunity School

### Support for Identified Schools

Describe how the LEA supported 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.

The SBCOE supported the identified schools in developing CSI plans by using the CA Dashboard data, local school climate and academic progress data, the most recent mid-cycle WASC Accreditation Self-Study findings and the most recent Visiting Team school-wide growth areas for continuous improvement recommendations as the school-level needs assessment. A CSI plan (School Plan for Student Achievement/SPSA) was developed using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation.

In conjunction with the WASC self study process, SBCOE Educational Services staff worked collaboratively with school site staff on:



1. Collection and exploration of student outcome data that reflects areas of need identified in the CA Dashboard
2. Root cause analysis to isolate deep-seated causes of students' failure to thrive
3. Identification of evidence-based interventions both potential and in current use
4. Funding and budget analysis to identify any resource inequities

The SBCOE and site staff worked to align CSI and WASC expectations and to develop and implement short- and long-term goals and activities as part of the School Plan for Student Achievement (SPSA) for both schools. The SPSA is aligned with the LCAP.

## **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.

The SBCOE will monitor the implementation and effectiveness of the CSI plan through identified 6 - 8 week monitoring cycles and provide an annual analysis of implementation progress and impact on student learning.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

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

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

1. Percentage of teachers who met California credentialing requirements
2. Facility Inspection Tool (FIT)/Williams Report
3. Percentage of students who have access to CommonCore aligned textbooks for Math, ELA and Science
4. Number of elective courses available to students
5. CAASPP scores in Math and ELA
6. Early Assessment Program
7. STAR 360 growth
8. Redesignation Rate
9. ELPAC (CELDT for initial assessments) scores
10. Graduation Rate

### Actual

1. 100% of teachers met the California credentialing requirements.
2. All facilities met the requirements outlined in the Facility Inspection Tool (FIT).  
Santa Ana's overall rating was GOOD  
San Andreas' overall rating was GOOD  
Pinnacles' overall rating was FAIR. Note that the Pinnacles Community School program was moved to a different campus for the 2018 - 2019 school year to be located adjacent to Santa Ana and San Andreas.
3. 100% of students had access to Common Core aligned textbooks for Math and ELA (Springboard). NGSS-aligned Science textbooks have not yet been adopted and purchased but the teachers use NGSS-aligned online materials for their lessons.
4. San Andreas High School continued to offer Art and Computer electives. Two additional electives were not added in the 18-19 school year due to staffing constraints.
5. Students meeting or exceeding standard on the CAASPP:  
**ELA Standard Met or Exceeded**  
Santa Ana Opportunity School (SAO): none tested San Andreas High School (SAHS): declined 9% from 15% to 6% Pinnacles Community School: none tested Pinnacles Court School: none tested  
**Math Standard Met or Exceeded**  
Santa Ana Opportunity School (SAO): none tested San Andreas High School (SAHS): 0% Pinnacles Community School: none tested Pinnacles Court School: none tested
6. No students met the passing rate for the Early Assessment Program (EAP)
7. Percent of students demonstrating growth equivalent to enrollment (one month's growth in one month's time) on the STAR 360 assessment:  
  
ELA  
Santa Ana 0%  
San Andreas 4%  
Pinnacles Community 5%  
Pinnacles Court 5%  
  
Math  
Santa Ana 11%

## Expected

### 18-19

1. 100% of teachers will meet California credentialing requirements.
2. All facilities will meet the requirements as outlined by the Facility Inspection Tool.
3. Common Core aligned Science curriculum will be provided for each student by August 2018.
4. Increase the number of elective courses by two.
5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site
6. 25% of students will meet the passing rate for Early Assessment Program (EAP)
7. STAR 360 growth: 75% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time) in ELA and Math
8. 7% of English Learners will redesignated to Fluent English Proficient.
9. 13% of English Learners will move up one level on the ELPAC
10. 80% of students will graduate at all sites.

## Actual

San Andreas 15%  
Pinnacles Community 5%  
Pinnacles Court 5%

8. Percent of English Learners re-designated to Fluent English Proficient:  
SAO: 20% in 17 - 18  
SAHS: 46% in 17-18  
Pinnacles Community: 13% in 17-18  
Pinnacles Court: 0% in 17-18

SAO: 33% in 18-19  
SAHS: TBD in 8-19  
Pinnacles Community: 0% in 18-19  
Pinnacles Court: 100% in 18-19

9. Percent of English Learners moving up one level on the ELPAC (2019 data TBD)

### San Andreas

Level 4 (well developed): 8% in 16-17 to 4.5% in 17-18 for a 3.5 point drop  
Level 3 (moderately developed): 54% in 16-17 to 50% in 17-18 for a 4 point drop  
Level 2 (somewhat developed): 38% in 16-17 to 40.9% in 17-18 for a 2.9 point gain  
Level 1 (beginning stage): 0% in 16-17 to 4.5% in 17-18 for a 4.5 point gain

### Santa Ana

Level 4 (well developed): 0%  
Level 3 (moderately developed): 33%  
Level 2 (somewhat developed): 33%  
Level 1 (beginning stage): 33%

### Pinnacles Community

Level 4 (well developed): 0%  
Level 3 (moderately developed): 14%  
Level 2 (somewhat developed): 72%  
Level 1 (beginning stage): 14%

### Pinnacles Court

Level 4 (well developed): 100%  
Level 3 (moderately developed): 0%  
Level 2 (somewhat developed): 0%  
Level 1 (beginning stage): 0%

10. Graduation rate for each school site for 17-18

## Expected

### Baseline

1. 100% of teachers met California credentialing requirements
2. 100% of facilities meet requirements outlined in the Facility Inspection Tool
3. 100% of students have Math and ELA textbooks that are Common Core aligned. History/Social Science and Science textbooks have yet to be purchased.
4. Students have access to two elective courses: Art and Computers
5. 2015-16 CAASPP scores:  
ELA % standard met or exceeded  
Santa Ana: 8%  
San Andreas: 19%  
Pinnacles Community: 38%  
Math % standard met or exceeded  
Santa Ana: 8%  
San Andreas: 2%  
Pinnacles Community: 0%
6. 21% passed the Early Assessment Program
7. STAR 360 ELA growth:  
Santa Ana 8th: +11%  
Santa Ana 9th: -21%  
San Andreas 9/10: -3%  
San Andreas 11th: 0%  
San Andreas 12th: 0%  
Pinnacles: -28%  
STAR 360 Math growth:  
Santa Ana 8th: 0%  
Santa Ana 9th: untested  
San Andreas 9/10: -6%  
San Andreas 11th: -3%  
San Andreas 12th: 0%  
Pinnacles: -5%
8. ELs redesignated in 2016-2017:  
Santa Ana 40%  
San Andreas 52%  
Pinnacles 50%

9. English Learners CELDT scores and movement

### Santa Ana

Advanced: 13%

Early Advanced: 40%

## Actual

San Andreas: 86% in 17-18 as reported on the CA Dashboard  
Pinnacles Community School: 100%  
Pinnacles Court School: 50%

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain a full day schedule at Santa Ana Opportunity School:</p> <ul style="list-style-type: none"> <li>• 60 minute Core Classes</li> <li>• Intervention time for ELD, Math and ELA</li> <li>• Soft-skill building course for each grade level</li> </ul> <p>* PE</p>	<p>Santa Ana Opportunity students in 7th/8th or 9th grades have a staggered schedule that runs from period 1 through period 6. SAO 9th graders attend periods 1 - 4 and SAO 7th and 8th graders attend periods 3 - 6. All class periods are 55 minutes long.</p> <p>ELD, Math and ELA intervention is offered during 3rd period.</p> <p>Due to staffing constraints it was not possible to offer a separate, soft-skill building course for each grade level.</p> <p>Also due to staffing and master schedule constraints it was not possible to offer a PE course in the second semester.</p>	<p>2.0 FTE Employee Benefits Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other \$61,473</p>	<p>1.25 FTE Employee Benefits  Other Local Revenue (OB 8710) 3000-3999: Employee Benefits Other \$38,841</p>
		<p>2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other \$158,184</p>	<p>1.25 FTE Employee Benefits  Other Local Revenue (OB 8710) 1000-1999: Certificated Personnel Salaries Other \$102,455</p>
		<p>Materials &amp; Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other \$3,000</p>	<p>No materials or supplies purchased.  Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$0</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide support for new teachers, including the Induction Program for teachers who qualify for the program.

New teachers were supported through the evaluation process, weekly staff meetings, informal coaching with administrators, non-evaluative walk-through observations, and county-wide professional development opportunities.

No teachers required induction, although services were available throughout the year.

SAOS Consulting & Operating Expense  
Other Local Revenue (OB 8710)  
5800: Professional/Consulting Services And Operating Expenditures Other \$1,500

No funds were spent on consulting services for this action. 5800: Professional/Consulting Services And Operating Expenditures Other \$0

SAHS Consulting & Operating Expense  
Other Local Revenue (OB 8677)  
5800: Professional/Consulting Services And Operating Expenditures Other \$1,500

No funds were spent on consulting services for this action. 5800: Professional/Consulting Services And Operating Expenditures Other \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.	Long-term Independent Study was provided to students as needed.	San Andreas High School Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$100	No materials or supplies were purchased for this action. 4000-4999: Books And Supplies Other \$0
		Pinnacles Community School Materials & Supplies 4000-4999: Books And Supplies Base \$100	No materials or supplies were purchased for this action. 4000-4999: Books And Supplies Other \$0
		Pinnacles Community School Certificated Salaries (0.167 FTE) 1000-1999: Certificated Personnel Salaries Base \$14,995	Santa Ana Opportunity School Certificated Salaries (.08 FTE) 1000-1999: Certificated Personnel Salaries Base \$6,565
		Pinnacles Community School Employee Benefits (0.167 FTE) 3000-3999: Employee Benefits Base \$5,486	Santa Ana Opportunity School Employee Benefits (.08 FTE) 3000-3999: Employee Benefits Base \$2,487

		San Andreas High School Employee Salaries (0.167 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$14,995	San Andreas High School Employee Salaries (.08 FTE) 1000-1999: Certificated Personnel Salaries Other \$4,431
		San Andreas High School Employee Benefits (0.167 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$5,486	San Andreas High School Employee Benefits (.08 FTE)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$2,083

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
San Andreas High School: Maintain access to courses in Art, Computer (CTE) and online recovery to better prepare students for careers. Explore offering additional CTE options in partnership with San Benito High School to provide access to CTE courses that meet SBE-approved standards and frameworks.	San Andreas High School continued to offer courses in Art (2 sections), Computers (1 section) and online credit recovery courses (3 sections) to better prepare students for careers.  Additional CTE offerings via a partnership with San Benito High School have not been identified.	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$1500  SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$14,786  SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$28,477	SAHS Materials and Supplies for Art  Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$580  SAHS Career and Technical Education (.2 FTE)  Other Local Revenue (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$13,138  SAHS Art Teacher (.33 FTE)  Other Local Revenue (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$29,528

		SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$5,445	SAHS Career and Technical Education Employee Benefits (.2 FTE)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$5,614
		SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$10,435	SAHS Art Teacher Employee Benefits (.33 FTE)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$10,885

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide appropriate technology so students have access to course content 1. Update devices for classrooms 2. Provide Internet access for each site	Santa Ana, San Andreas and Pinnacles have Chromebooks in every classroom to ensure that students have access to online course content and instructional supports such as Google Classroom.  All devices including instructional technology devices such as projectors, presentation screens and document cameras were maintained in good repair.  Internet access was provided for each site.	SAOS Chromebooks, storage and access points Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other \$8,000	No funds were spent for chrome books, storage and access points. 4000-4999: Books And Supplies Other \$0
		Pinnacles Community classroom presentation screens and casting 4000-4999: Books And Supplies Base \$8,000	No funds were spent for classroom presentation screens and casting. 4000-4999: Books And Supplies Base \$0
		Internet line SAOS Charter INET Other Local Revenue- (OB 8710) 5900: Communications Other \$15,832	Internet line SAOS Charter INET Other Local Revenue (OB 8710) 5900: Communications Other \$6,316
		Internet line SAHS Charter INET Other Local Revenue- (OB 8677) 5900: Communications Other \$22,432	Internet line SAHS Charter INET Other Local Revenue (OB 8677) 5900: Communications Other \$6,316

		Pinnacles Community & Pinnacles Court Charter INET 5900: Communications Base \$10,667	Pinnacles Community & Pinnacles Court Charter INET 5900: Communications Base \$6,313
		SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$8,000	No funds were spent for chrome books, storage and access points. 4000-4999: Books And Supplies Other \$0

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Replenish Next Generation Science Standards materials and supplies	1. Next Generation Science Standard materials and supplies were replenished for Santa Ana and San Andreas. No new NGSS materials or supplies were purchased for Pinnacles Community and Court School.	SAOS Purchase Next Generation Science Standard materials and supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$1,000	Purchased Next Generation Science Standards materials and supplies. 4000-4999: Books And Supplies Other \$580
2. Provide History Social Science and NGSS training for staff			
3. Purchase Math textbooks			
4. Research and adopt a History/Social Science Series	1. History and Social Science training was provided to staff through the UC Berkeley History-Social Science Project. NGSS training was offered but not implemented.	Pinnacles Community and Court: Purchase Math Curriculum, Replenish Science Materials & Supplies 4000-4999: Books And Supplies Base \$500	No Next Generation Science Standards materials and supplies purchased for Pinnacles Community and Court School. See below for math curriculum purchase. 4000-4999: Books And Supplies Base \$0
	3. Springboard Math textbooks were purchased.	Professional Development SAOS/SAHS Other Local Revenue (OB 8710) Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$1600	Professional Development SAOS/SAHS  Other Local Revenue (OB 8710)  Other Local Revenue (OB 8677)  5000-5999: Services And Other Operating Expenditures Other \$400

	4. History-Social Science materials have not yet been researched or adopted.	Professional Development Pinnacles Community School 5000-5999: Services And Other Operating Expenditures Base \$400	Professional Development Pinnacles Community School 5000-5999: Services And Other Operating Expenditures Base \$400
		SAOS: Purchase ELA and Math textbooks Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$2,500	Purchased Springboard Math textbooks for SAOS 4000-4999: Books And Supplies Other \$1,031
		SAHS: Purchase ELA and Math textbooks Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$5,000	Purchased Springboard Math textbooks for SAHS. 4000-4999: Books And Supplies Other \$3,976
		Pinnacles: purchase ELA and Math textbooks 4000-4999: Books And Supplies Base \$1,000	Purchased Springboard Math textbooks for Pinnacles 4000-4999: Books And Supplies Base \$429
		SAOS purchase Science textbooks Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$2,000	Did not purchase History/Social Science textbooks for SAOS. Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$0
		SAHS: purchase Science textbooks Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$4,500	Did not purchase History/Social Science textbooks for SAHS. Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$0
		Pinnacles: purchase Science textbooks 4000-4999: Books And Supplies Base \$800	Did not purchase History/Social Science textbooks for Pinnacles. 4000-4999: Books And Supplies Base \$0

## Action 7

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide online Opportunities for Credit Recovery (at the high school level), assessment and intervention. 1. Continue use of Acellus for credit recovery 2. Continue STAR 360 benchmark assessments	Online opportunities for credit recovery at the high school level, assessment and intervention were provided.  1. 10 Santa Ana students, 14 San Andreas students and 14 Pinnacles students used Acellus for online credit recovery courses.  2. STAR 360 benchmark assessments were given 3 times to students during the 2018 - 2019 school year.		STAR 360 for SAHS. Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$3,891
		Pinnacles Community STAR 360 4000-4999: Books And Supplies Supplemental and Concentration \$1,750	STAR 360 for Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$1,630
		Pinnacles Community Credit Recovery: Acellus 4000-4999: Books And Supplies Supplemental and Concentration \$375	Pinnacles Community Credit Recovery: Acellus 4000-4999: Books And Supplies Supplemental and Concentration \$675
		SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$1,875	SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$5,400
		SAOS STAR 360 Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$1,652	STAR 360 for SAOS. Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$1,266

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Evaluate Professional Development series feedback and attendance for any changes necessary.  2. Continue the Countywide Professional Development series in the following areas: LCAP Professional Learning Network NGSS Math Collaborative Arts Workshops Math Talks CPIN English Language Learner	1. A standardized professional evaluation survey tool was developed and used to evaluate PD sessions offered by COE staff. The feedback was used to evaluate the effectiveness of the sessions and to help plan  2. Countywide professional development opportunities were provided in the following areas:	Materials & Supplies 4000-4999: Books And Supplies Base \$2,350  5800: Professional/Consulting Services And Operating Expenditures Base \$1,500	Materials & Supplies 4000-4999: Books And Supplies Base \$1260  Contracted services to provide countywide professional development sessions. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,343



Strategies Instructional Leadership Instructional Technology Special Education MTSS UDL	LCAP Professional Learning Network  Math Talks  CPIN  History-Social Science  MTSS  Restorative Practices
3. Expand Countywide Professional Development to include History/ Social Studies English Language Arts PBIS	3. Countywide professional development offerings were expanded to include:  Social Emotional Learning  The School to Prison Pipeline  PBIS  Behavioral Threat Assessment  The Expulsion Process  Developing and Implementing a PLC

## Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Provide during-school and after-school tutoring to students who are below grade-level.	During school and after school tutoring was not provided to students who are below grade level. Staff was offered compensation to provide tutoring but no one accepted the offer.	SAHS After school tutoring (hourly rate) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other \$333	No funds spent on SAHS after school tutoring. 2000-2999: Classified Personnel Salaries Other \$0
		SAHS After School tutoring Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$25	No funds spent on after school tutoring materials and supplies 4000-4999: Books And Supplies Other \$0
		SAHS Migrant After school tutoring (0.2 of 0.75 FTE) 2000-2999: Classified Personnel Salaries Title I \$8,132	No funds spent on SAHS Migrant after school tutoring 2000-2999: Classified Personnel Salaries Title I \$0
		SAHS Migrant After school tutoring (0.2 of 0.75 FTE) 3000-3999: Employee Benefits Title I \$3,842	No funds spent on SAHS Migrant after school tutoring 3000-3999: Employee Benefits Title I \$0
		SAOS Migrant After school tutoring (0.2 of 0.75 FTE) 2000-2999: Classified Personnel Salaries Title I \$8,132	No funds spent on SAOS Migrant after school tutoring 2000-2999: Classified Personnel Salaries Title I \$0
		SAOS Migrant After school tutoring (0.2 of 0.75 FTE) 3000-3999: Employee Benefits Title I \$3,842	No funds spent on SAOS Migrant after school tutoring 3000-3999: Employee Benefits Title I \$0

## Action 10

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide 1 teacher to work with students enrolled in Special Education.

The Alternative Education Schools share a 0.67 FTE to work with students who receive Special Education services.

Special Education Teacher (0.67FTE)  
1000-1999: Certificated Personnel Salaries Special Education \$51,525

Special Education Teacher (.5 FTE) 1000-1999: Certificated Personnel Salaries Special Education \$38,640

Special Education Teacher (0.67 FTE)  
3000-3999: Employee Benefits Special Education \$20,258

Special Education Teacher (.5 FTE) 3000-3999: Employee Benefits Special Education \$15,180

Materials & Supplies  
5000-5999: Services And Other Operating Expenditures Special Education \$50

No funds were spent on contracted services 5000-5999: Services And Other Operating Expenditures Special Education \$0

## Action 11

### Planned Actions/Services

This action was fulfilled in 2017-2018.

### Actual Actions/Services

Action fulfilled in 2017 - 2018; no update.

### Budgeted Expenditures

### Estimated Actual Expenditures

## Action 12

### Planned Actions/Services

Continue Professional Development to Alternative Education Staff  
1. Data Analysis  
2. Lesson Development & unit design  
3. Tier 1 Supports  
4. Grade or emphasis collaboration  
5. English Learner Strategies  
6. Restorative Justice  
7. MTSS  
8. PBIS

### Actual Actions/Services

The following professional development sessions were provided to Alternative Education Staff

Lesson development

Trauma Informed Practices for Schools

Suicide Prevention

PBIS

### Budgeted Expenditures

SAHS Travel and Conference  
Other Local Revenue (OB 8677)  
5000-5999: Services And Other Operating Expenditures Other \$478

SAHS Materials and Supplies  
Other Local Revenue (OB 8677)  
4000-4999: Books And Supplies Other \$100

### Estimated Actual Expenditures

SAHS Travel and Conference

Other Local Revenue (OB 8677)  
5000-5999: Services And Other Operating Expenditures Other \$9

No funds spent on SAHS Materials and Supplies

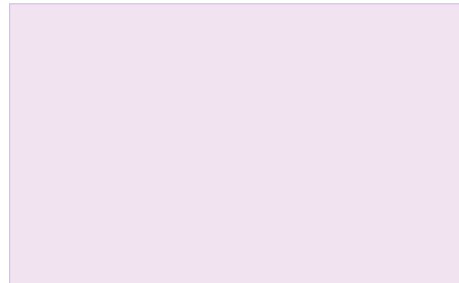
Other Local Revenue (OB 8677)  
4000-4999: Books And Supplies Other \$0

	Restorative Justice	Pinnacles Materials and Supplies 4000-4999: Books And Supplies Base \$50	No funds spent for Pinnacles materials and supplies 4000-4999: Books And Supplies Base \$0
	Curriculum Mapping		
	Engagement Strategies & Multiple Entry Points	SAOS Materials and Supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$50	No funds spent for SAOS materials and supplies  Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$0
	Social Emotional Learning	SAOS Travel and Conference Other Local Revenue (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$627	No fund spent SAOS Travel and Conference  Other Local Revenue (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$0
		Pinnacles Travel and Conference 5000-5999: Services And Other Operating Expenditures Base \$400	No funds spent Pinnacles Travel and Conference 5000-5999: Services And Other Operating Expenditures Base \$0
			Contracted Services for Trauma Informed Practices 5800: Professional/Consulting Services And Operating Expenditures Other \$5078

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin the approval process for 2 additional courses to be approved for 'a-g' for the 2018-19 school year. *Note: All SBCOE schools are Alternative Education Programs. Due to the credit	This action is still in progress. Note that Acellus online credit recovery courses are A-G approved.	embedded in regular staff duties \$0	No costs associated with action; embedded in regular staff duties \$0

requirements for Alternative Education Programs, students who graduate do not meet the University of CA or CA state University requirements.



**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 0.5 FTE Bilingual Instructional Aide for San Andreas Continuation High School.	A 0.5 FTE Bilingual Instructional Aide was provided for San Andreas High School.	0.5 FTE Bilingual Instructional Aide (SAHS) 2000-2999: Classified Personnel Salaries Title I \$11,971	0.5 FTE Bilingual Instructional Aide (SAHS) 2000-2999: Classified Personnel Salaries Title I \$16,245
		0.5 FTE Bilingual Instructional Aide (SAHS) 3000-3999: Employee Benefits Title I \$10,774	0.5 FTE Bilingual Instructional Aide (SAHS) 3000-3999: Employee Benefits Title I \$4,504

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions delineated in Goal 1 were implemented.

**Staffing**  
 The San Benito County Office of Education (SBCOE) maintained adequate and appropriate staffing levels, funding certificated and classified staff positions in four Alternative Educational programs to serve students in grades 5 to 12. While the programs support enough staff members to ensure the safety, well-being and educational progress of the enrolled students, the small staff size resulted in a very tight master schedule that did not have flexibility to expand to anything beyond core academic classes. The nature of the Alternative Education programs, where students enter the programs on a continual basis throughout the school year, makes it hard to predict and plan for staffing needs. However, the schools continued to offer electives such as Art and Computers, as well as online credit recovery courses through Acellus.

**Facilities**

The Pinnacles Community School program was relocated from its former campus (which was rated FAIR on the 2017 - 2018 FIT report) to a classroom that is adjacent to the Santa Ana/San Andreas campus, but that is physically separated as required by California Education Code. This move has allowed SBCOE to centralize staff and support activities to better serve the expelled and probation youth enrolled in Pinnacles Community School.

### **Textbooks, materials and supplies**

While NGSS materials and supplies were replenished, many items were donated and therefore were not documented in the LCAP as an expenditure.

Springboard Math consumable workbooks were purchased prior to the start of the school year and have been used in math courses throughout the year.

History-Social Science materials have not yet been researched or adopted. This action will be carried forward into the 2019-2020 school year.

### **New teacher support**

New teachers were supported through the evaluation process, weekly staff meetings, informal coaching with administrators, non-evaluative walk-through observations and professional development opportunities.

No teachers were eligible for induction, although services were available throughout the year. To be eligible for induction support, a teacher must hold a preliminary credential and be in his/her first year of teaching.

### **Independent Study**

Independent Study was provided to students in San Andreas, Santa Ana and Pinnacles Community. Students are required to apply for the IS program and the course content is delivered through the Acellus online platform which allows for teacher monitoring of student log-on hours as well as increased course options. Enrollment in IS is capped at 10% of enrollment for continuation high schools (exclusive of pregnant or parenting teens); therefore this instructional program option is necessarily limited in size. One teacher was responsible each semester to oversee the IS caseload.

### **Santa Ana schedule**

The SAO daily instructional schedule was a full-day schedule for the first semester. However, students were not successful with a full day schedule because of persistent behavioral issues occurring after the lunch break. The schedule was revised at the semester break to stagger start and end times for 7th/8th and 9th graders. The second semester schedule also incorporated co-taught classes to better support these younger students.

Intervention time for ELD, Math and ELA is embedded into the 2 co-taught courses.

PE was offered during the first semester. In the second semester, construction on the park adjacent to the school limited PE options for all classes.



**Technology**

San Andreas High School received two new Chromebook carts per the terms of the County Office's memorandum of understanding with the San Benito High School District. With the addition of these two carts, every student in all of the programs have access to 1:1 devices.

Instructional technology devices such as projectors and document cameras were maintained in good repair and Internet access was available at all sites.

**Assessment**

The Acellus online courseware has been used for credit recovery for students who need to re-take classes that they have previously failed in order to meet SBCOE's graduation requirements.

STAR 360 ELA and Math benchmark assessments were used to evaluate the performance level//establish a baseline of incoming students as well as to monitor growth and progress throughout the year.

**Countywide Professional Development**

The SBCOE expanded its countywide professional development program and offered workshops on a variety of student services, curriculum and instruction and leadership topics to the staff of the 11 school districts in the county. SBCOE staff developed a professional development needs survey, as well as a professional development session evaluation survey to gather data to inform future planning.

**Alternative Education Professional Development**

Classified and certificated staff employed in the Alternative Education programs engaged in professional development workshops that were specifically selected to support their work with high-need students. Topics included trauma-informed practices, social-emotional learning, suicide prevention and Positive Behavioral Interventions and Supports (PBIS).

**Tutoring**

While compensation for providing tutoring to students was available, no staff members accepted the contract. The Community and Family Service Specialist spent additional time in the classroom to support under-performing Migrant students

**A-G aproved classes**

No core courses were submitted for A-G approval by the UC/CSU system. Many courses available on Acellus, however, are A-G approved and students have the option to take Acellus course for acceleration or college eligibility as well as for credit recovery.

**Instructional Aide**

A 0.5 FTE Bilingual Instructional Aide was provided for San Andreas High School. This staff member supports students in the general education program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For the most part, the activities associated with Goal 1 were effective.

The SBCOE continues to provide adequate basic services for all of its Alternative Education programs. Each school was appropriately staffed with certificated and classified staff members to ensure student safety, well being and academic progress. 100% of teachers met the California credentialing requirements. The facilities are in good repair and the campus is clean, attractive and well-maintained.

All students have current, standards-aligned textbooks and instructional materials for Math and English Language Arts. These materials are the same as are used by San Benito High School to facilitate a smoother transition for students into the Alternative Education setting. While NGSS-aligned science textbooks have not yet been adopted, the teachers make use of NGSS-aligned online materials and lesson planning resources for their lessons. San Andreas High School continued to offer Art and Computer electives but two additional electives were not added in the 18-19 school year due to staffing constraints. A range of elective courses, including Career and Technical Education (CTE) courses are available to students through Acellus.

Many students in Alternative Education settings arrive in need of academic skill remediation and credit recovery. Their performance on standardized tests reflects this and since only a small number of students (8th and 11th graders only) test each year, the results can vary widely from year to year due to the small sample size. This variability extends to the local STAR 350 benchmarks, although the aggregated results over time present a better picture of student ability than the once-a-year administration of the CAASPP. With the shift from the CELDT assessment (traditionally administered in the fall) to the ELPAC (now administered in the spring) it has become harder to gauge the needs of our English Learners and our staff would benefit from professional development on integrated and designated ELD to support them in serving our ELs. The graduation rate remains a point of pride, with student groups "scoring" in the green and blue performance levels on the CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: SBCOE budgeted for 2.0 FTE for the Santa Ana Opportunity School but only 1.25 FTE were assigned due to low enrollment in the first semester. The actual expenditures were less than budgeted for that action.

Action 2: \$3,000 was budgeted to support teachers who were eligible for induction support, but there were no teachers eligible this year. Therefore the actual expenditures were less than budgeted for that action.

Action 3: SBCOE budgeted for .167 FTE to support the Independent Study program but only used .08 FTE. Therefore the actual expenditures were less than budgeted for that action.

Action 5: SBCOE budgeted for the cost of two chromebook carts (\$16,000) but San Benito High School District provided the carts so we did not need to spend the funds that were budgeted for that action. Classroom presentation screens and casting were not purchased for Pinnacles Community School (existing technology was used instead) so those budgeted \$8,000 were not used. Expenditures for internet services were documented through January; it is anticipated that the full amount of money budgeted for these services will be used by the end of the fiscal year.

Action 6: New History and Social Science textbooks were not purchased this year so the allocated funds were not used.

Action 7: The STAR 360 two-year contract was paid in full in the first year of service (2017 - 2018) so the funds budgeted for the contract were not used. The cost of the Acellus contract for Pinnacles Court and Community and San Andreas was significantly more than anticipated.

Action 8: Most costs associated with hosting professional development sessions were paid from grant funds instead of base funding.

Action 10: As mentioned above, compensation for tutoring was available but no staff members were interested in the tutoring contract. Therefore, there were no expenditures associated with this action.

Action 13: Professional development attended by Alt Ed staff was local and usually sponsored by the SBCOE.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Modifications will be made to the Santa Ana Opportunity School daily bell schedule to better support student success. We will implement a staggered, 4 period schedule with 55 minute class periods for 220 instructional minutes. This change can be found in Goal 1 Action 1.

We removed the proposed CTE-related partnership with the San Benito High School District and rewrote Action 4 in Goal 1 to include the exploration of a workforce readiness program instead, to better address the proposed college/career indicator for DASS schools.

We revised Action 7 in Goal 1 related to the research, pilot and adoption of science and history/social science texts to reflect current status of those adoptions.

Based on staff input and a county-wide needs assessment, we expanded Action 9 in Goal 1 to include Social Emotional Learning topics in our county-wide professional development offerings, as well as planning to offer an online participation option for at least one professional development session, to increase our reach and to better serve our rural districts.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

1. Attendance Rate
2. Chronic Absenteeism Rate
3. Suspension Rate
4. Expulsion Rate
5. Drop-out Rate
6. Office Referrals
7. CA Healthy Kids Survey (CHKS) Results
8. Parent Climate Surveys
9. Aeries student portal use

#### 18-19

1. Average Daily attendance rate will increase by 2% at each school site.
2. Chronic Absenteeism Rate at each site will reduce by 2%.
3. Decrease suspension rates at all sites by 5%
4. Maintain expulsion rates to less than 5 %.
5. Decrease High School Drop-out Rate by 2% at each site.
6. Reduce the number of students referred to the office for behavior issues by 5%.
7. In place of The CA Healthy Kid Survey, students will respond in the Google Forms Climate survey to gauge the climate and culture of each campus
8. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2017-2018 school year.
9. 90% students will access the Aeries parent/student portal at San Andreas and Santa Ana.

### Actual

1. Average Daily Attendance Rates  
SAO: 79% in 17-18 to 72% in 18-19 for a decrease of 7 points  
SAHS: 80% in 17-18 to 79% in 18-19 for a decrease of 1 point  
Pinn Comm: 81% in 17-18 to 86% in 18-19 for an increase of 5 points
2. Chronic Absenteeism Rates  
SAO: 81.3% in 16-17 to 66.7% in 17-18 for a decrease of 14.6 points  
SAHS: 80% in 16-17 to 80% in 17-18 for a 0 point change  
Pinn Comm: 65.7% in 16-17 to 65.7% for a 0 point change
3. Suspension Rates  
SAO: 50% in 16-17 to 64.9% in 17-18 for an increase of 14.9 points  
SAHS: 24% in 16-17 to 27.0% in 17-18 for an increase of 3 points  
Pinn 9% in 16-17 to 9.1% in 17-18 for an increase of .1 point
4. Expulsion Rates  
SAO: 3% in 16-17 to 0% in 17-18 for a 3 point decrease  
SAHS: 0% in 16-17 to .6% in 17-18 for an increase of .6 points
5. High School Dropout Rates  
SAHS: 20% in 2016 - 2017 to 7% in 2017 - 2018 for a 13 point decrease  
Pinnacles Community: 50% in 2016 - 2017 to 3% in 2017 - 2018 for a 43 point decrease  
Pinnacles Court: 50% in 2016 - 2017 to 0% in 2017 - 2018 for a 50 point decrease
6. Office Discipline Referral Rate  
Santa Ana: 289 referrals in 2016 - 2017 to 318 in 2017 - 2018 for an increase of 29 referrals  
San Andreas: 166 referrals in 2016 - 2017 to 266 in 2017 - 2018 for an increase of 100 referrals
7. CA Healthy Kid Survey Results  
Percent of students who feel connected to school  
Santa Ana: 39% in 2015 - 2016 to 32% in 17-18 for a decrease of 7 points  
San Andreas: 39% in 2015 - 2016 to 32% in 17-18 for an decrease of 7 points
8. End of year parents and student survey  
15 parents completed climate surveys in English and Spanish.  
66% of parents surveyed stated that they agreed or strongly agreed that their child feels safe at school.



## Expected

### Baseline

#### 1. 2015-2016 Attendance Rates:

Santa Ana 87%

San Andreas 86%

Pinnacles Community 81%

#### 2. 2016-17 Chronic Absenteeism Rate

Santa Ana 81.3%

San Andreas 80%

Pinnacles Community 65.7%

#### 3. 2015-2016 Suspension Rates:

Santa Ana 26%

San Andreas 19%

Pinnacles Community 15%

#### 4. 2015-2016 Expulsion Rates:

Santa Ana 0%

San Andreas 0%

#### 5. 2015-2016 High School Drop-out Rate:

San Andreas 26%

Pinnacles Community 83%

Pinnacles Court 77%

#### 6. 2015-2016 Office referrals:

Santa Ana: 73

San Andreas: 76

#### 7. CHKS Results:

Percent of students who feel connected to school

Santa Ana: 39%

San Andreas: 39%

#### 8. Percent of students who feel safe at school

Santa Ana: 65%

San Andreas: 56%

Baseline data for Parent Surveys is currently being collected

#### 9. Student portal accessed: 0%

## Actual

85% of parents surveyed stated that they agreed or strongly agreed that their child knows what s/he is supposed to be learning in class.

#### 9. Percent of students who used the Aeries parent/student portal

SAO: 5 adults, or 42% of Santa Ana parents have Aeries portal accounts established. Of that number, 0 adults or 0% logged in to the account to review student progress.

SAHS : 70 adults, or 59% of San Andreas parents have Aeries portal accounts established. Of that number, 20 adults or 28% logged in to the account to review student progress.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide attendance incentives for students (e.g., awards BBQ, field trips)	Students with good attendance were recognized with certificates presented by the County Superintendent of Schools at an award ceremony and a family dinner. The Alt Ed principal sent positive postcards home to communicate with families and encourage continued positive student attendance.	SAHS Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$380	SAHS Materials & Supplies  Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$183
		Pinnacles Community Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$50	Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0
		SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other \$165	SAOS Material & Supplies  Other Local Revenue (OB 8710)  4000-4999: Books And Supplies Other \$7

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.	The County Superintendent of Schools met with 5 small groups of seniors over the course of the school year to elicit their feedback on campus climate.	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$114	SAHS Materials & Supplies Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$0
		Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$50	Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0

SAOS Materials & Supplies  
Other Local Revenue- (OB 8710)  
4000-4999: Books And Supplies  
Other \$100

SAOS Materials & Supplies  
Other Local Revenue- (OB 8710)  
4000-4999: Books And Supplies  
Other \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The School Counselor and the Guidance Technician will meet with each English Learner to review and discuss their:</p> <ol style="list-style-type: none"> <li>1. language level</li> <li>2. placement, if appropriate, into an EL Program</li> <li>3. academic status</li> <li>4. school attendance</li> <li>5. placement and information about interventions</li> <li>6. expected transition rate and criteria for exiting out of the ELD Program</li> </ol>	<p>The school counselor and guidance technician met with English Learners at least twice during the school year to review and discuss their:</p> <ol style="list-style-type: none"> <li>1. language level</li> <li>2. program placement</li> <li>3. academic status</li> <li>4. school attendance</li> <li>5. placement and information about interventions</li> <li>6. expected transition rate and criteria for exiting out of the ELD program.</li> </ol>	<p>Pinnacles Community Certificated Salaries (25% of 0.2 FTE, Title 1)</p> <p>1000-1999: Certificated Personnel Salaries Title I \$3,943</p>	<p>Pinnacles Community School Certificated Salaries (25% of 0.2 FTE, Title 1) 1000-1999: Certificated Personnel Salaries Title I \$4,802</p>
		<p>Pinnacles Community Certificated Benefits (25% of 0.2 FTE, Title 1)</p> <p>3000-3999: Employee Benefits Title I \$1,534</p>	<p>Pinnacles Community School Certificated Benefits (25% of 0.2 FTE, Title 1) 3000-3999: Employee Benefits Title I \$1,703</p>
		<p>SAHS Certificated Salaries (25% of 0.5 FTE)</p> <p>Other Local Revenue- (OB 8677)</p> <p>1000-1999: Certificated Personnel Salaries Other \$9,858</p>	<p>SAHS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$12,004</p>
		<p>SAHS Certificated Benefits (25% of 0.5 FTE)</p> <p>Other Local Revenue- (OB 8677)</p> <p>3000-3999: Employee Benefits Other \$3,836</p>	<p>SAHS Certificated Benefits (25% of 0.5 FTE) Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$4,258</p>
		<p>SAOS Certificated Salaries (25% of 0.1 FTE)</p> <p>Other Local Revenue- (OB 8710)</p> <p>1000-1999: Certificated Personnel Salaries Other \$1,971</p>	<p>SAOS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$2,401</p>
		<p>SAOS Employee Benefits (25% of 0.1 FTE)</p>	<p>SAOS Employee Benefits (25% of 0.1 FTE) Other Local Revenue</p>

		Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other \$767	(OB 8710) 3000-3999: Employee Benefits Other \$852
		SAHS Classified Salaries (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 2000-2999: Classified Personnel Salaries Other \$2,140	SAHS Classified Salaries (6% of 0.6 FTE)  Other Local Revenue (OB 8677) 2000-2999: Classified Personnel Salaries Other \$525
		SAHS Classified Benefits (6% of 0.6 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$959	SAHS Classified Benefits (6% of 0.6 FTE)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$417
		SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 2000-2999: Classified Personnel Salaries Other \$118	SAOS Classified Salaries (1% of 0.2 FTE)  Other Local Revenue (OB 8710)  2000-2999: Classified Personnel Salaries Other \$29
		SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other \$53	SAOS Classified Salaries (1% of 0.2 FTE)  Other Local Revenue (OB 8710) 3000-3999: Employee Benefits Other \$23

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The School Counselor and the Guidance Technician will meet with each Foster Youth to review and discuss their: a. academic status	The school counselor and guidance technician met with each foster youth to review and discuss his or her:	SAHS Certificated Salaries (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677)	SAHS Certificated Salaries (2.5% of 0.5 FTE)

b. school attendance  
b. graduation requirements  
c. placement and information about interventions  
d. career and college planning  
e. individual needs

a. academic status  
b. school attendance  
c. graduation requirements  
d. placement and information about interventions  
e. career and college planning  
f. individual needs

1000-1999: Certificated Personnel Salaries Other \$985

SAHS Employee Benefits (2.5% of 0.5 FTE)  
Other Local Revenue- (OB 8677)  
3000-3999: Employee Benefits Other \$383

Pinnacles Community Certificated Salaries (14% of 0.03 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$331

Pinnacles Community Certificated Benefits (14% of 0.03 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$129

SAHS Classified Salaries (1% of 0.6 FTE)  
Other Local Revenue- (OB 8677)  
1000-1999: Certificated Personnel Salaries Other \$357

SAHS Classified Benefits (1% of 0.6 FTE)  
Other Local Revenue- (OB 8677)  
3000-3999: Employee Benefits Other \$160

SAOS Classified Benefits (1% of 0.2 FTE)  
Other Local Revenue- (OB 8677)  
2000-2999: Classified Personnel Salaries Other \$119

Other Local Revenue (OB 8677)  
1000-1999: Certificated Personnel Salaries Other \$12,004

SAHS Employee Benefits (2.5% of 0.5 FTE)  
  
Other Local Revenue (OB 8677)  
3000-3999: Employee Benefits Other \$4,258

Pinnacles Community School Certificated Salaries (14% of 0.03 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$403

Pinnacles Community School Certificated Benefits (14% of 0.03 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$143

SAHS Classified Salaries (1% of 0.6 FTE)  
  
Other Local Revenue (OB 8677)  
2000-2999: Classified Personnel Salaries Other \$87

SAHS Classified Benefits (1% of 0.6 FTE)  
  
Other Local Revenue (OB 8677)  
3000-3999: Employee Benefits Other \$70

SAOS Classified Benefits (1% of 0.2 FTE)  
  
Other Local Revenue (OB 8677)

			2000-2999: Classified Personnel Salaries Other \$29
		SAOS Classified Benefits (1% of 0.2 FTE) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$53	SAOS Classified Benefits (1% of 0.2 FTE)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$23
		SAOS Employee Salary (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 1000-1999: Certificated Personnel Salaries Other \$394	SAOS Certificated Salary (1% of 0.5 FTE)  Other Local Revenue (OB 8710) 1000-1999: Certificated Personnel Salaries Other \$480
		SAOS Employee Benefits (1% of 0.5 FTE) Other Local Revenue- (OB 8710) 3000-3999: Employee Benefits Other \$153	SAOS Employee Benefits (1% of 0.5 FTE)  Other Local Revenue (OB 8710) 3000-3999: Employee Benefits Other \$170

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review Foster Youth and Migrant individual transportation needs/challenges and develop a plan for improving attendance for students who lack of transportation affects. Pay for bus tokens for students with financial need.	The Foster Youth Coordinator and the Migrant Education Liaison reviewed individual students' transportation needs and challenges.	Foster Youth bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$250	Foster Youth bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$0
		Migrant bus tokens for SAOS Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$50	Migrant bus tokens for SAOS  Other Local Revenue (OB 8710)  5000-5999: Services And Other Operating Expenditures Other \$0



		Foster Youth bus tokens for SAHS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$200	Foster Youth bus tokens for SAHS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$0
		Foster Youth bus tokens for SAOS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$50	Foster Youth bus tokens for SAOS 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$0
		Migrant bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Title I \$250	Migrant bus tokens for Pinnacles Community 5000-5999: Services And Other Operating Expenditures Title I \$0
		Migrant bus tokens for SAHS Other Local Revenue- (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$200	Migrant bus tokens for SAHS Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$0

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students access and training to the Aeries student portal so students can view their current grades and absences	The School Counselor provided individual support to students to help them log in and view their status. Printed information was also provided to students and mailed home.	SAHS Aeries Other Local Revenue- (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$1833	SAHS Aeries  Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$0
		Pinnacles Community Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1833	Pinnacles Community Aeries 5000-5999: Services And Other Operating Expenditures Base \$1675
		SAOS Aeries Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$1833	SAOS Aeries  5000-5999: Services And Other Operating Expenditures Base \$1675

Pinnacles Court School Aeries  
5000-5999: Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$1833

Pinnacles Court School Aeries  
5000-5999: Services And Other  
Operating Expenditures Base  
\$1675

## Action 7

### Planned Actions/Services

Increase student attendance in school by working closely with the School Attendance and Review Board (SARB)

### Actual Actions/Services

Three students from Santa Ana and six students from San Andreas were referred to SARB. Attendance for students from all three sites was monitored. The school principal and the Assistant Superintendent of Educational Services attended SARB meetings each month (8 meetings). In addition, the principal attend Parent Responsibility Court twice each month to report on attendance for two students from Pinnacles and one student from Santa Ana.

### Budgeted Expenditures

SAHS Materials & Supplies  
Other Local Revenue- (OB 8677)  
4000-4999: Books And Supplies  
Other \$50

Pinnacles Community Materials and Supplies  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$25

SAOS Materials and Supplies  
Other Local Revenue- (OB 8710)  
4000-4999: Books And Supplies  
Other \$25

### Estimated Actual Expenditures

SAHS Materials & Supplies  
Other Local Revenue- (OB 8677)  
4000-4999: Books And Supplies  
Other \$50

Pinnacles Community Materials and Supplies  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$25

SAOS Materials and Supplies  
Other Local Revenue- (OB 8710)  
4000-4999: Books And Supplies  
Other \$25

## Action 8

### Planned Actions/Services

Continue implementation of the Restorative Justice Program at all sites. Contract with a Restorative Justice Coordinator.

### Actual Actions/Services

The SBCOE continued to contract with Youth Alliance to employ an on-campus Restorative Justice Coordinator. School staff engaged in RJ training each Monday after school. The RJ Coordinator also provides student training, peer mentoring and mediation. In mid-April, the RJ Coordinator left to take another position, so funds were not used at the end of the

### Budgeted Expenditures

Training and contracted services for Restorative Justice Coordinator  
Other Local Revenue (Restorative Justice)  
5000-5999: Services And Other  
Operating Expenditures Other  
\$50,000

Training and contracted services for Restorative Justice Coordinator

### Estimated Actual Expenditures

Training and contracted services for Restorative Justice Coordinator

Other Local Revenue (Restorative Justice)  
5000-5999: Services And Other  
Operating Expenditures Other  
\$31,000

Training and contracted services for Restorative Justice Coordinator

	year while SBCOE hired a new Coordinator.	5000-5999: Services And Other Operating Expenditures Title I \$20,000	5000-5999: Services And Other Operating Expenditures Title I \$20,000
	The COE maintains a 3-year RJ implementation plan, created collaboratively with Youth Alliance.	Training and contracted services for Restorative Justice Coordinator Other Local Revenue (MTSS grant) 5000-5999: Services And Other Operating Expenditures Other \$10,000	Training and contracted services for Restorative Justice Coordinator Other Local Revenue (MTSS grant) 5000-5999: Services And Other Operating Expenditures Other \$10,000
	In October 2018, the COE and Youth Alliance hosted a Restorative Justice Teach-In and first year data report. The event included students, parents, administrators and community members.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services in this goal were implemented. It is worth noting that in addition to the actions described above, an Alt Ed team also began training in Positive Behavior Interventions and Support (PBIS) in the 18-19 school year. In addition, many of the professional development sessions documented elsewhere in the LCAP also pertain to this school climate goal, such as Trauma-Informed Practices for Schools, Social Emotional Learning, Dismantling the School to Prison Pipeline and Suicide Prevention and will have a positive effect on school climate and relationships. Alternative Education students tend to be highly mobile which challenges the site administration to think creatively about resolving the less-than-desirable attendance and chronic absenteeism rates. Additionally, student motivation and commitment concerns persist. To improve outcomes, students were recognized for positive attendance and academic progress. The school counselor and guidance technician met with each English Learner and each Foster Youth to develop relationships and help the students understand their academic progress. Students were trained and given access to the Aeries student portal so that they could check their grades and attendance regularly. Bus tokens were made available for Migrant and Foster Youth with transportation issues. The schools continued to work with the countywide School Attendance Review Board (SARB) and with the Parent Responsibility Court to address students and families who were habitually truant. The Restorative Justice

Coordinator continued to work with students to establish a student Leadership Team that focused on decision-making, building a positive school culture and fostering leadership skills. The Coordinator also worked with teachers and staff to build the capacity of the adults on site to work proactively with students. The PBIS team collaborated to establish a common set of behavioral expectations for each school and began work on a revised student handbook.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance recognition very well received by both students and parents and was a positive step in addressing chronic absenteeism.

Feedback from students directly to the County Superintendent led to positive changes such as the attendance awards and more popular school lunch menu choices.

Individual meetings with ELs, FY and Migrant students supported students in goal setting, progress monitoring and parent involvement. Student response to these one-on-one meetings was unanimously positive.

Teaching students to use Aeries to monitor their attendance and grades allowed them to be better informed and more in control of their own educational goals and progress towards graduation.

The principal and the Assistant Superintendent worked closely with the community-level SARB team to address chronic truancy. The students who were placed on a SARB contract demonstrated improvement and did not violate the terms of their contracts. The students who were moved up to the next level of intervention and referred to the District Attorney's office demonstrated an improvement in attendance after the referral.

RJ implementation continues and staff met with Coordinator every Monday afternoon.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Attendance incentives - \$600 budgeted and approximately \$200 was spent.

Action 2: Student leadership team - \$265 budgeted and \$0 was spent.

Action 3 & 4: Estimated salary and benefit expenses included a projected salary increase. Labor negotiations are ongoing at the time of this writing; however, salary increases are expected by the end of the fiscal year.

Action 5: FY/Migrant bus tokens - \$1,000 budgeted and \$0 spent. While the support was available and the Foster Youth Services Coordinator and Migrant Liaison did offer that support to students, no students made use of the bus tokens.

Action 6 - \$1833 was budgeted for the Aeries student information system for San Andreas High School. There was no cost to the SBCOE for Aeries for San Andreas as that expense is a paid for by the San Benito High School District.

Action 7: SARB - \$100 budgeted

Action 8: RJ Contract - \$80,000 budgeted, and \$61,000 spent. In mid-April the RJ Coordinator left to take a new position. A new Coordinator was not able to be hired before the end of the school year, reducing the cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 Action 5 was revised to include foster youth, migrant and homeless students. We added a Title I budget line to fund bus tokens for homeless students but reduced the overall proposed expenditures from \$250 to \$50 because we still have a fund of donated/unused bus tokens to support these students.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1. School Site Council membership
2. Aeries access
3. Parent participation at SSC and other school events
4. Participation of Year-End Survey
5. English Language Learner parent meeting attendance

Actual

1. School Site Council membership was as follows:

San Andreas/Santa Ana  
Teachers: 3  
Counselor: 1  
Administrator: 1  
Students: 2  
Community Member: 1

Pinnacles  
Teachers: 3  
Counselor: 1  
Administrator: 1  
Students: 10  
Parents: 2

2. 28% of San Andreas and 0% of Santa Ana parents used the Aeries parent/student portal

## Expected

### 18-19

1. Full School Site Council membership at each school site, including 2 parent and 2 student members.
2. 50% of parents will access the Aeries parent/student portal
3. Maintain a Full School Site Council  
Back to School parent attendance will increase by 10%
4. 80% of all End-of-Year Parent Surveys will be turned in.
5. Parent attendance at ELAC will increase by 30% over the baseline

### Baseline

1. Alternative Education School Site Council membership:  
student: 1  
parent: 2
2. 100% access to student and parent portal; 4 parents registered
3. Full School Site Council  
Back to School parent attendance: 40  
Parent Teacher Conference attendance: 8
4. 21 returned Parent End-of-Year surveys
5. Average parent attendance at ELAC: 6

## Actual

3. 82 parents attended Back to School Night. This number is more than twice the number of parents who attended in the baseline year.
4. 15 of End-of-Year Parent Surveys were turned in
5. The average parent attendance at ELAC meetings was 2 parents

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide information about student grades, attendance, meetings and activities to parents through: Aeries Parent Portal BlackBoard Connect (auto dialer) Email	Information about student grades, attendance, meetings and activities was provided to parents by the following means:	Expense identified in Goal 2, action 6  SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710)	Expense identified in Goal 2, Action 7



Website Social Media Flyers	Principal Newsletters	5000-5999: Services And Other Operating Expenditures Other \$0	SAOS/SAHS Aeries
	Aeries Parent Portal		Other Local Revenue (OB 8677)
	Aeries auto-dialer		Other Local Revenue (OB 8710)
	Email		5000-5999: Services And Other Operating Expenditures Other \$0
	Website	Expense identified in Goal 2, action 6	Expense identified in Goal 2, Action 7
	Social Media	Pinnacles Aeries 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0	Pinnacles Aeries 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0
	Flyers	Pinnacles Community BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Pinnacles Community BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
		SAHS BlackBoard Connect Other Local Revenue- (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$500	SAHS BlackBoard Connect Other Local Revenue (OB 8677) 5000-5999: Services And Other Operating Expenditures Other \$0
		SAHS Materials and Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$50	SAHS Materials and Supplies Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$50
		Pinnacles Community Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$42	Pinnacles Community Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$50

		SAOS BlackBoard Connect Other Local Revenue- (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$500	SAOS BlackBoard Connect Other Local Revenue (OB 8710) 5000-5999: Services And Other Operating Expenditures Other \$0
		SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other \$42	SAOS Materials and Supplies Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$50

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The School Counselor will notify parents of EL students, through meetings and personal phone calls, information regarding their child's: 1. language level 2. placement, if appropriate, into an ELD Program 3. academic status 4. school attendance 5. placement and information about interventions 6. expected transition rate and criteria for exiting out of the ELD Program 7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable	The School Counselor notified parents of EL students, through meetings and personal phone calls, of information regarding their child's: 1. language level 2. placement, if appropriate, into an ELD Program 3. academic status 4. school attendance 5. placement and information about interventions 6. expected transition rate and criteria for exiting out of the ELD Program 7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable	Identified in Goal 2, Action 3  SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$0	Expense identified in Goal 2, Action 3  SAOS/SAHS Certificated Salaries Other Local Revenue (OB 8710) Other Local Revenue (OB 8677) 1000-1999: Certificated Personnel Salaries Other \$0
		Identified in Goal 2, Action 3  Pinnacles Community Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$0	Expense identified in Goal 2, Action 3  Pinnacles Community School Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$0
		Identified in Goal 2, Action 3  SAOS/ SAHS Employee Benefits	Expense identified in Goal 2, Action 3

		Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677) 3000-3999: Employee Benefits Other \$0	SAOS/SAHS Employee Benefits  Other Local Revenue (OB 8710)  Other Local Revenue (OB 8677) 3000-3999: Employee Benefits Other \$0
		Identified in Goal 2, Action 3  Pinnacles Community Employee Benefits 3000-3999: Employee Benefits Title I \$0	Expense identified in Goal 2, Action 3   Pinnacles Community Employee Benefits 3000-3999: Employee Benefits Title I \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Host events that allow parents to learn more about their student's progress and available opportunities. Events will include: 1. Back-to-School Night 2. Parent conferences (once each semester) 3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school 4. "Community Knight" focuses on educating families about college and careers 5. Career Day	The following events helped parents learn more about their student's progress and available opportunities:  1. Back to School Night 2. Parent Conferences 3. Community Knight 4. Senior Parent Night	SAHS Materials & Supplies Other Local Revenue- (OB 8677) 4000-4999: Books And Supplies Other \$500  Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$200  SAOS Materials and Supplies Other Local Revenue- (OB 8710) 4000-4999: Books And Supplies Other \$200	SAHS Materials & Supplies  Other Local Revenue (OB 8677) 4000-4999: Books And Supplies Other \$1,131  Pinnacles Community Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$115  SAOS Materials & Supplies  Other Local Revenue (OB 8710) 4000-4999: Books And Supplies Other \$123

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify barriers and explore methods for increasing parent involvement to develop a plan to increase parent participation.	This is an on-going effort.	Part of regular staff duties \$0	Part of regular staff duties \$0

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Partner with San Benito High School District to implement a Parent University including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)-dependent on grant funding. Parent University courses will be targeted for parents of students with exceptional needs including, students with disabilities, English Learners, low-income students and students who are chronically absent.</li> </ul>	<p>As part of the Prop 47 grant, the Alternative Education Programs partnered with San Benito High School and Aromas San Juan USD to offer Parent University courses. Three courses were offered during the first semester (Mental Health First Aid, Understanding Opioids, and Cyberbullying and Social Media). Second semester, the schools contracted with the Family Engagement Institute to offer two Saturday courses focused on developing healthy relationships with your students. Parents and students were also invited to attend a field trip to Foothill Community College.</p> <p>Costs of Parent University were paid directly by the consortium, so there were no costs associated directly with Alternative Education schools.</p>	<p>Other Local Revenue (Prop 47 Grant) 1000-1999: Certificated Personnel Salaries Other \$1,000</p> <p>Other Local Revenue (Prop 47 Grant) 4000-4999: Books And Supplies Other \$100</p>	<p>Other Local Revenue (Prop 47 Grant) 5800: Professional/Consulting Services And Operating Expenditures Other \$0</p> <p>Other Local Revenue (Prop 47 Grant) 4000-4999: Books And Supplies Other \$0</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

An increased effort was made this year in the area of parent communication and outreach. The principal implemented a monthly newsletter in English and Spanish to keep parents up to date on important dates, events and opportunities. Parent engagement opportunities included Back to School Night, Community Knight, attendance award ceremonies, and participation in School Site Council and ELAC. In an effort to reach as many parents as possible, event information was communicated via flyers, email, auto-dialer and the principal's newsletter. Parents and students were encouraged to access student grades and attendance by registering with and using the Aeries Parent Portal. The School Counselor personally contacted the parent or guardian of each English Learner to discuss their student's English proficiency and academic progress. Three Parent University courses were held in conjunction with San Benito High School and Aromas San Juan USD. The course topics were Mental Health First Aid; Understanding Opioids; and Cyberbullying and Social Media. During the second semester the schools contracted with the Family Engagement Institute to offer two Saturday courses for parents, focused on developing healthy relationships with their teens. Parents and students were also invited to attend a field trip to Foothill Community College.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With bilingual front office staff and welcoming atmosphere, the Alternative Education staff strives to make the schools a place where parents feel welcome, respected and heard in their concerns for their child's education. Events such as Back to School Night and Community Knight were well attended and the School Site Councils and ELAC, while small, met regularly.

A small group of parents attended the Parent University classes in the fall but only half of them attended the classes in the spring. Due to the higher cost of the Foothill Community College contract and the fact that fewer parents attended, the consortium decided to return to hosting Parent University in-house.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: \$1,500 budgeted for BlackBoard Connect but we are using the Aeries communication module instead of a separate system. The expenses for the Aeries student information system are documented in Goal 2, Action 7.

Action 4: \$900 was originally budgeted to pay for 4 parent engagement events. Due to the increased focus on parent outreach efforts,

the cost of the events came to \$1369.

Action 7: Budgeted \$1,000 in grant funds for Parent University and spent \$0. Although the services were contracted, the cost of Parent University was paid directly by the consortium, so there were no costs associated directly with Alternative Education schools.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 1 in Goal 3 was revised to reflect the use of the Aeries communication module as opposed to BlackBoard connect, which we had used in the past.

Due to the high cost of the Foothill Community College contract and the fact that few parents attended, the consortium decided to return to hosting Parent University using our own staff.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. CAASPP scores  2. STAR 360 growth  3. Graduation/ Promotion Rate    <b>18-19</b> 1. Increase in CAASPP scores from established baseline in ELA and Math by 5%  2. STAR 360 scores demonstrate student percentile growth of 75% or greater.  3. Maintain graduation rate at 100%.	1. 2017 - 2018 CAASPP Scores: Met or Exceeded Standards  <b>ELA</b> Pinnacles Community School: No students tested Pinnacles Court School:            No students tested <b>Math</b> Pinnacles Community School: No students tested Pinnacles Court School: No students tested  2. 25% of the students assessed with STAR 360 met the 75% growth threshold.  3. Graduation Rate Pinnacles Community 100% Pinnacles Court 75%



## Expected

## Actual

### Baseline

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

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students. Identify and address gaps in services to improve academic outcomes for expelled students.

#### Actual Actions/Services

Action completed and plan approved by the SBCOE Board in June 2018. The Countywide Plan for Expelled Students is a 3-year plan and will remain in effect from July 1, 2018 to June 30, 2021.

#### Budgeted Expenditures

(part of regular staff duties)  
\$0

#### Estimated Actual Expenditures

part of regular staff duties \$0

### Action 2

#### Planned Actions/Services

Coordinate with at least 3 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and science to students.

#### Actual Actions/Services

The following community entities have presented to Pinnacles students during the 2018 - 2019 school year:  
Central Coast College  
Department of Child Support  
Gavilan College

#### Budgeted Expenditures

Expelled Youth Materials and Supplies  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$100

#### Estimated Actual Expenditures

Expelled Youth Materials and Supplies  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$0

	San Benito County Arts Council National Guard	Probation Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$100	Probation Youth Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0
	Students participated in one field trip to the Montalvo Arts Center sponsored by the San Benito Arts Council in April.	Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300	Expelled Youth field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
		Probation field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300	Probation field trip transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students and provide training for staff.	The San Benito County Office of Education has continued to contract with Youth Alliance to provide a coordinator for Restorative Justice to work with expelled students and students on probation. The Coordinator facilitates weekly staff circles as well as meets with students.	Expense found in Goal 2, Action 8  Restorative Justice Coordinator from Hollister Youth Alliance 5800: Professional/Consulting Services And Operating Expenditures Other \$0	Expense documented in Goal 2, Action 9  Restorative Justice Coordinator from Hollister Youth Alliance 5800: Professional/Consulting Services And Operating Expenditures Other \$0
		Materials for Restorative Justice 4000-4999: Books And Supplies Supplemental and Concentration \$50	Materials for Restorative Justice 4000-4999: Books And Supplies Supplemental and Concentration \$50

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work with SELPA to provide counseling services for students in Special Education through ERHMS	SELPA staff have provided services to one student in the 2018 - 2019 school year.	Funded through SELPA \$0	Funded through SELPA \$0

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools	The San Benito County Arts Council provided art lessons during the day to Pinnacles Community students at no cost to the County Office. The YMCA provided the PE program at the Pinnacles court school (\$1125)	<p>Pinnacles Court and students on Probation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,080</p> <p>Pinnacles Community services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Pinnacles Court School and students on probation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1125</p> <p>Pinnacles Community School services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide one 3-hour Bilingual Instructional Aide to work with English Learners	Provided one 3-hour Bilingual Instructional Aide to work with English Learners.	<p>Pinnacles Community bilingual aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,971</p> <p>Pinnacles Community bilingual aide 3000-3999: Employee Benefits Supplemental and Concentration \$10,774</p>	<p>Classified Salary: Pinnacles Community School bilingual aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,245</p> <p>Employee Benefits: Pinnacles Community School bilingual aide 3000-3999: Employee Benefits Supplemental and Concentration \$4,504</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Coordination of academic services for incarcerated youth and youth on probation, including assessments and program development	Continued to provide academic services for incarcerated youth and youth on probation.	Educational Services Coordinator (0.21 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,969	Instructional Services Coordinator (.108 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$11,984
		Educational Services Coordinator (0.21 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$7,909	Instructional Services Coordinator (.108 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$3,954

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Through the programs at Pinnacles Court School (Juvenile Hall) and Pinnacles Community School, the San Benito County Office of Education continued to provide educational services to students who were incarcerated, on probation or expelled. The Pinnacles Community School program was relocated from a separate campus to a stand-alone facility adjacent to the other schools operated by the SBCOE. The SBCOE maintains fully credentialed teachers at the Court and Community Schools and those teachers were equally involved in all professional development opportunities during the school year. The Court and Community Schools also employ a school secretary and instructional aide, both of whom are bilingual. The Foster Youth Services Coordinator works with the Alternative Education staff as well as with districts across the county to ensure that former juvenile court school pupils are informed of their educational rights regarding reduced-credit graduation options.

Students in the Court and Community schools have access to the same standards-based curricular materials as the other Alternative Education programs, as well as to the online credit recovery or acceleration courses through the Acellus platform.

The Countywide Plan for Expelled Students was completed and approved by the SBCOE Board in June 2018. It is a 3-year plan and will remain in effect from July 1, 2018 to June 30, 2021. The Plan addresses how the SBCOE will ensure that students expelled from their districts of residence will have an appropriate educational placement during their term of expulsion and how they will be served in that placement.

In compliance with the California Code of Regulations, the educational program at the Juvenile Hall is reviewed and evaluated on an annual basis and the results of the assessment are shared with Probation to ensure communication and collaboration between the two

agencies.

Probation and the SBCOE continue to work together to oversee the individualized transition services for students who are released from juvenile hall and either returned to their school of residence or transferred to one of the County's Alternative Education programs.

Students who receive special education services and who qualify for education-related mental health services (ERMS) are served by the staff of the San Benito County SELPA. One student received such services in the 2018 - 2019 school year.

The SBCOE contracted with the YMCA to provide a PE program for students incarcerated at the juvenile hall. The San Benito County Arts Council provided art lessons during the school day to students at the Pinnacles Community School at no cost to the SBCOE.

The San Benito County Office of Education has continued to contract with Youth Alliance to provide a coordinator for Restorative Justice to work with expelled students and students on probation. The Coordinator facilitates weekly staff circles as well as meets with students.

Students in the Community School received informational presentations from a variety of community entities to explore options after graduation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students enrolled in the Court and Community Schools are highly mobile, which makes it challenging to assess their academic progress. For example, no students took the CAASPP in the 17-18 school year so there is no data from that assessment to evaluate. Local benchmarks delivered via STAR 360 and 25% of the students assessed with STAR 360 met the 75% growth threshold. Graduation rates for these programs are high, with the Pinnacles Community School at 100% for the 17-18 school year.

Both programs are conducted in self-contained classrooms and the Community School has a different start and end time from the programs on the adjacent campus to avoid student interaction. For the most part students respond well to the high level of individualized support in these programs and the classroom atmosphere is calm and generally productive. As documented in the 2017 - 2018 California Healthy Kids Survey results, students report very low levels of harassment, bullying and violence in these programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 5, \$5,000 was budgeted for Art classes but the San Benito County Arts Council provided the lessons at no cost to the County Office. Also in Action 5, more than \$4,000 was budgeted for PE support at the Pinnacles Court School. The YMCA provided the PE program at the Pinnacles court school for \$1125.

The cost of the field trip to the Montalvo Arts Center, including transportation, was covered by the San Benito County Arts Council.

Salary and benefit costs associated with coordination and support from the Instructional Services Coordinator were re-calculated to reflect .108 FTE instead of .21 FTE.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 1 , the Countywide Plan for Expelled Youth -was not carried forward for 2019 - 2020 because it was completed in 2018 and won't need to be revised until the 2020-2021 school year.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Percentage of students served</p> <p>2. Foster Focus implementation and use</p> <p>3. School Placement</p> <p><b>18-19</b></p> <p>1. 100% of Foster Youth will be identified and served.</p> <p>2. 90% of districts will be provided technical assistance, professional development and training and use Foster Focus Data System to collect data on Foster Youth</p> <p>3. This metric has been dropped because the total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes.</p>	<p>1. All known foster youth in the county were served.</p> <p>2. 100% of districts have been provided with technical assistance, professional development and training to use the Foster Focus data system.</p>



## Expected

### Baseline

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

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SBCOE staff (0.1 FTE Foster Youth Services Coordinating Program Administrator and 0.5 FTE Coordinator) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; work with the Department of Health & Human Services to reduce the number of school placements; facilitate the transfer of school records (including requests from the juvenile court), transportation, identification of educational rights holder(s) and other key adults advocating on behalf of	Provided technical assistance to LEA Foster Youth Liaisons regarding student educational rights including immediate enrollment, school of origin, full/partial credits for work completed, qualifying for Free & Reduced Nutrition program and the timely transfer of student records.	0.1 FTE Foster Youth Administrator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$13,659	0.1 FTE Foster Youth Administrator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$13,395
		0.5 FTE Foster Youth Coordinator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$57,070	0.5 FTE Foster Youth Coordinator Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$55,965
		0.1 FTE Foster Youth Administrator Certificated Benefits 3000-3999: Employee Benefits Foster Youth Grant \$4,210	0.1 FTE Foster Youth Administrator Certificate Benefits 3000-3999: Employee Benefits Foster Youth Grant \$4,155
		0.5 FTE Foster Youth Coordinator Benefits 3000-3999: Employee	0.5 FTE Foster Youth Coordinator Benefits 3000-3999:

Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.



Benefits Foster Youth Grant  
\$18,833

Copy costs  
4000-4999: Books And Supplies  
Foster Youth Grant \$50

Employee Benefits Foster Youth  
Grant \$18,601

Copy costs 4000-4999: Books  
And Supplies Foster Youth Grant  
\$0

## Action 2

### Planned Actions/Services

SBCOE will continue to support Foster Youth advocates and service providers (e.g. case managers, Court Appointed Special Advocates [CASAs], district and school liaisons, community/social services agencies, etc.) by providing Technical Assistance and Professional Development opportunities in:

1. AB 490 Training
2. Trauma Informed Practices
3. Transitioning to Career and College
4. Foster Care and LGBTQIA

### Actual Actions/Services

The Foster Youth Coordinator provided Technical Assistance and Professional Development in:

AB 490

AB 167

Foster Care and LGBTQIA

Behavioral Health Services

Child Welfare

### Budgeted Expenditures

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$3,103

Travel & Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$5,368

Copy costs for trainings  
4000-4999: Books And Supplies  
Foster Youth Grant \$50

### Estimated Actual Expenditures

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$100

Travel & Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$3,500

Copy costs for training 4000-4999: Books And Supplies Foster Youth Grant \$100

## Action 3

### Planned Actions/Services

Collaborate with Santa Cruz, Monterey and Santa Clara County Offices of Education to provide professional development to ensure seamless services to Foster Youth across the tri-county area.

### Actual Actions/Services

SBCOE Foster Youth Services staff collaborated with Santa Cruz, Monterey and Santa Clara Counties to develop the Central Coast Foster & Homeless Education Summit in June 2019

### Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Foster Youth Grant \$13,000

### Estimated Actual Expenditures

Central Coast Foster & Homeless Education Summit 5800: Professional/Consulting Services And Operating Expenditures Foster Youth Grant \$10,000

Materials and Supplies  
4000-4999: Books And Supplies  
Foster Youth Grant \$500

Materials and Supplies 4000-  
4999: Books And Supplies Foster  
Youth Grant \$500

## Action 4

### Planned Actions/Services

The SBCOE Foster Youth Services Coordinating Program will maintain the contract with the Sacramento County Office of Education to support the FOSTER FOCUS Data System and will providing technical assistance and training based on individual district needs to assist in the delivery of services and information that may be requested by the court.

### Actual Actions/Services

SBCOE Foster Youth Services has maintained the contract with the Sacramento County Office for the Foster Focus Data System.

SBCOE staff provides a monthly report to each district liaison with with current information regarding foster youth in their districts.

SBCOE provides direct technical to districts using Foster Focus to enable them to use the system to support their foster youth.

### Budgeted Expenditures

Consulting & Operating 5000-  
5999: Services And Other  
Operating Expenditures Foster  
Youth Grant \$14,242

Copy costs for training  
4000-4999: Books And Supplies  
Foster Youth Grant \$100

### Estimated Actual Expenditures

Foster Focus Data System MOU  
with Sacramento COE 5000-  
5999: Services And Other  
Operating Expenditures Foster  
Youth Grant \$1,500

Copy costs for training 4000-  
4999: Books And Supplies Foster  
Youth Grant \$100

## Action 5

### Planned Actions/Services

Continue the FYSCP Executive Advisory Council consisting of representatives from districts, community organizations and foster youth and parents/caregivers.

### Actual Actions/Services

SBCOE staff holds quarterly meetings of the FYSCP Executive Advisory Council. Members of the committee include representatives from behavioral health, CASA, probation, SBCOE Sped Staff, Child Welfare, and a local group home.

### Budgeted Expenditures

Materials & Supplies 4000-4999:  
Books And Supplies Foster Youth  
Grant \$200

### Estimated Actual Expenditures

Materials & Supplies 4000-4999:  
Books And Supplies Foster Youth  
Grant \$100

Some actives included:

Needs assessment with  
community partners and FY district  
liaisons

General information on Foster  
Focus

Legislative updates

FAFSA Challenge

Updates on conferences,  
professional development etc.

## Action 6

### Planned Actions/Services

Continue to provide information and materials to schools to help ensure that office staff, counselors and administration understands Foster Youth rights and the responsibilities of schools. Provide information to Foster Youth regarding their rights.

### Actual Actions/Services

SBCOE staff created a resource binder for every district liaisons along with a Google folder with legislative updates, Foster Focus information, CASA information, The Foster Youth Education Toolkit, Foster Youth enrollment posters and flyer and legal information.

### Budgeted Expenditures

Materials & Supplies 4000-4999:  
Books And Supplies Foster Youth  
Grant \$200

### Estimated Actual Expenditures

Materials & Supplies 4000-4999:  
Books And Supplies Foster Youth  
Grant \$200

Outside out the SBCOE Alternative Educational programs, information for Foster Youth regarding their rights is provided by the district liasion.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to partner with community organizations to provide materials and supplies to Foster Youth and Low- Income Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)	<p>The SBCOE staff provided school supplies and hygiene kits at an August social event. Community partners also presented information about local services to support FY and low income students.</p> <p>Participated in the United Way's "Stuff the Bus" campaign.</p>	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$50	Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$0

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to engage Foster Youth in leadership, networking, educational training and vocational opportunities.	Foster Youth were invited to the Central Coast Foster & Homeless Education Summit to engage in educational sessions about	Travel and Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$1,000	Travel and Conference 5000-5999: Services And Other Operating Expenditures Foster Youth Grant \$0
Provide bus tokens to Foster Youth to			

attend school and educational/vocational training.

transition to higher education from K-12 and how to stay in college once they get there.

None of the foster youth enrolled in SBCOE Alt Ed programs required support in this area; however support was available if needed.

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$500

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$0

## Action 9

### Planned Actions/Services

Create and administer the comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.

### Actual Actions/Services

The Needs Assessment was conducted with input from a variety of stakeholders. The top three areas of growth identified were:

#### **District Liaisons**

1. Collaboration with educational rights holders, child welfare and probation
2. Training in trauma informed practices
3. More information on the child welfare system.

#### **FYSCP Executive Advisory Council**

1. Identification of district FY Liaisons
2. Clear process for communicating with district FY staff
3. Professional development on FY ed rights, TIPS, general informational training for agencies and organizations

### Budgeted Expenditures

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$500

### Estimated Actual Expenditures

Materials and Supplies 4000-4999: Books And Supplies Foster Youth Grant \$0

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described in this goal were successfully implemented by the Foster Youth coordinator.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Individual feedback and survey results indicate that the services provided in this Goal were very effective, resulting in school staff having a better understanding of foster youth rights as well as their own responsibilities in upholding those rights. Collaboration and coordination with districts and other County Offices was expanded to

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 - More than \$14,000 was budgeted to ensure district student information system (SIS) compatibility with the Foster Focus database. Instead of each district individually connecting to Foster Focus, the SBCOE serves as the point of contact and the Foster Youth Services Coordinator provides reports to the district at a cost of \$1,500 for the COE license.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions and services associated with Goal 5 were edited to better reflect the role and responsibilities of the Foster Youth Coordinator, who was newly-hired in the 2018 - 2019 school year.



# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP presentation and feedback collection were available throughout the year from a multitude of stakeholder groups. They include:

### **San Benito County Board of Education**

February 14, 2019 Update and Feedback collected

May 9, 2019 Update and Feedback collected

### **School Site Council**

\*Due to the small size of the populations at each school site, the School Site Council is LEA-wide and serves Santa Ana Opportunity School, San Andreas High School, and Pinnacles Community/Court Schools

May 29, 2019: reviewed DRAFT LCAP goals and actions for 2019-2020

### **English Language Advisory Council (ELAC) for Santa Ana Opportunity School, San Andreas High School, and Pinnacles Community/Court School**

May 29, 2019: reviewed DRAFT LCAP goals and actions for 2019-2020

### **School and COE Staff**

April 16, 2019 The Educational Services department of the COE reviewed the proposed Goals, Actions and Services

May 9, 2018: The Director of Curriculum and Instruction met with all four schools' staff; including the Principal, teachers, counselor, and support staff to review the 2019 - 2020 LCAP. Bargaining Unit members, who are certificated and classified staff member employed at the school sites, were present at the meetings.

### **Students and Parents**

\*from Santa Ana Opportunity School, San Andreas High School, and Pinnacles Community/Court School.

Students provided feedback:

April 24, 2019

May 24, 2019

May 29, 2019

Parents provided feedback:  
April 24, 2019  
May 29, 2019

#### **Foster Youth Services Advisory Council**

May 10, 2019: presentation of the LCAP 2018 - 2019 Goals, Actions and Services and elicit feedback on services

#### **Community Partners**

May 2, 2019 The Superintendent met with Youth Alliance staff to discuss the ongoing implementation of Restorative Practices in the Alternative Education schools and associated LCAP actions

May 22, 2019 The LCAP Professional Learning Network provided feedback on .

#### **San Benito County Office of Education Cabinet**

February 14, 2019: reviewed the progress of the 2018-2019 LCAP and collection of feedback

May 21, 2019: LCAP feedback opportunity for all departments

Approval Process (dates):

May 29, 2019 LCAP Draft Reviewed by SSC

May 29, 2019 LCAP Draft Reviewed by ELAC

June 13, 2019 Board Of Education LCAP Public Hearing

June 27, 2019 Board Of Education LCAP Approval

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

Meetings with stakeholder groups yielded a variety of perspectives that helped inform the development of the 2019 - 2020 LCAP.

In small-group stakeholder meetings, students unanimously expressed their appreciation for the one-on-one meetings with the school counselor to review their academic progress and graduation status. The actions related to these meetings were carried over without modification into the 2019 - 2020 plan. Students also expressed concerns about the structure of the online Acellus courses,

primarily with the embedded videos. As a result, the Alternative Education principal has identified a possible alternative to Acellus and will explore that online coursework in the 2019 - 2020 school year. Students expressed an interest in a more robust work experience program; the action related to workforce readiness can be found in Goal 1.

Parents provided important information about the best ways to communicate with them including by text messages and social media. One identified area of improvement was that parents needed more education and support to be able to access the Aeries parent portal to monitor their students' grades and attendance. Exploring ways to more effectively communicate with parents remains an action item in Goal 3 in the 2019-2020 LCAP. When asked about possible topics for Parent University classes, parents identified post-secondary options, mental health, drugs, gangs and suicide prevention as particular topics of interest. In addition, parents expressed interest in having more field trip options for students, more career exploration and increased access to mental and behavioral health services on campus.

School staff echoed the need for increased mental health counseling support on campus, as well as the value of the Restorative Justice focus at all four programs. As a result, the role of the Restorative Justice Coordinator will be expanded to include a counseling component.

The SBCOE Cabinet provided input regarding the CSI status of San Andreas Continuation High School and Santa Ana Opportunity School, and participated in several planning sessions to analyze root causes in the areas of concern and begin to propose some action items. While actions funded solely with CSI dollars are identified in each school's SPSA rather than in the LCAP, many of the actions overlap.

The Foster Youth Services Coordinating Program Executive Advisory Council continues to support the position of a coordinator for Foster Youth services to serve as a liaison between students, districts, and community services and expressed appreciation for the increased level of support this year. Actions related to Foster Youth services can be found in Goal 5 of the 2019 - 2020 LCAP.

\*\*\*\*\*

Stakeholder groups provided several contributions that resulted in changes to the 2018-2019 LCAP.

San Benito County Board of Education voiced concern about improving student academic achievement at the Alternative Education sites through capacity building, parent outreach and effective use of technology. This feedback is addressed with the inclusion of curriculum and professional development in Goal 1, technology support in Goal 1, and parent involvement in Goal 3 in the 2018-2019 LCAP.

The SSC and ELAC offered several pieces of feedback which included both approval and improvement of various areas. Students and parents expressed a decline in school climate, particularly in the areas of the learning environment, attendance incentives, and college/ career activities. Overwhelmingly, this group of stakeholders supports the implementation of the Acellus program for credit recovery found in Goal 1. Other areas expressed as a concern were in regards to supports for Seniors, improvement of parental access, and the expansion of emotional support and counseling services for students. These areas are addressed in 2018-2019

LCAP Goal 1; Goal 2 and Goal 3.

The Principal, school counselors, teachers, support staff and students recommended that additional staff is hired to accommodate the fulfillment of high-interest elective courses, not only to provide educational alternatives but as encouragement for increased student attendance. Staff also expressed the need to increase one-on-one student services by allocating time and resources for tutoring. Services that provide life skills, college/ career awareness opportunities and financial aid were again suggested for 2018-2019. Students and teachers suggest exploring improved nutritional services and financial assistance for transportation for students that attend Pinnacles Community School due to its remote location. As a result of this feedback, services, including access to college courses and life/career skills, will remain in Goal 1 and Goal 4. Additionally, implementation of the Restorative Justice Program will be continued, and counseling will be provided which can be found in Goal 2.

The Foster Youth Services Coordinating Program Executive Advisory Council continues to support the position of a coordinator for Foster Youth services to serve as a liaison between students, districts, and community services. This action can be found in Goal 5.

Stakeholders agree that the focus needs to include a more purposeful approach to interventions for students who are not making enough progress based on the results from the 2017-2018 data. This has been addressed in the LCAP goals, actions, and services Goal 1 for all sites and Goal 4 for Pinnacles Community.

The stakeholders are satisfied with the 2018-2019 LCAP plan to serve English Language Learners, Foster Youth and Expelled Youth. Stakeholders agree that there needs to be an increased focus to address the needs of these student groups that are not meeting grade-level standards and is reflected in the current LCAP Goal 1 for English Learners; Goal 4 for Expelled Youth and Goal 5 for Foster Youth.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

**1. Teachers who meet the California credentialing requirements for all courses.** Especially in Alternative Education settings, teacher effectiveness is crucial; teaching is the factor that matters most in student achievement. The SBCOE is committed to recruiting, hiring and retaining qualified and effective teachers to serve our students in the Alternative Education programs.

**2. Clean and well-maintained facilities.** The physical, environmental and social aspects of a school have a profound impact on student experiences, attitudes, behaviors and performance. Clean and well-maintained facilities signal the County Office's investment and belief in our students. The SBCOE will annually conduct the FIT and allocate resources to address any facility-related issues that are identified through that assessment or by other means.

**3. Standards-aligned textbooks and instructional materials in math, ELA and science.** Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive. Textbooks and instructional materials must be standards-aligned to provide students with the knowledge and skills necessary for success in the 21st century. While the SBCOE has recently purchased updated ELA and math textbooks, the history/social science and science textbooks are out of date and need to be

replaced to ensure a responsive course of study designed to prepare students to meet grade-level learning goals.

**4. Academic interventions for ELs, students with disabilities, and students not meeting proficiency in ELA and Math as measured by the CAASPP and STAR 360 assessments.**

In the 2017 - 2018 school year only 6% of San Andreas 11th graders performed at the Standard Met or Exceeded level in ELA, and 0% performed at the Standard Met or Exceeded level in math. No students met the passing rate for the EAP in the 2017 - 2018 school year. The 2018 Dashboard data for San Andreas shows that on average, students performed 150.2 points below standard in ELA and 215.7 points below standard in math.

Local formative assessments administered through the STAR 360 platform during the 2018 -2019 school year show that 5% or fewer students demonstrated an growth equivalent to enrollment (one month's growth in one month's time) in ELA and 15% or fewer demonstrated that growth in math.

2019 ELPAC scores have yet to be posted, but in 2017-2018 only 54.5% of San Andreas EL students scored at the moderately well developed or well developed levels.

**5. Access to Career Tech Ed courses.** The 2018 Dashboard data for College and Career Indicators (CCI) shows San Andreas performing at the red level, with only 2.3% of all students rated as prepared for success after graduation. As the CDE expands the measures used in calculating the CCI, SBCOE has the opportunity to focus on options other than the traditional CTE pathway completion to boost the readiness level of our graduating students.

**6. Professional Development for staff in the areas of Math, ELA and NGSS instruction, assessment analysis, instructional technology and positive behavior systems.** With students performing well below standard on the CAASPP in ELA and Math, standards-based professional development in these areas remains a need. The Next Generation Science Standards (NGSS) represent a profound shift in science instruction and districts across the county are asking for professional development related to the NGSS implementation. There is a need to develop a system to effectively use the STAR 360 platform to administer formative assessments to students on a regular basis (beginning with admission) and for teachers to regularly analyze student performance data to inform instruction. Finally, the 2017-2018 suspension rate for Santa Ana was 64.7% and San Andreas was 27%. There is need to implement a cohesive system of behavioral support focused on prevention and early intervention to ensure that students are removed from instruction less frequently.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of teachers who met California credentialing requirements	1. 100% of teachers met California credentialing requirements	1. 89% (8 of 9) of teachers met California credentialing requirements	1. 100% of teachers met California credentialing requirements.  2. All facilities met the	1. 100% of teachers will meet California credentialing requirements

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. Facility Inspection Tool (FIT)/Williams Report	2. 100% of facilities meet requirements outlined in the Facility Inspection Tool	2. All facilities met the requirements as outlined by the Facility Inspection Tool.	requirements as outlined by the Facility Inspection Tool.	2. All facilities will meet the requirements as outlined by the Facility Inspection Tool.
3. Percentage of students who have access to CommonCore aligned textbooks for Math, ELA and Science	3. 100% of students have Math and ELA textbooks that are Common Core aligned. History/Social Science and Science textbooks have yet to be purchased.	3. Common Core aligned Math and ELA textbooks were provided for each student by August 2017.	3. Common Core aligned Science curriculum was not provided for each student by August 2018.	3. Common Core-aligned Science curriculum will be provided for each student by August 2018.
4. Number of elective courses available to students	4. Students have access to two elective courses: Art and Computers	4. Two elective courses were not offered in addition to courses already in place due to staffing constraints.	4. The number of elective courses did not increase by two.	4. Two new elective courses will be offered based on student interest and need
5. CAASPP scores in Math and ELA	5. 2015-16 CAASPP scores: ELA % standard met or exceeded Santa Ana: 8% San Andreas: 19% Pinnacles Community: 38%	5. Standard met or exceeded on CAASPP in ELA and Math did not increase by 3% at each site ELA SAOS: 0% met or exceeded SAHS: 15% met standards Pinnacles Community: none tested Pinnacles Court: none tested	5. The percentage of students scoring at the standard met or exceeded level on CAASPP in ELA and Math did not increase by 3% at each site	5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site
6. Early Assessment Program			6. 0% of students met the passing rate for Early Assessment Program (EAP)	6. 5% of students will meet the passing rate for Early Assessment Program (EAP)
7. STAR 360 growth	Math % standard met or exceeded Santa Ana: 8% San Andreas: 2% Pinnacles Community: 0%		7. STAR 360 growth:15% or fewer of students demonstrated growth equivalent to enrollment (one month's growth in one month's time) in ELA and Math	7. STAR 360 growth:50% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time) in ELA and Math
8. Redesignation Rate		Math SAOS: 0% met or exceeded SAHS: 0% met or	8. 7% of English Learners will redesignated to Fluent English Proficient	8. 10% of English Learners will
9. ELPAC (CELDT for initial assessments) scores			<b>San Andreas %</b> <b>Santa Ana 33%</b> <b>Pinnacles Community 0%</b> <b>Pinnacles Court 100%</b>	
10. Graduation Rate			9. 13% of English Learners will move up one level on the ELPAC	
			<b>San Andreas</b> Level 4 (well developed): % Level 3 (moderately	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Program</p> <p>7. STAR 360 ELA growth:  Santa Ana 8th: +11%  Santa Ana 9th: -21%  San Andreas 9/10: -3%  San Andreas 11th: 0%  San Andreas 12th: 0%  Pinnacles: -28%  STAR 360 Math growth:  Santa Ana 8th: 0%  Santa Ana 9th: untested  San Andreas 9/10: -6%  San Andreas 11th: -3%  San Andreas 12th: 0%  Pinnacles: -5%</p> <p>8. ELs redesignated in 2016-2017:  Santa Ana 40%  San Andreas 52%  Pinnacles 50%</p> <p>9. English Learners CELDT scores and movement  <b>Santa Ana</b>  Advanced: 13%  Early Advanced: 40%  Intermediate: 40%  Early Intermediate: 40%  Beginner: 0%  Students that moved up one level: 0%  <b>San Andreas:</b>  Advanced: 0%  Early Advanced: 50%  Intermediate: 45%</p>	<p>exceeded  Pinnacles Community: none tested  Pinnacles Court: none tested</p> <p>6. 0% of students met the passing rate for Early Assessment Program (EAP)</p> <p>7. STAR 360 ELA growth: Students demonstrated growth equivalent to enrollment (one month's growth in one month's time)  SAOS: 40%  SAHS: 69%  Pinnacles Community: 70%  Pinnacles Court: 65%  STAR 360 Math growth:  SAOS: 35%  SAHS: 60%  Pinnacles Community: 65%  Pinnacles Court: 55%</p> <p>8. 5% of English Learners will redesignated to Fluent English Proficient.</p> <p>9. Due to testing transition from CELDT's five-level</p>	<p>developed): %  Level 2 (somewhat developed): %  Level 1 (beginning stage): %</p> <p><b>Santa Ana</b>  <b>Level 4 (well developed): 0%</b>  <b>Level 3 (moderately developed): 33%</b>  <b>Level 2 (somewhat developed): 33%</b>  <b>Level 1 (beginning stage): 33%</b></p> <p><b>Pinnacles Community</b>  Level 4 (well developed): 0%  Level 3 (moderately developed): 14%  Level 2 (somewhat developed): 72%  Level 1 (beginning stage): 14%</p> <p><b>Pinnacles Court</b>  Level 4 (well developed): 100%  Level 3 (moderately developed): 0%  Level 2 (somewhat developed): 0%  Level 1 (beginning stage): 0%</p> <p>10. An average of 93% of students graduated (2018) at all sites.</p>	<p>redesignated to Fluent English Proficient.</p> <p>9. 15% of English Learners will move up one level on the ELPAC.</p> <p>10. 95% of students will graduate at all sites.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Early Intermediate: 5%  Beginner: 0%  Students that moved up one level: 4%</p> <p><b>Pinnacles:</b>  none tested in 2016-2017</p> <p>10. 2015-16 Graduation Rate:  San Andreas: 66%  Pinnacles Community: 17%  Pinnacles Court School: 18%</p>	<p>rating to ELPAC's four-level rating a comparison is not appropriate however ELPAC percentages as of June 2018 are included below.</p> <p><b>Santa Ana</b>  Level 4 (well developed): 12%  Level 3 (moderately developed): 44%  Level 2 (somewhat developed): 44%  Level 1 (minimally developed) : 0%  Students that moved up one level:  Undeterminable due to assessment transition</p> <p><b>San Andreas:</b>  Level 4 (well developed): 8%  Level 3 (moderately developed): 54%  Level 2 (somewhat developed): 38%  Level 1 (minimally developed) : 0%  Students that moved up one</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>level: Undeterminable due to assessment transition</p> <p><b>Pinnacles:</b></p> <p>Level 4 (well developed): unreported as of June 2018</p> <p>Level 3 (moderately developed): unreported as of June 2018</p> <p>Level 2 (somewhat developed): unreported as of June 2018</p> <p>Level 1 (minimally developed): unreported as of June 2018</p> <p>Students that moved up one level: Undeterminable due to assessment transition</p> <p>10. Student graduation rate</p> <p>SAHS: 92%</p> <p>Pinnacles Community: 100%</p> <p>Pinnacles Court: 50%</p>		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Santa Ana Opportunity School

Specific Schools:

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Maintain a full day schedule at Santa Ana Opportunity School:

- 60 minute Core Classes
  - Intervention time for ELD, Math and ELA
  - Soft-skill building course for each grade level
- \* PE and Art

**2018-19 Actions/Services**

Maintain a full day schedule at Santa Ana Opportunity School:

- 60 minute Core Classes
  - Intervention time for ELD, Math and ELA
  - Soft-skill building course for each grade level
- \* PE

**2019-20 Actions/Services**

Implement a staggered, 4 period schedule with 220 instructional minutes and 55 minute class periods.

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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,939	\$61,473	\$64,177
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits 2.0 FTE Employee Benefits Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits 2.0 FTE Employee Benefits Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits 2.0 FTE Employee Benefits Other Local Revenue- (OB 8710)
Amount	\$155,663	\$158,184	\$155,480
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries Other Local Revenue- (OB 8710)
Amount	\$2,000	\$3,000	\$3,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Materials & Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies Materials & Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies Materials and Supplies Other Local Revenue- (OB 8710)

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
--

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide support for new teachers, including the Induction Program for teachers who qualify for the program.

**2018-19 Actions/Services**

Provide support for new teachers, including the Induction Program for teachers who qualify for the program.

**2019-20 Actions/Services**

Provide support for new teachers, including the Induction Program for teachers who qualify for the program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense Other Local Revenue (OB 8710)	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense Other Local Revenue (OB 8710)	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense Other Local Revenue (OB 8710)

Amount	\$1,500	\$1,500	\$1,500
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense Other Local Revenue (OB 8677)	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense Other Local Revenue (OB 8677)	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense Other Local Revenue (OB 8677)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

San Andreas Continuation, Santa Ana Opportunity and Pinnacles Community Schools  
Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$100	\$100
Source		Other	Other
Budget Reference		4000-4999: Books And Supplies San Andreas High School Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies San Andreas High School Materials & Supplies Other Local Revenue- (OB 8677)
Amount	\$1,500	\$100	\$100
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies
Amount	\$8,803	\$14,995	\$9,802
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.1 FTE)	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.167 FTE)	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.167 FTE)
Amount	\$1,576	\$5,486	\$4,672
Source	Supplemental and Concentration	Base	Base
Budget Reference	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.1 FTE)	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.167 FTE)	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.167 FTE)
Amount		\$14,995	\$9,802
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries San Andreas High School Employee Salaries (0.167 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries San Andreas High School Employee Salaries (0.167 FTE) Other Local Revenue- (OB 8677)

Amount		\$5,486	\$4,672
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits San Andreas High School Employee Benefits (0.167 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits San Andreas High School Employee Benefits (0.167 FTE) Other Local Revenue- (OB 8677)

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

San Andreas Continuation School

Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

##### 2017-18 Actions/Services

San Andreas High School : Maintain access to courses in Art, Computer (CTE) and online recovery to better prepare students for Careers.

Maintain 2 sections of Art courses and 1 CTE course section. Add 2 additional elective courses.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

##### 2018-19 Actions/Services

San Andreas High School: Maintain access to courses in Art, Computer (CTE) and online recovery to better prepare students for careers. Explore offering additional CTE options in partnership with San Benito High School to provide access to CTE courses that meet SBE-approved standards and frameworks.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

##### 2019-20 Actions/Services

Maintain access to courses in Art, Computer (CTE) and online credit recovery to better prepare students for post-secondary options.

Explore workforce readiness programs approved by the CDE for CCI calculation.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$1500	\$1500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)
Amount	\$17,361	\$14,786	\$13,395
Source	Carl D. Perkins Career and Technical Education	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Carl D. Perkins Career and Technical Education (0.167 FTE)	1000-1999: Certificated Personnel Salaries SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Career and Technical Education (0.2 FTE) Other Local Revenue- (OB 8677)
Amount	\$32,770	\$28,477	\$22,952
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS (0.4 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677)
Amount	\$3,103	\$5,445	\$5,953
Source	Carl D. Perkins Career and Technical Education	Other	Other
Budget Reference	3000-3999: Employee Benefits SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)	3000-3999: Employee Benefits SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Career and Technical Education (0.167 FTE) Other Local Revenue- (OB 8677)

Amount	\$5,857	\$10,435	\$10,006
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits SAHS (0.4 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Art Teacher (0.33 FTE) Other Local Revenue- (OB 8677)
Budget Reference			

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Provide appropriate technology so students have access to course content

1. Update devices for classrooms

### 2018-19 Actions/Services

Provide appropriate technology so students have access to course content

1. Update devices for classrooms
2. Provide Internet access for each site

### 2019-20 Actions/Services

Provide appropriate technology so students have access to course content

1. Update devices for classrooms
2. Provide Internet access for each site

2. Provide Internet access for each site

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Chromebooks, storage and access points Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Chromebooks, storage and access points Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS classroom presentation screens and casting Other Local Revenue- (OB 8710)
Amount	\$8,000	\$8,000	\$2,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Chromebooks, storage and access points	4000-4999: Books And Supplies Pinnacles Community classroom presentation screens and casting	4000-4999: Books And Supplies Pinnacles Community Chromebooks maintenance and repair
Amount	\$11,000	\$15,832	\$15,832
Source	Other	Other	Other
Budget Reference	5900: Communications Internet line SAOS Charter INET Other Local Revenue- (OB 8710)	5900: Communications Internet line SAOS Charter INET Other Local Revenue- (OB 8710)	5900: Communications Internet line SAOS Charter INET Other Local Revenue- (OB 8710)
Amount	\$11,000	\$22,432	\$22,432
Source	Other	Other	Other
Budget Reference	5900: Communications Internet line SAHS Charter INET Other Local Revenue- (OB 8677)	5900: Communications Internet line SAHS Charter INET Other Local Revenue- (OB 8677)	5900: Communications Internet line SAHS Charter INET Other Local Revenue- (OB 8677)

Amount	\$11,000	\$10,667	\$10,667
Source	Supplemental and Concentration	Base	Base
Budget Reference	5900: Communications Pinnacles Community Charter INET	5900: Communications Pinnacles Community & Pinnacles Court Charter INET	5900: Communications Pinnacles Community Charter INET
Amount	\$8,000	\$8,000	\$8,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points Other Local Revenue- (OB 8677)

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1. Replenish Next Generation Science Standards materials and supplies

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1. Replenish Next Generation Science Standards materials and supplies

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1. Replenish Next Generation Science Standards materials and supplies

2. Provide Next Generation Science Standards and Math training for staff	2. Provide History Social Science and NGSS training for staff	2. Provide Standards-based professional learning based on teachers' needs
3. Purchase Math textbooks	3. Purchase Math textbooks	3. Purchase ELA and Math textbooks as needed
	4. Research and adopt a History/Social Science Series	4. Research and pilot a History/Social Science series
		5. Research and pilot a Science series

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies Other Local Revenue (OB 8710)
Amount	\$500	\$500	\$200
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase Next Generation Science Standard materials and supplies	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase Math Curriculum, Replenish Science Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase History Curriculum, Replenish Science Materials & Supplies



Amount	\$800	\$1600	\$800
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS Other Local Revenue (OB 8710) Other Local Revenue (OB 8677)	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS Other Local Revenue (OB 8710) Other Local Revenue (OB 8677)	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS Other Local Revenue (OB 8710) Other Local Revenue (OB 8677)
Amount	\$400	\$400	\$400
Source	Supplemental and Concentration	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School
Amount	\$2,000	\$2,500	\$2,500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS:Purchase Math textbooks Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS: Purchase ELA and Math textbooks Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS:Purchase ELA and Math textbooks Other Local Revenue (OB 8710)
Amount	\$4,500	\$5,000	\$7,500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS: Purchase Math textbooks Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS: Purchase ELA and Math textbooks Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS:Purchase ELA and Math textbooks Other Local Revenue (OB 8677)
Amount	\$800	\$1,000	\$1,500
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Math textbooks	4000-4999: Books And Supplies Pinnacles: purchase ELA and Math textbooks	4000-4999: Books And Supplies Pinnacles: purchase ELA and Math textbooks

Amount	\$500	\$2,000	\$500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS purchase Social Science textbooks Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS purchase Science textbooks Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS purchase Social Science textbooks Other Local Revenue (OB 8710)
Amount	\$2,500	\$4,500	\$2,500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS: purchase Social Science textbooks Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS: purchase Science textbooks Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS: purchase Social Science textbooks Other Local Revenue (OB 8677)
Amount	\$500	\$800	\$500
Source		Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Social Science textbooks	4000-4999: Books And Supplies Pinnacles: purchase Science textbooks	4000-4999: Books And Supplies Pinnacles: purchase Social Science textbooks

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

#### 2017-18 Actions/Services

Provide online Opportunities for Credit Recovery (at the high school level), assessment and intervention.

1. Continue Edmentum for ELD
2. Continue ALEKS Math licenses
3. Continue use of Acellus for credit recovery
4. Continue STAR 360 benchmark assessments

Select from New, Modified, or Unchanged for 2018-19

Modified Action

#### 2018-19 Actions/Services

Provide online Opportunities for Credit Recovery (at the high school level), assessment and intervention.  
1. Continue use of Acellus for credit recovery  
2. Continue STAR 360 benchmark assessments

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2019-20 Actions/Services

Provide online opportunities for credit recovery (at the high school level), assessment and intervention.  
1. Continue use of Acellus for credit recovery  
2. Continue STAR 360 benchmark assessments  
3. Continue use of CAASPP assessments

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$967		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Edmentum		

Amount	\$900		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Canceled Program  Pinnacles Community ALEKS		
Amount	\$1,211	\$1,750	\$1,630
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community STAR 360	4000-4999: Books And Supplies Pinnacles Community STAR 360	4000-4999: Books And Supplies Pinnacles Community STAR 360
Amount	\$1,000	\$375	\$675
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus
Amount	\$117		\$1,270
Source	Other		Other
Budget Reference	4000-4999: Books And Supplies SAOS Edmentum Other Local Revenue (OB 8710)		5000-5999: Services And Other Operating Expenditures IXL licenses and training for Santa Ana. Paid from CSI funds.
Amount	\$450		
Source	Other		
Budget Reference	4000-4999: Books And Supplies SAOS ALEKS Other Local Revenue (OB 8710)		

Amount	\$2,000	\$1,875	\$5,400
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus Other Local Revenue (OB 8677)
Amount	\$1,498	\$1,652	\$1,267
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS STAR 360 Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS STAR 360 Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS STAR 360 Other Local Revenue (OB 8710)
Amount	\$850		\$3,891
Source	Other		Other
Budget Reference	4000-4999: Books And Supplies SAHS Edmentum Other Local Revenue (OB 8677)		4000-4999: Books And Supplies SAHS STAR 360  Other Local Revenue (OB 8677)
Amount	\$1,125		\$2,115
Source	Other		Other
Budget Reference	4000-4999: Books And Supplies SAHS ALEKS Other Local Revenue (OB 8677)		5000-5999: Services And Other Operating Expenditures IXL licenses and training for San Andreas. Paid from CSI funds

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

**2017-18 Actions/Services**

1. Continue the Countywide Professional Development series in the following areas:

LCAP Professional Learning Network

NGSS

Math Collaborative

Arts Workshops

Math Talks

CPIN

2. Expand Countywide Professional Development in the areas of

English Language Learner Strategies

Instructional Leadership

Instructional Technology

Select from New, Modified, or Unchanged for 2018-19

Modified Action

**2018-19 Actions/Services**

1. Evaluate Professional Development series feedback and attendance for any changes necessary.

2. Continue the Countywide Professional Development series in the following areas:  
LCAP Professional Learning Network

NGSS

Math Collaborative

Arts Workshops

Math Talks

CPIN

English Language Learner Strategies

Instructional Leadership

Instructional Technology

Special Education

MTSS

UDL

3. Expand Countywide Professional Development to include  
History/ Social Studies

English Language Arts

PBIS

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2019-20 Actions/Services**

1. Evaluate Professional Development series feedback and attendance for any changes necessary.

2. Continue the Countywide Professional Development series in the following areas (or based on expressed interest) in:

LCAP Professional Learning Network

NGSS

Math Collaborative

Arts Workshops

Math Talks

CPIN

English Language Learner Strategies

MTSS

UDL

Special Education

English Language Arts

PBIS

SEL

3. Expand Countywide Professional Development by offering online participation access in at least one professional development event.

Math Summer Institute  
 Special Education Series  
 MTSS  
 UDL

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,350	\$2,350
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	\$1,500	\$1,500	\$12,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 4 days of professional development with Collaborative Learning Solutions

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Santa Ana Opportunity and San Andreas Continuation High School  
 Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide during-school and after-school tutoring to students who are below grade-level.

**2018-19 Actions/Services**

Provide during-school and after-school tutoring to students who are below grade-level.

**2019-20 Actions/Services**

Provide during-school and after-school tutoring to students who are below grade-level.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$667	\$333	\$0
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries After school tutoring	2000-2999: Classified Personnel Salaries SAHS After school tutoring (hourly rate) Other Local Revenue- (OB 8677)	2000-2999: Classified Personnel Salaries After school tutoring (hourly rate) Other Local Revenue- (OB 8677)
Amount	\$500	\$25	\$25
Source	Other	Other	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies SAHS After School tutoring Materials and Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS After School tutoring Materials and Supplies Other Local Revenue- (OB 8677)

Amount		\$8,132	\$1,133
Source		Title I	Federal Funds
Budget Reference		2000-2999: Classified Personnel Salaries SAHS Migrant After school tutoring (0.2 of 0.75 FTE)	2000-2999: Classified Personnel Salaries SAHS Migrant After school tutoring hourly rate
Amount		\$3,842	\$344
Source		Title I	Federal Funds
Budget Reference		3000-3999: Employee Benefits SAHS Migrant After school tutoring (0.2 of 0.75 FTE)	3000-3999: Employee Benefits SAHS Migrant After school tutoring calculated on hourly rate
Amount		\$8,132	\$1,133
Source		Title I	Federal Funds
Budget Reference		2000-2999: Classified Personnel Salaries SAOS Migrant After school tutoring (0.2 of 0.75 FTE)	2000-2999: Classified Personnel Salaries SAOS Migrant After school tutoring hourly rate
Amount		\$3,842	\$344
Source		Title I	Federal Funds
Budget Reference		3000-3999: Employee Benefits SAOS Migrant After school tutoring (0.2 of 0.75 FTE)	3000-3999: Employee Benefits SAOS Migrant After school tutoring calculated on hourly rate

## Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide 1 Instructional Aide to work with students enrolled in Special Education and 1 teacher to provide Special Education services to students at San Andreas and Santa Ana schools.

**2018-19 Actions/Services**

Provide 1 teacher to work with students enrolled in Special Education.

**2019-20 Actions/Services**

Provide 1 teacher to work with students enrolled in Special Education.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,735	\$51,525	\$40,572
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher for SAOS (.0.4 FTE) and SAHS (.6 FTE)	1000-1999: Certificated Personnel Salaries Special Education Teacher (0.67FTE)	1000-1999: Certificated Personnel Salaries Special Education Teacher (0.5 FTE)
Amount	\$13,534	\$20,258	\$16,412
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education Teacher for SAOS (0.4 FTE) and SAHS (0.6 FTE)	3000-3999: Employee Benefits Special Education Teacher (0.67 FTE)	3000-3999: Employee Benefits Special Education Teacher (0.5 FTE)

Amount	\$21,527		
Source	Special Education		
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)		
Amount	\$3,850		
Source	Special Education		
Budget Reference	3000-3999: Employee Benefits Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)		
Amount		\$50	\$50
Source		Special Education	Special Education
Budget Reference		5000-5999: Services And Other Operating Expenditures Materials & Supplies	5000-5999: Services And Other Operating Expenditures Materials & Supplies

## Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Countywide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate participation countywide in the B.E.L.I.E.F. Professional Learning Modules developed by the California ELA/ELD Curriculum and Instruction Subcommittee.	This action was fulfilled in 2017-2018.	This action was fulfilled in 2017-2018.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Amount	\$4,500		
Source	Base		
Budget Reference	4000-4999: Books And Supplies		

### Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

#### 2017-18 Actions/Services

Provide Professional Development to Alternative Education Staff

1. Data Analysis
2. Lesson Development & unit design
3. COSST: Collaboration of Student Services Team
4. Grade or emphasis collaboration
5. English Learner Strategies
6. Restorative Justice
7. MTSS

#### 2018-19 Actions/Services

Continue Professional Development to Alternative Education Staff

1. Data Analysis
2. Lesson Development & unit design
3. Tier 1 Supports
4. Grade or emphasis collaboration
5. English Learner Strategies
6. Restorative Justice
7. MTSS
8. PBIS

#### 2019-20 Actions/Services

Continue Professional Development to Alternative Education Staff

1. Data Analysis
2. Lesson Development & unit design
3. Tier 1,2,3 Supports
4. Grade or emphasis collaboration
5. English Learner Strategies/ELD
6. Restorative Justice/Restorative Practices
7. Social Emotional Learning
8. PBIS

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$720	\$478	\$478
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference Other Local Revenue (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference Other Local Revenue (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference Other Local Revenue (OB 8677)
Amount	\$360	\$100	\$100
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue (OB 8677)
Amount	\$70	\$50	\$50
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Pinnacles Materials and Supplies	4000-4999: Books And Supplies Pinnacles Materials and Supplies	4000-4999: Books And Supplies Pinnacles Materials and Supplies
Amount	\$70	\$50	\$50
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue (OB 8710)
Amount	\$140	\$627	\$627
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference Other Local Revenue (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference Other Local Revenue (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference Other Local Revenue (OB 8710)



Amount	\$140	\$400	\$400
Source	Supplemental and Concentration	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference
Amount			\$500
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures School-wide membership in CA Continuation Education Association
Amount			\$5,000
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development contract for PBIS with Monterey COE. Prop 47 grant funds

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: San Andreas Continuation High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Develop a plan for completing the 'a-g' approval process for courses at San Andreas Continuation High School. Complete the approval process for 2 courses to be approved for the 2017-18 school year.

### 2018-19 Actions/Services

Begin the approval process for 2 additional courses to be approved for 'a-g' for the 2018-19 school year.  
\*Note: All SBCOE schools are Alternative Education Programs. Due to the credit requirements for Alternative Education Programs, students who graduate do not meet the University of CA or CA state University requirements.

### 2019-20 Actions/Services

Begin the approval process for courses to be approved for 'a-g' I for the 2019-20 school year.  
\*Note: All SBCOE schools are Alternative Education Programs. Due to the credit requirements for Alternative Education Programs, students who graduate do not meet the University of CA or CA state University requirements.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	embedded in regular staff duties	embedded in regular staff duties	embedded in regular staff duties

## Action 14

Specific Student Groups: English Learners

Specific Schools: San Andreas Continuation High School

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

New Action

Unchanged Action

	Provide 0.5 FTE Bilingual Instructional Aide for San Andreas Continuation High School.	Provide 0.5 FTE Bilingual Instructional Aide for San Andreas Continuation High School.
--	--	--

#### Budgeted Expenditures

Amount		\$11,971	\$12,153
Source		Title I	Other
Budget Reference		2000-2999: Classified Personnel Salaries 0.5 FTE Bilingual Instructional Aide (SAHS)	2000-2999: Classified Personnel Salaries 0.5 FTE Bilingual Instructional Aide (SAHS) - Other Local Revenue (OB 8677)
Amount		\$10,774	\$9,433
Source		Title I	Other
Budget Reference		3000-3999: Employee Benefits 0.5 FTE Bilingual Instructional Aide (SAHS)	3000-3999: Employee Benefits 0.5 FTE Bilingual Instructional Aide (SAHS) Other Local Revenue (OB 8677)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

**1. Students need to attend school each day.** The average daily attendance rates range from 86% at Pinnacles Community to 72% at Santa Ana. This means that on any given day, 14% to 28% of our enrolled students are missing school and students who are not in school are not making progress towards graduation.

**2. Students need to feel safe at school.** In order to learn and thrive, students need to trust that they are emotionally and physically safe at school. The 2018 Dashboard shows that 64.9% of Santa Ana students and 27% of San Andreas students were suspended at least once during the 2017 - 2018 school year. On the 2018 California Healthy Kids Survey (CHKS) only 32% of Santa Ana and San Andreas students reported high levels of school connectedness, which the CDC has identified as a protective factor for at-risk youth. An average of 41% of students reported that they felt safe in their schools.

**3. Students need to become empowered and more involved in the decision-making processes involved in their own education and in the culture of their schools.** On the 2108 CHKS an average of 11% of our students reported that they felt they engaged in meaningful participation -- doing interesting activities, having a say in how things work, helping decide school activities or rules -- at school.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance Rate	1. 2015-2016 Attendance Rates: Santa Ana 87% San Andreas 86% Pinnacles Community 81%	1. Average Daily attendance rates: SAOS: decreased by 5% to 79% SAHS: maintained at 80% Pinnacles Community: decreased by 2% to 81%	1. Average Daily attendance rates: SAOS decreased from 79% to 72% SAHS decreased from 80% to 79% Pinnacles Community increased will increased from 81% to 86%	1. Average Daily attendance rate will increase by 2% at each school site.
2. Chronic Absenteeism Rate	2. 2016-17 Chronic Absenteeism Rate Santa Ana 81.3% San Andreas 80% Pinnacles Community 65.7%	2. Chronic Absenteeism Rate: SAOS: 81.3% SAHS: 80% Pinnacles Community: 65.7%	Chronic Absenteeism Rate: SAOS: 66.7% SAHS: 80% Pinnacles Community: 65.7%	2. Chronic Absenteeism Rate at each site will reduce by 2%.
3. Suspension Rate	3. 2015-2016 Suspension Rates: Santa Ana 26% San Andreas 19% Pinnacles Community 15%	3. Suspension rates SAOS: maintained at 50% SAHS: decreased by 3% to 24% Pinnacles Community: 9%	3. Suspension rates SAOS: 50% to 64.9% SAHS: 24% to 27% Pinnacles Community: 9% to 9.1%	3. Decrease suspension rates at all sites by 5%
4. Expulsion Rate	4. 2015-2016 Expulsion Rates: Santa Ana 0% San Andreas 0%	4. Maintained expulsion rates to less than 5 %. SAOS: 3% SAHS: 0% Pinnacles Community: 0%	4. Maintained expulsion rates to less than 5 %. SAOS: 0% SAHS: 0.6% Pinnacles Community: 0%	4. Maintain expulsion rates to less than 5%.
5. Drop-out Rate	5. 2015-2016 High School Drop-out Rate: San Andreas 26% Pinnacles Community 83% Pinnacles Court 77%	5. High School Drop-out Rate: SAHS: 17%	5. High School Drop-out Rate: SAHS: 7% Pinnacles Community: 3% Pinnacles Court: 0%	5. Decrease High School Drop-out Rate by 2% at each site.
6. Office Referrals	6. 2015-2016 Office referrals:		6. Office referrals: SAOS: 316 SAHS: 166	6. Reduce the number of students referred to the office for behavior issues by 5%.
7. CA Healthy Kids Survey (CHKS) Results			Percent of students reporting on the 2018 CHKS that they felt safe at school: 41% average	7. The CA Healthy Kid Survey will reflect a 5% increase in the number of students who feel safe at school and are making positive choices based on self-reporting on CHKS.
8. Parent Climate Surveys			8. End-of-year surveys to	8. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2018-19 school year.  9. 100% of students will access the Aeries parent/student portal at San Andreas and Santa Ana.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
9. Aeries student portal use	<p>Santa Ana: 73 San Andreas: 76</p> <p>7. CHKS Results: Percent of students who feel connected to school Santa Ana: 39% San Andreas: 39%</p> <p>8. Percent of students who feel safe at school Santa Ana: 65% San Andreas: 56%</p> <p>Baseline data for Parent Surveys is currently being collected</p> <p>9. Student portal accessed: 0%</p>	<p>Pinnacles Community: 10% Pinnacles Court: 40%</p> <p>6. Office referrals: SAOS: 289 SAHS: 166</p> <p>7. The CA Healthy Kid Survey results will be reported in summer 2018.</p> <p>8. End-of-year surveys 16 parent responses: 93% report that their child feels safe at school, 75% report that student gets the academic support they need at school</p> <p>93 student responses: 48% report they feel safe at school, 48% report they get the academic support they need at school</p> <p>9. Aeries Student access: SAOS students: 0% SAHS students: 88% have accounts, 51 of 105 have accessed their account Pinnacles Community</p>	<p>parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2017-2018 school year.</p> <p>9. 90% students will access the Aeries parent/student portal at San Andreas and Santa Ana.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		students: 0%		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide attendance incentives for students (e.g., awards BBQ, field trips)

2018-19 Actions/Services

Provide attendance incentives for students (e.g., awards BBQ, field trips)

2019-20 Actions/Services

Provide attendance incentives for students (e.g., awards BBQ, field trips)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$720	\$380	\$380
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies  Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue- (OB 8677)
Amount	\$140	\$50	\$50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and supplies	4000-4999: Books And Supplies Pinnacles Community Materials and supplies	4000-4999: Books And Supplies Pinnacles Community Materials and supplies
Amount	\$140	\$165	\$165
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Santa Ana Opportunity, San Andreas Continuation High School and Pinnacles Community School  
Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.

#### 2018-19 Actions/Services

Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.

#### 2019-20 Actions/Services

Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100	\$114	\$114
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)
Amount	\$100	\$50	\$50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$100	\$100	\$100
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials & Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials & Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials & Supplies Other Local Revenue- (OB 8710)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pinnacles Community School

Santa Ana Opportunity School

San Andreas High School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Meet with each English Learner to review and discuss their:

1. language level
2. placement, if appropriate, into an ELD Program
3. academic status
4. school attendance

**2018-19 Actions/Services**

The School Counselor and the Guidance Technician will meet with each English Learner to review and discuss their:

1. language level
2. placement, if appropriate, into an EL Program
3. academic status
4. school attendance
5. placement and information about interventions
6. expected transition rate and criteria for exiting out of the ELD Program

**2019-20 Actions/Services**

The School Counselor and the Guidance Technician meet with each English Learner to review and discuss their:

1. language level
2. placement, if appropriate, into an ELD Program
3. academic status
4. school attendance
5. placement and information about interventions
6. expected transition rate and criteria for exiting out of the ELD Program

5. placement and information about interventions

6. expected transition rate and criteria for exiting out of the ELD Program

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,385	\$3,943	\$4,278
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.07 FTE)	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (25% of 0.2 FTE, Title 1)	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (25% of 0.2 FTE, Title 1)
Amount	\$1,321	\$1,534	\$1,689
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Certificated Benefits (14% of 0.07 FTE)	3000-3999: Employee Benefits Pinnacles Community Certificated Benefits (25% of 0.2 FTE, Title 1)	3000-3999: Employee Benefits Pinnacles Community Certificated Benefits (25% of 0.2 FTE, Title 1)
Amount	\$37,980	\$9,858	\$10,694
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.07 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (25% of 0.5 FTE) Other Local Revenue- (OB 8677)

Amount	\$6,797	\$3,836	\$4,223
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits SAHS Certificated Benefits (72% of 0.07 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Certificated Benefits (25% of 0.5 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Certificated Benefits (25% of 0.5 FTE) Other Local Revenue- (OB 8677)
Amount	\$7,385	\$1,971	\$2,139
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (14% of 0.07 FTE) Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (25% of 0.1 FTE) Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (25% of 0.1 FTE) Other Local Revenue- (OB 8710)
Amount	\$1,321	\$767	\$845
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.07 FTE) Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits SAOS Employee Benefits (25% of 0.1 FTE) Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits SAOS Employee Benefits (25% of 0.1 FTE) Other Local Revenue- (OB 8710)
Amount		\$2,140	\$524
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries SAHS Classified Salaries (6% of 0.6 FTE) Other Local Revenue- (OB 8677)	2000-2999: Classified Personnel Salaries SAHS Classified Salaries (6% of 0.6 FTE) Other Local Revenue- (OB 8677)

Amount		\$959	\$434
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits SAHS Classified Benefits (6% of 0.6 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Classified Benefits (6% of 0.6 FTE) Other Local Revenue- (OB 8677)
Amount		\$118	\$29
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710)	2000-2999: Classified Personnel Salaries SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710)
Amount		\$53	\$24
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits SAOS Classified Salaries (1% of 0.2 FTE) Other Local Revenue- (OB 8710)

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Meet with each Foster Youth to review and discuss their:

- a. academic status
- b. school attendance
- b. graduation requirements
- c. placement and information about interventions
- d. career and college planning
- e. individual needs

### 2018-19 Actions/Services

The School Counselor and the Guidance Technician will meet with each Foster Youth to review and discuss their:

- a. academic status
- b. school attendance
- b. graduation requirements
- c. placement and information about interventions
- d. career and college planning
- e. individual needs

### 2019-20 Actions/Services

The School Counselor and the Guidance Technician will meet with each Foster Youth to review and discuss their:

- a. academic status
- b. school attendance
- b. graduation requirements
- c. placement and information about interventions
- d. career and college planning
- e. individual needs
- f. educational rights

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,276	\$985	\$1,069
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.03 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677)
Amount	\$2,913	\$383	\$422
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.03 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Employee Benefits (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Certificated Employee Benefits (2.5% of 0.5 FTE) Other Local Revenue- (OB 8677)

Amount	\$3,165	\$331	\$359
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)
Amount	\$566	\$129	\$142
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.03 FTE)	3000-3999: Employee Benefits Pinnacles Community Certificated Benefits (14% of 0.03 FTE)	3000-3999: Employee Benefits Pinnacles Community Certificated Benefits (14% of 0.03 FTE)
Amount		\$357	\$87
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries SAHS Classified Salaries (1% of 0.6 FTE) Other Local Revenue- (OB 8677)	2000-2999: Classified Personnel Salaries SAHS Classified Salaries (1% of 0.6 FTE) Other Local Revenue- (OB 8677)
Amount		\$160	\$73
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits SAHS Classified Benefits (1% of 0.6 FTE) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAHS Classified Benefits (1% of 0.6 FTE) Other Local Revenue- (OB 8677)

Amount		\$119	\$29
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries SAOS Classified Benefits (1% of 0.2 FTE) Other Local Revenue- (OB 8677)	2000-2999: Classified Personnel Salaries SAOS Classified Salaries (1% of 0.2 FTE)  Other Local Revenue- (OB 8710)
Amount		\$53	\$24
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits SAOS Classified Benefits (1% of 0.2 FTE)  Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits SAOS Classified Benefits (1% of 0.2 FTE)  Other Local Revenue- (OB 8710)
Amount	\$3,165	\$394	\$428
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Employee Salary (14% of 0.03 FTE)  Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries SAOS Employee Salary (1% of 0.5 FTE)  Other Local Revenue- (OB 8710)	1000-1999: Certificated Personnel Salaries SAOS Employee Salary (1% of 0.5 FTE)  Other Local Revenue- (OB 8710)



Amount	\$566	\$153	\$169
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.03 FTE)  Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits SAOS Employee Benefits (1% of 0.5 FTE)  Other Local Revenue- (OB 8710)	3000-3999: Employee Benefits SAOS Certificated Employee Benefits (1% of 0.5 FTE)  Other Local Revenue- (OB 8710)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Foster Youth and Migrant Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Review Foster Youth and Migrant individual transportation needs/challenges and develop a plan for improving attendance for students who lack of transportation affects. Pay for bus tokens for students with financial need.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Review Foster Youth and Migrant individual transportation needs/challenges and develop a plan for improving attendance for students who lack of transportation affects. Pay for bus tokens for students with financial need.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Review Foster Youth, homeless and Migrant students' individual transportation needs/challenges and develop a plan for improving attendance for students who lack transportation. Pay for bus tokens for students with financial need.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$250	\$50
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for Pinnacles Community, SAOS and SAHS	5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for Pinnacles Community	5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for Pinnacles Community
Amount	\$500	\$50	\$50
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Migrant bus tokens for Pinnacles Community, SAOS and SAHS Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures Migrant bus tokens for SAOS  Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures Migrant bus tokens for SAOS  Other Local Revenue- (OB 8710)
Amount		\$200	\$50
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for SAHS	5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for SAHS
Amount		\$50	\$50
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for SAOS	5000-5999: Services And Other Operating Expenditures Foster Youth bus tokens for SAOS

Amount		\$250	\$50
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures Migrant bus tokens for Pinnacles Community	5000-5999: Services And Other Operating Expenditures Migrant bus tokens for Pinnacles Community
Amount		\$200	\$50
Source		Other	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures Migrant bus tokens for SAHS  Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures Migrant bus tokens for SAHS  Other Local Revenue- (OB 8677)
Amount			50
Source			Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures Bus tokens for homeless students SAHS, SAO and Pinnacles.

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

Provide students access and training to the Aeries student portal so students can view their current grades and absences

#### 2018-19 Actions/Services

Provide students access and training to the Aeries student portal so students can view their current grades and absences

#### 2019-20 Actions/Services

Provide students access to and training on the Aeries student portal so students can view their current grades and absences

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,833	\$1833	\$1833
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Aeries Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS Aeries Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS Aeries Other Local Revenue- (OB 8677)
Amount	\$1,833	\$1833	\$1833
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries
Amount	\$1,833	\$1833	\$1833
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Aeries Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS Aeries Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS Aeries Other Local Revenue- (OB 8710)

Amount		\$1833	\$1833
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Pinnacles Court School Aeries	5000-5999: Services And Other Operating Expenditures Pinnacles Court School Aeries

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: San Andreas Continuation; Santa Ana Opportunity; Pinnacles Community Schools  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

Increase student attendance in school by working closely with the School Attendance and Review Board (SARB), the community Family Support Organization and implementing home visits.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

### 2018-19 Actions/Services

Increase student attendance in school by working closely with the School Attendance and Review Board (SARB)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services

Increase student attendance in school by working closely with the School Attendance and Review Board (SARB)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$167	\$50	\$50
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)
Amount	\$167	\$25	\$25
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$167	\$25	\$25
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Continue implementation of the Restorative Justice Program at all sites. Contract for Restorative Justice Coordinator.

### 2018-19 Actions/Services

Continue implementation of the Restorative Justice Program at all sites. Contract with a Restorative Justice Coordinator.

### 2019-20 Actions/Services

Continue implementation of the Restorative Justice Program at all sites. Contract with a Restorative Justice Coordinator.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator Other Local Revenue (Restorative Justice)	5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator Other Local Revenue (Restorative Justice)	5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator Other Local Revenue (Restorative Justice)
Amount		\$20,000	\$20,000
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator	5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator

Amount		\$10,000	\$10,000
Source		Other	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator Other Local Revenue (MTSS grant)	5000-5999: Services And Other Operating Expenditures Training and contracted services for Restorative Justice Coordinator Other Local Revenue (MTSS grant)



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

1. Each school site needs a full School Site Council which includes 2 parents and 2 students.
2. Parents need to be involved in decisions regarding their students.
3. Parents of English Learners need to understand school processes, their students' English Proficiency level, and how they can help their student gain proficiency in English.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. School Site Council membership	1. Alternative Education School Site Council membership:	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.
2. Aeries access	student: 1 parent: 2		2. 50% of parents will access the Aeries parent/student portal	2. 60% of parents will access the Aeries parent/student portal

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Parent participation at SSC and other school events	2. 100% access to student and parent portal; 4 parents registered	2. Aeries Parent access:  SAOS parents: 0%  SAHS parents: 50% have accounts, 26 of 60 have accessed their account	3. Maintain a Full School Site Council Back to School parent attendance will increase by 10%	3. Maintain a Full School Site Council Back to School parent attendance will increase by 10%
4. Participation of Year-End Survey	3. Full School Site Council	Pinnacles Community parents: 0%	4. 80% of all End-of-Year Parent Surveys will be turned in.	4. 85% of all End-of-Year Parent Surveys will be turned in.
5. English Language Learner parent meeting attendance	Back to School parent attendance: 40  Parent Teacher Conference attendance: 8	3. Full School Site Council was maintained  Back to School parent attendance: 40	5. Parent attendance at ELAC will increase by 30% over the baseline	5. Parent attendance at ELAC will increase 40% over the baseline
	4. 21 returned Parent End-of-Year surveys	4. 80% of all End-of-Year Parent Surveys will be turned in.		
	5. Average parent attendance at ELAC: 6	5. Parent attendance at ELAC will increase by 30%		

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Provide information about student grades, attendance, meetings and activities to parents through:

Aeries Parent Portal

BlackBoard Connect (auto dialer)

Email

Website

### 2018-19 Actions/Services

Provide information about student grades, attendance, meetings and activities to parents through:

Aeries Parent Portal

BlackBoard Connect (auto dialer)

Email

Website

Social Media

Flyers

### 2019-20 Actions/Services

Provide information about student grades, attendance, meetings and activities to parents through:

Aeries Parent Portal

Aeries communication system (auto dialer)

Email

Website

Social Media

Flyers

Social Media		
Flyers		

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Expense identified in Goal 2, action 6  SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures Expense identified in Goal 2, action 6  SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures Expense identified in Goal 2, action 6  SAOS/ SAHS Aeries Other Local Revenue- (OB 8677) Other Local Revenue- (OB 8710)
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense identified in Goal 2, action 6  Pinnacles Aeries	5800: Professional/Consulting Services And Operating Expenditures Expense identified in Goal 2, action 6  Pinnacles Aeries	5800: Professional/Consulting Services And Operating Expenditures Expense identified in Goal 2, action 6  Pinnacles Aeries
Amount	\$3,000	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect

Amount	\$3,000	\$500	\$500
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect Other Local Revenue- (OB 8677)	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect Other Local Revenue- (OB 8677)
Amount	\$216	\$50	\$50
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials and Supplies Other Local Revenue- (OB 8677)
Amount	\$42	\$42	\$42
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$3,000	\$500	\$500
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect Other Local Revenue- (OB 8710)	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect Other Local Revenue- (OB 8710)
Amount	\$42	\$42	\$42
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Notify parents of EL students, through meetings and personal phone calls, information regarding their child's:

1. language level
2. placement, if appropriate, into an ELD Program
3. academic status
4. school attendance
5. placement and information about interventions
6. expected transition rate and criteria for exiting out of the ELD Program

**2018-19 Actions/Services**

The School Counselor will notify parents of EL students, through meetings and personal phone calls, information regarding their child's:

1. language level
2. placement, if appropriate, into an ELD Program
3. academic status
4. school attendance
5. placement and information about interventions
6. expected transition rate and criteria for exiting out of the ELD Program
7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable

**2019-20 Actions/Services**

The School Counselor will notify parents of EL students, through meetings and personal phone calls, information regarding their child's:

1. language level
2. placement, if appropriate, into an ELD Program
3. academic status
4. school attendance
5. placement and information about interventions
6. expected transition rate and criteria for exiting out of the ELD Program
7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable

7. how placement in an ELD program meets the child's needs within the annual IEP, if applicable

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  SAOS/ SAHS Certificated Salaries Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)
Amount	\$0	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  Pinnacles Community Certificated Salaries	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  Pinnacles Community Certificated Salaries	1000-1999: Certificated Personnel Salaries Identified in Goal 2, Action 3  Pinnacles Community Certificated Salaries
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits Identified in Goal 2, Action 3  SAOS/ SAHS Employee Benefits Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits Identified in Goal 2, Action 3  SAOS/ SAHS Employee Benefits Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)	3000-3999: Employee Benefits Identified in Goal 2, Action 3  SAOS/ SAHS Employee Benefits Other Local Revenue- (OB 8710) Other Local Revenue- (OB 8677)

Amount	\$0	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Identified in Goal 2, Action 3  Pinnacles Community Employee Benefits	3000-3999: Employee Benefits Identified in Goal 2, Action 3  Pinnacles Community Employee Benefits	3000-3999: Employee Benefits Identified in Goal 2, Action 3  Pinnacles Community Employee Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Host events that allow parents to learn more about their student's progress and available opportunities. Events will include:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are

#### 2018-19 Actions/Services

Host events that allow parents to learn more about their student's progress and available opportunities. Events will include:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
4. "Community Knight" focuses on educating families

#### 2019-20 Actions/Services

Host events that allow parents to learn more about their student's progress and available opportunities. Events may include:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
4. "Community Knight" focuses on educating families



invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school

4. "Community Knight" focuses on educating families about college and careers

5. Quarterly Family Nights: information and training for parents about school processes, student progress, and how to help their students achieve as well as tutoring for students.

about college and careers  
5. Career Day

about college and careers  
5. Career Day

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,080	\$500	\$500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)	4000-4999: Books And Supplies SAHS Materials & Supplies Other Local Revenue- (OB 8677)
Amount	\$210	\$200	\$200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$210	\$200	\$200
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)	4000-4999: Books And Supplies SAOS Materials and Supplies Other Local Revenue- (OB 8710)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Develop an assessment for need of volunteers. If a need is identified, solicit volunteers from community and families.

**2018-19 Actions/Services**

Identify barriers and explore methods for increasing parent involvement to develop a plan to increase parent participation.

**2019-20 Actions/Services**

Continue to develop a plan to increase parent involvement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	Part of regular staff duties	Part of regular staff duties	Part of regular staff duties

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
grades 9-12  
Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

1. Partner with San Benito High School District to implement a Parent University including 1 course in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding.

**2018-19 Actions/Services**

1. Partner with San Benito High School District to implement a Parent University including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding. Parent University courses will be targeted for parents of students with exceptional needs including, students with disabilities, English Learners, low-income students and students who are chronically absent.

**2019-20 Actions/Services**

1. Partner with San Benito High School District to implement a Parent University including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding. Parent University courses will be targeted for parents of students with exceptional needs including, students with disabilities, English Learners, low-income students and students who are chronically absent.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$1,000	\$1,000
Source		Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Other Local Revenue (Prop 47 Grant)	1000-1999: Certificated Personnel Salaries Other Local Revenue (Prop 47 Grant)
Amount		\$100	\$100
Source		Other	Other
Budget Reference		4000-4999: Books And Supplies Other Local Revenue (Prop 47 Grant)	4000-4999: Books And Supplies Other Local Revenue (Prop 47 Grant)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

Students who are expelled need to be provided with standards-aligned instruction as well as additional supports to address academic gaps, social/emotional needs and preparedness for college or career.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. CAASPP scores	1. In 2015-16, 11th grade CAASPP ELA	1. No 11th graders were enrolled at Pinnacles Community during the 2016-2017 CAASPP window.	1. Increase in CAASPP scores from established baseline in ELA and Math by 5%	1. Increase in CAASPP scores from established baseline in ELA and Math by 5%
2. STAR 360 growth	Met or exceeded Standard: 42%		2. STAR 360 scores demonstrate student percentile growth of 75% or greater.	2. STAR 360 scores demonstrate student percentile growth of 90% or greater.
	In 2015-16, 11th grade CAASPP Math		3. Maintain graduation rate at 100%.	3. Maintain graduation rate at 100%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Graduation/ Promotion Rate	<p>Met or exceeded standard: 0%</p> <p>2. ELA growth -28%</p> <p>Math growth: -5%%</p> <p>3. 2015-16 Graduation rate: 17%</p>	<p>2. STAR 360 scores demonstrated student percentile growth of 60% or greater.</p> <p>3. Graduation rate was 100%.</p>		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled youth

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pinnacles Community School  
Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action  
Unchanged Action

#### 2017-18 Actions/Services

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students

#### 2018-19 Actions/Services

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students. Identify and address gaps in services to improve academic outcomes for expelled students.

#### 2019-20 Actions/Services

Action completed in 2018.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	(part of regular staff duties)	(part of regular staff duties)	(part of regular staff duties)

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled youth and youth on probation

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pinnacles Community School  
Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

#### 2017-18 Actions/Services

Coordinate with 2 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and science to students.

#### 2018-19 Actions/Services

Coordinate with at least 3 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and science to students.

#### 2019-20 Actions/Services

Coordinate with at least 5 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and post-secondary options to students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100	\$100	\$100
Source	Other	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Expelled Youth Materials and Supplies	4000-4999: Books And Supplies Expelled Youth Materials and Supplies	4000-4999: Books And Supplies Expelled Youth Materials and Supplies
Amount	\$100	\$100	\$100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Probation Youth Materials and Supplies	4000-4999: Books And Supplies Probation Youth Materials and Supplies	4000-4999: Books And Supplies Probation Youth Materials and Supplies
Amount	\$250	\$300	\$300
Source	Other	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation



Amount	\$250	\$300	\$300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Probation Youth field trip transportation	5000-5999: Services And Other Operating Expenditures Probation field trip transportation	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pinnacles Community School  
Specific Schools:

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students and provide training for staff.

#### 2018-19 Actions/Services

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students and provide training for staff.

#### 2019-20 Actions/Services

Continue to work with Behavioral Mental Health to provide substance abuse counseling. **Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with expelled and probation students.**

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$0	\$0
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Restorative Justice Coordinator from Hollister Youth Alliance  Other Local Revenue (Restorative Justice)	5800: Professional/Consulting Services And Operating Expenditures Expense found in Goal 2, Action 8  Restorative Justice Coordinator from Hollister Youth Alliance	5800: Professional/Consulting Services And Operating Expenditures Expense found in Goal 2, Action 8  Restorative Justice Coordinator from Hollister Youth Alliance
Amount		\$50	\$50
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Materials for Restorative Justice	4000-4999: Books And Supplies Materials for Restorative Justice

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
Specific Student Groups: Special Education

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Work with SELPA to provide counseling services for students in Special Education through ERHMS

2018-19 Actions/Services

Work with SELPA to provide counseling services for students in Special Education through ERHMS

2019-20 Actions/Services

Work with SELPA to provide counseling services for students in Special Education through ERHMS

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	Funded through SELPA	Funded through SELPA	Funded through SELPA

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups:

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pinnacles Court and Pinnacles Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

## 2018-19 Actions/Services

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

## 2019-20 Actions/Services

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art to Pinnacles Court and Pinnacles Community Schools

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$4,080	\$4,080
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services
Amount	\$1,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services- Arts Project	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pinnacles Community School  
Specific Schools:**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide one 6- hour Bilingual Instructional Aide to work with English Learners

**2018-19 Actions/Services**

Provide one 3-hour Bilingual Instructional Aide to work with English Learners

**2019-20 Actions/Services**

Provide one 3-hour Bilingual Instructional Aide to work with English Learners

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$23,534	\$11,971	\$11,725
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide (.5 FTE)
Amount	\$4,213	\$10,774	\$9,302
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community bilingual aide	3000-3999: Employee Benefits Pinnacles Community bilingual aide	3000-3999: Employee Benefits Pinnacles Community bilingual aide (.5 FTE)

**Action 7**

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

English Learners Foster Youth Low Income		Specific Schools: Pinnacles Community School and Pinnacles Court School
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### Actions/Services

	New Action	Unchanged Action
	Coordination of academic services for incarcerated youth and youth on probation, including assessments and program development	Coordination of academic services for incarcerated youth and youth on probation including assessments and program development

### Budgeted Expenditures

Amount		\$23,969	\$20,759
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Educational Services Coordinator (0.21 FTE)	1000-1999: Certificated Personnel Salaries Educational Services Coordinator (0.21 FTE)
Amount		\$7,909	\$7,698
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Educational Services Coordinator (0.21 FTE)	3000-3999: Employee Benefits Educational Services Coordinator (0.21 FTE)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 5

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

1. Foster Youth services need to be coordinated to ensure each Foster Youth receives the services and support necessary to be successful
2. Foster Youth need basic supplies in order to attend school and be academically successful
3. Foster Youth need access to the same academic opportunities that general education students have.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of students served	1. 2015-2016 county enrollment: 119; baseline to be determined in 2017-18 when FOSTER FOCUS is implemented	1. 80% of Foster Youth will be identified and served	1. 100% of Foster Youth will be identified and served.	1. 100% of Foster Youth will be identified and served
2. Foster Focus implementation and use		2. 100% of districts will enrolled Foster students have obtained a Foster Focus account. 80% used the Foster Focus Data System to collect data on Foster Youth	2. 90% of districts will be provided technical assistance, professional development and training and use Foster Focus Data System to collect data on Foster Youth	2. 100% of districts will be provided technical assistance, professional development and training and use Foster Focus Data System to collect data on Foster Youth
3. School Placement	2. 0% of districts have used Foster Focus Data	3. This metric has been		3. This metric has been dropped because the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>System to collect data on Foster Youth</p> <p>3. Currently the number of school placements for each Foster Youth is not available.</p>	<p>dropped because the total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes.</p>	<p>3. This metric has been dropped because the total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes.</p>	<p>total number of school placements for Foster Youth was determined unfeasible due to the tracking and reporting processes. .</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action



## 2017-18 Actions/Services

SBCOE staff (0.2 FTE Foster Youth Services Coordinating Program Coordinator and 0.5 FTE Educational Liaison) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; reduce the number of school placements; facilitate the transfer of school records, transportation, identification of educational rights holder(s) and other key adults advocating on behalf of Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.

## 2018-19 Actions/Services

SBCOE staff (0.1 FTE Foster Youth Services Coordinating Program Administrator and 0.5 FTE Coordinator) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; work with the Department of Health & Human Services to reduce the number of school placements; facilitate the transfer of school records (including requests from the juvenile court), transportation, identification of educational rights holder(s) and other key adults advocating on behalf of Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.

## 2019-20 Actions/Services

1.

SBCOE staff (0.1 FTE Foster Youth Services Coordinating Program Administrator and 0.5 FTE Coordinator) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County. - Provide technical assistance to LEA FY Liaisons regarding student educational rights including immediate enrollment, school of origin, full/partial credits for work completed, qualifying for the Free & Reduced Nutrition program, and the timely transfer of student records.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$13,659	\$13,932
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	1000-1999: Certificated Personnel Salaries 0.2 FTE Foster Youth Coordinator Certificated Salaries	1000-1999: Certificated Personnel Salaries 0.1 FTE Foster Youth Administrator Certificated Salaries	1000-1999: Certificated Personnel Salaries 0.1 FTE Foster Youth Administrator Certificated Salaries
Amount	\$16,998	\$57,070	\$34,632
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	2000-2999: Classified Personnel Salaries 0.5 FTE Foster Youth Liaison	1000-1999: Certificated Personnel Salaries 0.5 FTE Foster Youth Coordinator Certificated Salaries	1000-1999: Certificated Personnel Salaries 0.3 FTE Foster Youth Coordinator Certificated Salaries
Amount	\$3,938	\$4,210	\$4,503
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	3000-3999: Employee Benefits 0.2 FTE Foster Youth Coordinator Certificated Benefits	3000-3999: Employee Benefits 0.1 FTE Foster Youth Administrator Certificated Benefits	3000-3999: Employee Benefits 0.1 FTE Foster Youth Administrator Certificated Benefits
Amount	\$3,043	\$18,833	\$12,069
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	3000-3999: Employee Benefits 0.45 FTE Foster Youth Liaison Benefits	3000-3999: Employee Benefits 0.5 FTE Foster Youth Coordinator Benefits	3000-3999: Employee Benefits 0.3 FTE Foster Youth Coordinator Benefits
Amount	\$50	\$50	\$50
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Copy cost for Liaison duties	4000-4999: Books And Supplies Copy costs	4000-4999: Books And Supplies Copy costs

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services****S**

BCOE will support Foster Youth advocates and service providers (e.g. case managers, Court Appointed Special Advocates [CASAs], district and school liaisons, community/social services agencies, etc.) by providing Technical Assistance and Professional Development opportunities in:

1. AB 490 Training
2. Blueprint Conference
3. McKinney Vento Training
4. Foster/Homeless Bi-annual Training
5. Trauma Informed Practices
6. Foster Focus
7. Continuum of Care Reform
8. PROTECT Human Trafficking

**2018-19 Actions/Services**

SBCOE will continue to support Foster Youth advocates and service providers (e.g. case managers, Court Appointed Special Advocates [CASAs], district and school liaisons, community/social services agencies, etc.) by providing Technical Assistance and Professional Development opportunities in:

1. AB 490 Training
2. Trauma Informed Practices
3. Transitioning to Career and College
4. Foster Care and LGBTQIA

**2019-20 Actions/Services**

SBCOE will continue to support Foster Youth advocates and service providers (e.g. case managers, Court Appointed Special Advocates [CASAs], district and school liaisons, community/social services agencies, etc.) by providing Technical Assistance and Professional Development opportunities in:

1. AB 490 Training
2. Trauma Informed Practices
3. Foster Youth Educational Toolkit
4. Commercially and Sexually Exploited Children

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$3,103	\$3,103
Source	Foster Youth Grant	Foster Youth Grant	Federal Funds
Budget Reference	4000-4999: Books And Supplies Materials and supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	\$3,000	\$5,368	\$5,368
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference	5000-5999: Services And Other Operating Expenditures Travel & Conference	5000-5999: Services And Other Operating Expenditures Travel & Conference
Amount	\$50	\$50	\$50
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Copy costs for trainings	4000-4999: Books And Supplies Copy costs for trainings	4000-4999: Books And Supplies Copy costs for trainings

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

The SBCOE did not collaborate with San Benito County Behavioral Mental Health to provide Foster Youth Mental Health Services due to grant restrictions.

#### 2018-19 Actions/Services

Collaborate with Santa Cruz, Monterey and Santa Clara County Offices of Education to provide professional development to ensure seamless services to Foster Youth across the tri-county area.

#### 2019-20 Actions/Services

Collaborate with Santa Cruz, Monterey and Santa Clara County Offices of Education to provide professional development to ensure seamless services to Foster Youth across the area.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$13,000	\$13,000
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$100	\$500	\$500
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

The SBCOE Foster youth Services Coordinating Program will partner with the Sacramento County Office of Education to implement the FOSTER FOCUS Data System.

**2018-19 Actions/Services**

The SBCOE Foster Youth Services Coordinating Program will maintain the contract with the Sacramento County Office of Education to support the FOSTER FOCUS Data System and will providing technical assistance and training based on individual district needs to assist in the delivery of services and information that may be requested by the court.

**2019-20 Actions/Services**

The SBCOE Foster Youth Services Coordinating Program will maintain the contract with the Sacramento County Office of Education to support the FOSTER FOCUS Data System and will provide technical assistance and training based on individual district needs to assist in the delivery of services. In addition, districts will add the ability to track grades, attendance and courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$14,242	\$14,242
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting & Operating	5000-5999: Services And Other Operating Expenditures Consulting & Operating	5000-5999: Services And Other Operating Expenditures Consulting and Operating
Amount	\$100	\$100	\$100
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Copy costs for training	4000-4999: Books And Supplies Copy costs for training	4000-4999: Books And Supplies Copy costs for training

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Continue the FYSCP Executive Advisory Council consisting of representatives from districts, community organizations and foster youth.

### 2018-19 Actions/Services

Continue the FYSCP Executive Advisory Council consisting of representatives from districts, community organizations and foster youth and parents/caregivers.

### 2019-20 Actions/Services

Continue the FYSCP Executive Advisory Council consisting of representatives from districts, community organizations and former and/or current foster youth and parents/caregivers.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies

Amount	\$50		
Source	Foster Youth Grant		
Budget Reference	4000-4999: Books And Supplies Materials and Supplies		

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Provide information and materials to schools to help ensure that office staff, counselors and administration understands Foster Youth rights and the responsibilities of schools. Provide information to Foster Youth regarding their rights.

### 2018-19 Actions/Services

Continue to provide information and materials to schools to help ensure that office staff, counselors and administration understands Foster Youth rights and the responsibilities of schools. Provide information to Foster Youth regarding their rights.

### 2019-20 Actions/Services

Increase distribution of information and materials to schools to help ensure that office staff, counselors and administrators understand Foster Youth rights and the responsibilities of schools and that they are providing information to Foster Youth, parents and caregivers regarding FY rights.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	\$50		
Source	Foster Youth Grant		
Budget Reference	4000-4999: Books And Supplies		

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

2017-18 Actions/Services

Partner with community organizations to provide materials and supplies to Foster Youth and Low- Income Pupils. (Ex, Stuff

2018-19 Actions/Services

Continue to partner with community organizations to provide materials and supplies to Foster Youth and Low- Income

2019-20 Actions/Services

Increase partnerships with community organizations and school sites to assist with resources for Foster Youth (Ex, Stuff the Bus Campaign, School Supply

the Bus Campaign, School Supply Kits with United Way)

Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)

Kits with United Way, Community Food Bank) and expand as opportunities become available.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50	\$50	\$50
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies
Amount	\$50		
Source	Foster Youth Grant		
Budget Reference	4000-4999: Books And Supplies Materials and Supplies		

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

Continue to engage Foster Youth in leadership, networking and educational training opportunities.

Provide bus tokens to Foster Youth to attend school and educational training.

## 2018-19 Actions/Services

Continue to engage Foster Youth in leadership, networking, educational training and vocational opportunities.

Provide bus tokens to Foster Youth to attend school and educational/vocational training.

## 2019-20 Actions/Services

Increase Foster Youth opportunities to engage in leadership, networking and educational training.

Provide bus tokens to Foster Youth enrolled in SBCOE programs to attend school and educational/vocational training.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference	5000-5999: Services And Other Operating Expenditures Travel and Conference	5000-5999: Services And Other Operating Expenditures Travel and Conference
Amount	\$500	\$500	\$500
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	\$50		
Source	Foster Youth Grant		
Budget Reference	4000-4999: Books And Supplies Materials and Supplies		

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

SBCOE was unable to create and distribute a comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.

**2018-19 Actions/Services**

Create and administer the comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.

**2019-20 Actions/Services**

Continue to annually administer the comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	\$50		
Source	Foster Youth Grant		
Budget Reference	4000-4999: Books And Supplies Materials and Supplies		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$64,567

Percentage to Increase or Improve Services

2.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Of the four Alternative Education programs operated by the SBCOE, only Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds. Funding for Santa Ana Opportunity School is received through a bill-back model in which each student's district of residence is billed for part of the total program cost. Funding for San Andreas High School is on a pass-through model whereby the San Benito High School District contracts with the SBCOE to operate the program using some of SBHSD's supplemental and concentration funds. These dollars are therefore not identified as Supplemental/Concentration grant dollars in the San Benito County Office of Education LCAP, but are identified as such in the district LCAPs. Therefore the discussion of increased or improved services will refer solely to students enrolled at Pinnacles Court and Pinnacles Community Schools.

Unduplicated Counts -as determined by the 2018 CBEDS count

Pinnacles Court: 3 of 3, 100%

Pinnacles Community School: 13 of 13, 100%

Students at Pinnacles Court School are incarcerated youth. Those that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Virtually all students who enroll at either site are unduplicated and arrive with a variety of needs, including being below grade-level in reading, ELA, and math; having significant social-emotional needs, and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students on a schoolwide basis.

The Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally-normed so the data gathered is comparable to that of all other

students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system provides multiple resources to help students in each standard area.

Professional development for all staff members is provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. One area of increased service is the addition of a Social-Emotional Learning professional development series, based on a well-attended and well-received workshop provided in the 2018-2019 school year. Staff will also receive additional training in Trauma-Informed Practices to continue to grow in their understanding of the long-term affects of childhood trauma.

The Restorative Justice Program, begun in partnership with Youth Alliance in 2017-18, was chosen because it is research-based and has been effective in other alternative education settings. To coordinate the implementation and provide support for our unduplicated students, SBCOE will continue to contract with Youth Alliance, a community-based organization, to provide a Restorative Justice Coordinator. In the 2019-2020 school year, the role of the Restorative Justice Coordinator will be expanded to include more direct counseling support to students. Students and staff will also continue to be trained on restorative practices and "RJ circles" will be implemented in the classroom. The coordinator will build the capacity of teachers and staff in using restorative practices as well as work with students individually and in small groups.

The School Counselor and Guidance Technician will continue to meet with English Learners and Foster Youth and their parents to discuss their academic progress as well as, when applicable, their progress towards English Proficiency. In addition, the School Counselor and Guidance Technician will work with SBCOE to ensure Foster Youth services, including tutoring and mentoring, are being provided so that those students are successful academically. Foster youth and juvenile court school students who are eligible will be provided with a transition plan to allow them to graduate with the state minimum credit requirements. A bilingual instructional aide will continue to provide services to students enrolled at Pinnacles Community School. English Language Development courses will be offered to English Learners through a blended model that utilizes the Springboard ELA/ELD Program as well as supplemental in-class activities.

Finally, the San Benito County Office of Education, in collaboration with the San Benito High School District and the Aromas-San Juan School District will continue to offer Parent University courses to parents focusing on how parents can help their students academically, addressing student safety, and preparing students for college and career. These same funds will also be used to provide a Parent and Community Engagement Liaison to meet with parents and students to address chronic absenteeism.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$72,026.00

Percentage to Increase or Improve Services

2.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The San Benito County Office of Education was fully funded through LCFF in 2014-15 and will receive no additional funds in 2018-19. Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds. In addition to Pinnacles Court and Pinnacles Community Schools, the San Benito County Office of Education serves as the LEA for Santa Ana Opportunity School, and San Andreas Continuation High School. Funding for Santa Ana Opportunity School is received through a bill back model in which each student's district of residence is billed for part of the total program cost. These dollars are not identified as Supplemental/Concentration grant dollars in the San Benito County Office of Education LCAP, but are identified as such in the district LCAPs, therefore the discussion of increased or improved services will refer solely to students enrolled at Pinnacles Court and Pinnacles Community Schools.

Unduplicated Counts -as determined by the 2017 CBEDS count

Pinnacles Court: 10 of 10, 100%

Pinnacles Community School: 8 of 10, 80%

All students receive an educational program consisting of the following: courses in the core subject areas (ELA, Math, Science, Social Science), Art and Physical Education. During the regular school day, high school students at both sites have the option to enroll in credit recovery courses through the online Acellus program. All students are assessed in ELA and Math when they enroll and throughout the year through the Renaissance Star 360 Assessment System. Each student is provided with a Chromebook or computer to use during the school day. The school counselor provides academic and personal counseling with additional counseling services provided through outside agencies for Substance Abuse, Behavioral Mental Health, and Educational Related Mental Health Services (ERMHS). Prior to enrolling at Pinnacles Community School, students and parents attend an orientation meeting to discuss academic status, school rules and procedures, and develop academic plans. Parents are encouraged to take part in School Site Council and school events including Back-to-School Night and Community "Knight" (evening open house to connect families to the school and community services).

The School Counselor and Guidance Technician will continue to meet with English Learners and Foster Youth and their parents to discuss their academic progress as well as, when applicable, their progress towards English Proficiency. In addition, the School Counselor and Guidance Technician will work with SBCOE to ensure Foster Youth services, including tutoring and mentoring, are being provided so that those students are successful academically. Foster youth and juvenile court school students who are eligible will be provided with a transition plan to allow them to graduate with the state minimum credit requirements. A bilingual instructional aide will continue to provide services to students enrolled at Pinnacles Community School. English Language Development courses will be offered to English Learners through a blended model that utilizes the Springboard ELA/ELD Program as well as supplemental in-class activities.

Students at Pinnacles Court School are incarcerated youth. Those that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Virtually all students who enroll at either site are unduplicated and arrive with a variety of needs, including being below grade-level in reading, ELA, and math; having significant social-emotional needs, and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students on a schoolwide basis. The Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally-normed so the data gathered is comparable to that of all other students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system provides multiple resources to help students in each standard area. Professional development for all staff members is provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. In 2017-18, the Restorative Justice Program, which was chosen because it is research-based and has been effective in other alternative education settings, was implemented to address the behaviors and social emotional needs seen in many of our low-income students. The program began with staff training last year. In 2018-19, students will also be trained on restorative practices and "RJ circles" will be implemented in the classroom. To coordinate the implementation and provide support for our unduplicated students, SBCOE will continue contracting with Youth Alliance, a community-based organization, to provide a Restorative Justice Coordinator. The coordinator will build the capacity of teachers and staff in using restorative practices as well as work with students individually and in small groups. Finally, the San Benito County Office of Education, in collaboration with the San Benito High School District and the Aromas-San Juan School District will continue to offer Parent University courses to parents focusing on how parents can help their students academically, addressing student safety, and preparing students for college and career. These same funds will also be used to provide a Parent and Community Engagement Liaison to meet with parents and students to address chronic absenteeism.



LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$64,668

Percentage to Increase or Improve Services

2.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The San Benito County Office of Education was fully funded through LCFF in 2014-15 and will receive no additional funds in 2017-18. Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds. In addition to Pinnacles Court and Pinnacles Community Schools, the San Benito County Office of Education serves as the LEA for Santa Ana Opportunity School, and San Andreas Continuation High School. Funding for Santa Ana Opportunity School is received through a bill back model in which each student's district of residence is billed for part of the total program cost. Because San Andreas Continuation School is in the San Benito High School District, funding for San Andreas Continuation School is received as a pass-through based on ADA (Average Daily Attendance). Nearly all students at Pinnacles Court and Community Schools meet the Unduplicated criteria. Students who attend Santa Ana and San Andreas schools are referred to the sites due to credit deficiency, behavior or truancy, so the services provided are considered to be increased or improved services. Those dollars are not identified as Supplemental/Concentration grant dollars in the San Benito County Office of Education LCAP, but are identified as such in the district LCAPs.

All students receive an educational program consisting of the following: Courses in the core subject areas (ELA, Math, Science, Social Science); intervention courses including Edmentum for ELD and elective courses that are site-dependent. During the regular school day, high school students at all sites have the option to enroll in credit recovery courses through the online Acellus program. All students are assessed in ELA and Math when they enroll and throughout the year through the Renaissance Star 360 Assessment System. Students also complete a career inventory through the Eureka! program. The school counselor provides academic and personal counseling. Additional counseling services are provided through Substance Abuse, Behavioral Mental Health and ERMHS.

Over 45% of the students who attend each of the alternative education schools operated by the San Benito County Office of Education are considered Unduplicated. Students at Pinnacles Court School are incarcerated youth. Those that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Students attending Santa Ana and San Andreas have been referred by their district of residence because they have had multiple behavior infractions, have been chronically truant and/or are behind in credits. As a result virtually all students who enroll at any of the alternative schools arrive with a variety of needs, including being below grade-level in reading, ELA and math; having significant social-emotional needs; and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students LEA-wide and/or Schoolwide. As mentioned above, the Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally normed so the data gathered is comparable to that of all other students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system is easy to use and provides multiple resources to help students in each standard area. Professional development for all staff members will be provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. In 2017-18, the Restorative Justice Program, which was chosen because it is research-based and has been effective in other alternative education settings was more fully implemented. Staff training will continue to be a focus in this area. To coordinate the implementation and provide social-emotional support for our students, SBCOE will continue contracting with an outside trainer and provider for Restorative Justice. To address the significant truancy and chronic absenteeism rates identified, attendance incentives will be offered at all sites excluding Pinnacles Court School. Finally, the San Benito County Office of Education, in collaboration with the San Benito High School District and the Aromas San Juan School District will continue to offer Parent University courses to parents focusing on how parents can help their students academically, addressing student safety, and preparing students for college and career.

The school counselor and Guidance Technician will continue to meet with English Learners and their parents to discuss their academic progress as well as their progress towards English Proficiency. The Counselor and Guidance Technician will also continue to meet with Foster Youth to ensure services are being provided so that they are successful academically. Students with Disabilities are mainstreamed into regular education classrooms and receive push-in support with a credentialed teacher. A bilingual instructional aide provides services to students enrolled at Pinnacles Community School. English Language Development courses will be offered to English Learners through a blended model that utilizes the online Edmentum Program as well as additional in-class activities.

The San Benito County Office of Education has worked closely with the Foster Youth Services Coordinator to provide monthly meetings and training to districts. As the funding for Foster Youth services has become the responsibility of the districts, SBCOE will continue to coordinate with districts and other agencies to ensure services are provided for each Foster Youth. School supplies and hygiene kits will continue to be given to Foster Youth in each district. In addition, information about the rights of Foster Youth and the responsibilities of schools will be distributed to all schools and Foster Youth in the county. The FYSCP will continue to coordinate and collaborate with districts to provide information and deliver training to districts and agencies and will work with community agencies to reduce the number of transfers Foster Youth make between schools, allowing a more stable academic environment for the students.



# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **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 supported 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.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	877,149.00	597,082.00	765,369.00	877,149.00	800,734.00	2,443,252.00
	0.00	0.00	500.00	0.00	0.00	500.00
Base	46,848.00	24,822.00	12,000.00	46,848.00	45,266.00	104,114.00
Carl D. Perkins Career and Technical Education	0.00	0.00	20,464.00	0.00	0.00	20,464.00
Federal Funds	0.00	0.00	0.00	0.00	6,057.00	6,057.00
Foster Youth Grant	133,135.00	108,216.00	91,479.00	133,135.00	101,046.00	325,660.00
Other	480,054.00	322,067.00	441,387.00	480,054.00	497,311.00	1,418,752.00
Special Education	71,833.00	53,820.00	114,646.00	71,833.00	57,034.00	243,513.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	72,859.00	40,903.00	57,146.00	72,859.00	67,953.00	197,958.00
Title I	72,420.00	47,254.00	27,747.00	72,420.00	26,067.00	126,234.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	877,149.00	597,082.00	765,369.00	877,149.00	800,734.00	2,443,252.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	396,499.00	308,195.00	387,688.00	396,499.00	341,293.00	1,125,480.00
2000-2999: Classified Personnel Salaries	43,449.00	33,160.00	62,726.00	43,449.00	27,357.00	133,532.00
3000-3999: Employee Benefits	176,860.00	122,725.00	86,537.00	176,860.00	157,697.00	421,094.00
4000-4999: Books And Supplies	70,233.00	23,677.00	64,719.00	70,233.00	66,344.00	201,296.00
5000-5999: Services And Other Operating Expenditures	114,597.00	71,834.00	101,199.00	114,597.00	117,032.00	332,828.00
5800: Professional/Consulting Services And Operating Expenditures	26,580.00	18,546.00	29,500.00	26,580.00	42,080.00	98,160.00
5900: Communications	48,931.00	18,945.00	33,000.00	48,931.00	48,931.00	130,862.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	877,149.00	597,082.00	765,369.00	877,149.00	800,734.00	2,443,252.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	14,995.00	6,565.00	0.00	14,995.00	9,802.00	24,797.00
1000-1999: Certificated Personnel Salaries	Carl D. Perkins Career and Technical Education	0.00	0.00	17,361.00	0.00	0.00	17,361.00
1000-1999: Certificated Personnel Salaries	Foster Youth Grant	70,729.00	69,360.00	22,000.00	70,729.00	48,564.00	141,293.00
1000-1999: Certificated Personnel Salaries	Other	231,007.00	176,441.00	253,239.00	231,007.00	216,959.00	701,205.00
1000-1999: Certificated Personnel Salaries	Special Education	51,525.00	38,640.00	75,735.00	51,525.00	40,572.00	167,832.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	24,300.00	12,387.00	19,353.00	24,300.00	21,118.00	64,771.00
1000-1999: Certificated Personnel Salaries	Title I	3,943.00	4,802.00	0.00	3,943.00	4,278.00	8,221.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	2,266.00	2,266.00
2000-2999: Classified Personnel Salaries	Foster Youth Grant	0.00	0.00	16,998.00	0.00	0.00	16,998.00
2000-2999: Classified Personnel Salaries	Other	2,710.00	670.00	667.00	2,710.00	12,822.00	16,199.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	21,527.00	0.00	0.00	21,527.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	12,504.00	16,245.00	0.00	12,504.00	12,269.00	24,773.00
2000-2999: Classified Personnel Salaries	Title I	28,235.00	16,245.00	23,534.00	28,235.00	0.00	51,769.00
3000-3999: Employee Benefits	Base	5,486.00	2,487.00	0.00	5,486.00	4,672.00	10,158.00
3000-3999: Employee Benefits	Carl D. Perkins Career and Technical Education	0.00	0.00	3,103.00	0.00	0.00	3,103.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	0.00	0.00	688.00	688.00
3000-3999: Employee Benefits	Foster Youth Grant	23,043.00	22,756.00	6,981.00	23,043.00	16,572.00	46,596.00
3000-3999: Employee Benefits	Other	89,203.00	67,494.00	51,393.00	89,203.00	100,455.00	241,051.00
3000-3999: Employee Benefits	Special Education	20,258.00	15,180.00	17,384.00	20,258.00	16,412.00	54,054.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	18,878.00	8,601.00	3,463.00	18,878.00	17,209.00	39,550.00
3000-3999: Employee Benefits	Title I	19,992.00	6,207.00	4,213.00	19,992.00	1,689.00	25,894.00
4000-4999: Books And Supplies		0.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Base	13,400.00	1,689.00	6,500.00	13,400.00	7,325.00	27,225.00
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	0.00	0.00	3,103.00	3,103.00
4000-4999: Books And Supplies	Foster Youth Grant	5,253.00	1,100.00	3,000.00	5,253.00	2,150.00	10,403.00
4000-4999: Books And Supplies	Other	48,249.00	18,343.00	39,012.00	48,249.00	50,255.00	137,516.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,331.00	2,545.00	15,707.00	3,331.00	3,511.00	22,549.00
5000-5999: Services And Other Operating Expenditures	Base	800.00	5,425.00	4,000.00	800.00	800.00	5,600.00
5000-5999: Services And Other Operating Expenditures	Foster Youth Grant	21,110.00	5,000.00	29,500.00	21,110.00	20,760.00	71,370.00
5000-5999: Services And Other Operating Expenditures	Other	67,621.00	41,409.00	62,076.00	67,621.00	70,556.00	200,253.00
5000-5999: Services And Other Operating Expenditures	Special Education	50.00	0.00	0.00	50.00	50.00	100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,766.00	0.00	5,623.00	4,766.00	4,766.00	15,155.00
5000-5999: Services And Other Operating Expenditures	Title I	20,250.00	20,000.00	0.00	20,250.00	20,100.00	40,350.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	2,343.00	1,500.00	1,500.00	12,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Foster Youth Grant	13,000.00	10,000.00	13,000.00	13,000.00	13,000.00	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	5,078.00	13,000.00	3,000.00	8,000.00	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	9,080.00	1,125.00	2,000.00	9,080.00	9,080.00	20,160.00
5900: Communications	Base	10,667.00	6,313.00	0.00	10,667.00	10,667.00	21,334.00
5900: Communications	Other	38,264.00	12,632.00	22,000.00	38,264.00	38,264.00	98,528.00
5900: Communications	Supplemental and Concentration	0.00	0.00	11,000.00	0.00	0.00	11,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	558,194.00	338,489.00	476,003.00	558,194.00	516,754.00	1,550,951.00
Goal 2	118,133.00	110,996.00	147,140.00	118,133.00	116,933.00	382,206.00
Goal 3	3,634.00	1,519.00	10,800.00	3,634.00	3,634.00	18,068.00
Goal 4	64,553.00	37,862.00	40,447.00	64,553.00	59,414.00	164,414.00
Goal 5	132,635.00	108,216.00	90,979.00	132,635.00	103,999.00	327,613.00

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



Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	164,715.00	142,518.00	360,821.00	164,715.00	412,127.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
Carl D. Perkins Career and Technical Education	0.00	0.00	20,464.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	0.00
Foster Youth Grant	0.00	0.00	90,979.00	0.00	0.00
Other	83,481.00	78,705.00	188,577.00	83,481.00	285,033.00
Special Education	0.00	0.00	0.00	0.00	57,034.00
Supplemental and Concentration	55,757.00	37,308.00	33,054.00	55,757.00	50,060.00
Title I	25,477.00	26,505.00	27,747.00	25,477.00	20,000.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	848,257.00	552,351.00	405,049.00	848,257.00	748,398.00
	0.00	0.00	500.00	0.00	0.00
Base	46,848.00	24,822.00	12,000.00	46,848.00	45,266.00
Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	6,057.00
Foster Youth Grant	133,135.00	108,216.00	500.00	133,135.00	101,046.00
Other	457,748.00	284,437.00	253,144.00	457,748.00	495,010.00
Special Education	71,833.00	53,820.00	114,646.00	71,833.00	57,034.00
Supplemental and Concentration	71,750.00	40,307.00	24,259.00	71,750.00	17,918.00
Title I	66,943.00	40,749.00	0.00	66,943.00	26,067.00