

2018-19

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)

[LCFF Evaluation Rubrics](#): 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.

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2017-20 Plan Summary

The Story

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

San Benito High School is located in the city of Hollister in San Benito County. The school first opened its doors to students in 1875 as a grammar school. Because of its close proximity to the Bay Area and Silicon Valley, in particular, Hollister has rapidly changed from a sleepy farming and ranching town into a bustling bedroom community of San Jose. Over the last decade, more than 20,000 new residents have moved to the San Benito High School District, and the city of Hollister is currently experiencing an extensive launch of home construction in numerous new residential developments. Current CALPADS enrollment reported district enrollment at 3075 with 2984 students served at San Benito High School (SBHS) and 91 students served at San Andreas Continuation High (SACH) School, which is run by the San Benito County Office of Education per an MOU between the agencies. Subgroup enrollments at SBHS were reported to CBEDS as follows: Free and Reduced Meal Program participants: 1589 (53.2%), English Learners- 431 (14.4%) Foster Youth- 14 (0.4%) making up the total unduplicated FRPM/EL/Foster youth total 1671 (56%).

The San Benito High School District Board of Trustees has approved a policy to align the graduation requirements with the a-g sequence of courses for the University of California and California State University admission beginning with the class of 2020. The graduation requirement adoption includes a college and career pathway that students may opt into at the beginning of their sophomore year. This pathway allows students to pursue a career pathway through either our Career Technical Education (CTE) or Visual and Performing Arts programs. Our academic goals are aligned with a focus on “Rigor, Relevance, Inclusion, and Relationships.”

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

Performing Arts programs. Career training is extensive with 9 career sectors and 13 different pathways.

San Benito High School provides programs for students with disabilities funded by federal, state, and local funds. These programs include special day classes for students who are severely disabled, emotionally disabled, and students needing a modified academic setting. The programs also include the resource specialist support program for students who are completely or partially mainstreamed into the general education program. Some students participate in co-taught classes in which approximately 1/3 of the students having IEPs. There are two teachers, one general education, and one special education, in each co-taught classroom. The resource classes have begun to phase out as we implement an inclusion program, full inclusion is expected by 2020. Low incidence programs are provided by the County Office of Education in the areas of visual Impairment, hard of hearing, occupational therapy, orthopedically impaired and other contracted services.

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

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

San Benito High School District continues to work collaboratively with the San Benito County Office of Education Foster Youth Services Advisory Council to support the educational achievement of foster youth. Regarding San Andreas Continuation High School, San Benito High School District has maintained a Memorandum of Understanding with the San Benito County Office of Education (SBCOE). The SBCOE operates the Continuation High School with state and federal funds passed through from San Benito High School District. The amount of funds passed is based on the proportion of ADA and subgroup populations.

As a high school district, San Benito High School District does not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in this plan.

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

LCAP Highlights

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

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

Goal 1: Teacher Credentialing, Facilities, Textbook Sufficiency

All students will be provided with a quality education that will include teachers meeting California Credential requirements, appropriate instructional materials and clean, safe facilities.

Goal 2. Standards Aligned Curriculum

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

Goal 3: College and Career

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

Goal 4: Increase Student Achievement:

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

Goal 5: Parent Involvement:

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

Goal 6: School Climate and Culture provides a positive and engaging school environment, climate and culture that supports the academic, social, and emotional needs of all students.

Key features of the LCAP include:

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

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

Other key initiatives include implementation of a new bell schedule to include an Academic Focus Time during the day for all students; additional Career and Technical Education (CTE) courses and completed CTE Pathways; Closing the achievement gap through the beginning implementation of a

Multi-Tiered System of Support (MTSS); full implementation of AVID elective courses in 9th-12th grade; Full Inclusion of Special Education students through co-taught courses by 2020; Implementation of consistent grading practices; Introduction of a Parent Liaison and Parent University classes to increase parent engagement; Beginning stages of Social Emotional Learning and Postive Behavior Interventions and Supports (PBIS); and increased external communication and engagement with our Communications Officer and Startegic Plan Coordinator.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Last year, significant resources were allocated to provide professional development across departments. Professional development was provided for Professional Learning Communities (PLC's), structured time for PLC leads and department chairs, PD strands for AVID (rigor), Inclusion, and English Learner strategies, and training for common grading practices. After collecting data from staff surveys, the District plans to allocate more resources to professional development next year with an emphasis on building quality assessments and aligning grading practices.

According to the English Language Arts Smarter Balanced Assessment results, all student subgroups increased and our overall ELA scores outperformed the state ELA scores. Our English Learner group increased by 7%. Additionally, the Mathematics Smarter Balanced Assessment overall results increased by 6% and SBHS is now at par with the state in overall scores. Our white subgroup grew by 10% and our socioeconomically disadvantaged and Hispanic students both increased by 7% in SBAC mathematics. The use of the Interim Assessments in the CAASPP system will continue to be used to expose students to the assessment platform and provide a measure of student growth and progress before the implementation of the state assessment. The district also provided additional support to English Learner math students before the state exam by working in collaboration with Gavilan Community College grant opportunities.

Based on the California Data Dashboard, the Graduation Rate Indicator is high in the blue range and increased by 0.5% with no student groups in the very low or red range. Our English Learner graduation rate increased by 4.7% which is significant. SBHS has two graduation pathways: the University pathway (a-g) and Career Technical Education (CTE). Extensive work has been done to complete all CTE pathway courses with an Introductory course, Concentrator course and Capstone course with most courses a-g approved. SBHS has also added an Engineering pathway and TV Production pathway to the CTE sectors. For the 2018-19 school year, the district will employ a full-time CTE Specialist position to support curriculum development, post-secondary options for each pathway, articulation agreements, dual enrollments, and community outreach and industry networking.

SBHS is particularly proud of our AVID program which continues to grow and served 301 9th, 10th, and 11th-grade students in 2017-18 and will expand to 12th grade in 2018-19. This program is

instrumental in instilling a college-going culture and academic support to "middle of the road" students (Goal 3).

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

Referring to the LCFF Evaluation Rubrics, 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

Based on the California Data Dashboard, the English Proficiency Indicator is in orange with a high status at 83.9% and change that significantly declined at -13.6%. Based on these measures, the District has determined that the English Learner Program needs additional improvements. The following actions will be taken to increase English Learner Proficiency:

1. Additional instructional assistant to provide support to students clustered in content areas.
2. Purchase of the Listenwise software to increase listening and speaking skills for EL students in designated and integrated ELD.
3. Provide a SDAIE third-year science course for ELPAC Emerging level students.
4. Fully implement a student voice summit for English Learners to provide feedback to staff and administration regarding EL student needs.
5. Continue to implement (2nd year) a Math SBAC boot camp for 11th grade English Learners. Also, implement a summer school ELD program for students ready to reclassify.
6. Provide professional development aligned to ELA/ELD standards for all designated and integrated courses with the use of ELlevation.
7. EL cluster support sections in geometry and chemistry for Emerging level students.

The Mathematics Smarter Balance Assessments indicate an increase in math scores from the previous school year from an overall performance of 25% to 31%. Although this 6% increase is now at par with the state of California, the district continues plans to provide additional professional development opportunities in math. The district will also implement an Academic Focus Time for all students who need additional time to relearn and reassess to demonstrate mastery of course content. Math and English will have academic priority for these sessions that will be conducted three times a week.

San Benito High School recognizes that parent involvement is a high priority and parents are a significant stakeholder group for decision making within the school community. In order to increase parent involvement and participation, SBHS will work collaboratively with our Communication Officer and Strategic Plan Coordinator to conduct workshops for feedback on the Strategic Plan and overall academic needs. Additionally, our Communication Officer will work to improve digital communication with all families and produce weekly updates regarding all areas of San Benito High School.

Most recently, SBHS has participated in the Multi-Tiered Systems of Support (MTSS) training. Within the training, the SBHS team participated in a comprehensive self-assessment tool called the Fidelity Integrity Assessment (FIA). This self-assessment examined our current school and district practices

to inform areas of strength and areas of need. The SBHS team is in the implementation phase of determining our Tiered support which includes Tier 1 (base programs), Tier 2 (Supplemental), and Tier 3 (Intensive support).

Referring to the LCFF Evaluation Rubrics, 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

Based on Rubric California Dashboard Data, there is a performance gap between students with disabilities and all students, as well as English Learner students and all students on the suspension indicator. The District plans to address the suspension gaps by adding two action items in goal six. The first action (6.8) is regarding the implementation of social-emotional learning for all students in their homeroom classrooms. The second action item (6.9) is to begin the foundation of Positive Behavior Intervention Support (PBIS). Both action items will be funded through the Prop 47 Grant that is shared with San Benito County Office of Education.

Based on Rubric California Dashboard Data, there is a performance gap between students with disabilities and all students on the graduation indicator. The District plans to address the graduation gap by providing closer case management for all special education students in homeroom classes for next year. Additionally, co-teaching courses are being provided in all English level courses (9-12), Mathematics courses (Algebra, Geometry, Algebra 2), Science (Biology, Chemistry), and Social Science courses (World Students, US History). All of these courses are providing support towards requirements for high school graduation. The District goal is to have a full Inclusion model implemented by 2020.

Based on Smarter Balanced Assessment data in ELA and Math, both English Language Learners and students with disabilities have significant gaps in comparison to all students.

English

All Students	64%	
English Learners	14%	Gap 50%
Students with Disabilities	19%	Gap 45%

Math

All Students	31%	
English Learners	0%	Gap 31%
Students with Disabilities	4%	Gap 27%

The District plans to address these gaps by providing additional support during the day through an Academic Focus Time, three days a week. All students will have an opportunity to relearn and reassess content material in Tier 2 and Tier 3 (Intensive) setting, as needed. Additionally, ELA and Math boot camps will be provided for all English Learner and special education students (11th grade) before the state exam. Special education students will also be provided an Academy course if needed and/or a refined case management opportunity through Homeroom assignments.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Supplemental LCFF funds are allocated district-wide and principally directed towards meeting the needs of unduplicated student subgroups. These funds are targeted to support low income, foster youth, and English Learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified student groups. Based on staff and stakeholder feedback and data on effective practices we are implementing a significant number of LCAP actions/services to increase and improve services for our unduplicated students. The following increased actions and services are planned for 2018-19:

Goal 2: Professional Development time specific to NGSS and Science Professional Learning Communities PLC (2 days)

The hiring of a CTE Specialist to coordinate CTE Pathway courses, curriculum, professional development, and industry collaboration.

PLC stipend positions for disaggregating assessment data by subgroup and development of appropriate intervention and enrichment opportunities.

Provide LindaMood Bell training for Reading courses.

Purchase a variety of rigorous software programs to meet the needs of all students: Gizmos (Science), No Red Ink (English), Peardeck (All), Turnit In (English/Social Science).

Goal 3: Purchase College and Career Readiness Software Program, Naviance, to build into homeroom time. (built-in Intervention schedule).

AVID SAT and ACT support for 11th and 12th-grade AVID elective students.

Increased services from CalSOAP.

Provide an instructional assistant for CTE courses to support introductory and concentrator courses.

Goal 4: Purchase Academic Focus Time Software Program, Plus Time.

Provide structure for monitoring AFT throughout the school year. (5 teachers quarterly)

An additional instructional aide to support English Learners in core content areas. (cluster support)

Purchase Listenwise software for additional listening and speaking support for EL students.

SDAIE section for emerging 1 and 2 students for their 3rd year of science.

ELlevation professional development for content teachers.

ELD curriculum development days for creation of benchmarks.

ELD Student Voices Summit (2nd year)

ELD Math and English boot camps for support in passing the SBAC assessments (11th grade targeted students).

Co-teaching professional development with Dr. Dente to support general and special education teachers.

SPED Math and English boot camps for support in passing the SBAC assessments (11th grade targeted students).

Goal 5: Increase parent and community engagement with assistance from the Communication Officer (weekly newsletters, social media) and the Strategic Plan Coordinator (parent and community workshops).

Continue providing Parent University courses with Prop 47 funding. (2 courses per topic)

Goal 6: Begin curriculum development for social-emotional learning (SEL) with other Prop 47 school sites. Begin implementation in homeroom.

Begin the foundations of Postive Behavior Intervention Supports (PBIS).

Introduction of Mutli-tiered Systems of Support (MTSS) Process, Phase 1.

A significant shift for the 2018-19 year and beyond will be with the implementation of the new bell schedule that will incorporate an academic focus time for all students during the day. The 35 minute period will give students an opportunity to relearn and reassess when necessary. Additionally, students will have a homeroom each Monday to focus on looking up grades in Aeries, checking Academic Focus Time schedule in Plus Time, and exposure to lessons on social-emotional learning and SBHS Core Values.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$36,079,996
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$20,932,639.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$30,098,110

Annual Update

LCAP Year Reviewed: **2017-18**

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. California Teacher Credentialing, Facilities, Textbook Sufficiency

All students will be provided with a quality education that will include teachers meeting California Credentialing requirements, appropriate instructional materials, and clean, safe facilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Teachers, Instructional Materials, Facilities

Annual Measurable Outcomes

Expected

Metric/Indicator

Fully credentialed teachers
SARC

17-18

100% fully credentialed

Baseline

4 Teachers not fully credentialed

Metric/Indicator

Quarterly Williams Certification
SARC

17-18

Quarterly Williams Certification (zero complaints)

Baseline

No complaints

Actual

88% of teachers are fully credentialed (not including intern teachers) - 18 teachers are not fully credentialed. The 18 teachers not fully credentialed includes intern teachers - Goal not met

SBHSD had no complaints on Quarterly Williams Certification - Goal met

Expected

Actual

Metric/Indicator
 Textbook Sufficiency
 SARC

17-18
 Maintain 100% Textbook Sufficiency

Baseline
 100% Textbook Sufficiency

SBHSD met textbook sufficiency for 2017-2018.
 Resolution approved by Board of Trustees on September 26, 2017 - Goal met

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>1.1 Support for New Teachers:</p> <p>1.11 Induction Coordinator-provides new teacher support/induction throughout the school year.</p> <p>1.12 4-day intensive academy to assist new teachers in their development and understanding of District expectations, school-wide instructional initiatives and curriculum.</p> <p>1.13 induction program for 1st and 2nd year teachers needing to clear credential in order to retain highly qualified, highly effective teachers.</p> <p>1.14 Provide each new teacher needing induction a support provider (teacher mentor) and</p>	<p>1.1 Induction coordinator provided assistance throughout the school year.</p> <p>1.12 Sixteen (16) new teachers participated in the 4-day intensive academy.</p> <p>1.13 Induction program provided for 1st and 2nd-year teachers. Eight (8) first year and eight (8) second-year teachers participated. All participants are expected to finish the induction program and clear their credential.</p> <p>1.14 All new teachers and new teachers to SBHS were provided a</p>	<p>1.11 Induction Coordinator 0.4FTE (salary \$36,164, benefits \$9,001 object 1000/3000) Supplemental \$45,165</p> <p>1.12 Salaries for new teachers (12) participating in the 4 day academy (Salary \$25,375, benefits \$4,495 object 1000/3000) Supplemental \$29,871</p> <p>1.12 Materials and supplies for academy (object 4000) 4000-4999: Books And Supplies Supplemental \$7800</p> <p>1.13 BTSA Induction (\$3500 per teacher per year, approximately 8 teachers object 5000) 5000-5999: Services And Other Operating Expenditures Supplemental \$28,000</p>	<p>1.11 Induction Coordinator 0.4 FTE (salary 1000) 1000-1999: Certificated Personnel Salaries Other \$37,232</p> <p>1.11 Induction Coordinator 0.4 FTE (benefits 3000) 3000-3999: Employee Benefits Other \$14,307</p> <p>1.11 Induction Coordinator 0.4 FTE (salary 1000 and) 1000-1999: Certificated Personnel Salaries Title II \$37,232</p> <p>1.11 Induction Coordinator 0.4 FTE (benefits 3000) 3000-3999: Employee Benefits Title II 14,307</p>

each new teacher not needing induction a mentor teacher.

1.15 Identify or design and implement extensive CSET tutorial program for non HQT teachers needing to pass CSET

support provider or mentor teacher.

1.15 CSET tutorial program was not implemented.

1.15 CSET tutorial, test prep and test for non credentialed (\$500 per teacher, approx 3 teachers) 4000-4999: Books And Supplies Title II \$1500

1.12 Materials and supplies for New Teacher Academy 4000-4999: Books And Supplies Supplemental \$1,193

1.14 Mentor stipend and benefits (object 1000/3000) Title II \$7000

1.12 Salaries for new teachers (16) participating in 4 day Academy (salary 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$25,834

1.11 Induction Coordinator 0.4FTE (salary and benefits object 1000/3000) Title II \$47,901

1.12 Salaries for new teachers (16) participating in 4 day Academy (benefits 3000) 3000-3999: Employee Benefits Supplemental \$4,567

1.14 Support provider stipend (Salary \$15,642, benefits \$2,772 object 1000/3000) Supplemental \$18,414

1.13 BTSA Induction (\$1500 per teacher per year) 5000-5999: Services And Other Operating Expenditures Supplemental \$24,000

1.14 Mentor teacher stipend and benefits (1000) 1000-1999: Certificated Personnel Salaries Title II \$5,720

1.14 Mentor teacher stipend and benefits (3000) 3000-3999: Employee Benefits Title II \$2,046

1.14 Support provider stipend(1000) 1000-1999: Certificated Personnel Salaries Supplemental \$16,952

1.14 Support provider benefits (3000) 3000-3999: Employee Benefits Supplemental \$6,160

1.15 CSET tutorials 4000-4999:
Books And Supplies Title II \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Support for Veteran Teachers-Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p>	<p>1.2 Support for Veteran Teachers-Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p>	<p>1.21 \$4000 per consulting teacher per certificated contract(Salary/Stipend) (salary \$8,000, benefits \$1,418 object 1000/3000 salary and benefits) Supplemental \$9418</p>	<p>1.21 Two (2) consulting teachers provided services (Stipend 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p>
<p>1.21 Consulting teachers to provide yearlong support for PAR teacher Professional Development for PAR teacher based on growth plan</p>	<p>1.21 Support for Veteran Teachers- Peer Assistance Review Program (PAR) was utilized to support two (2) veteran teachers.</p>	<p>1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews and observations). (salary \$2,372, benefits \$423 object 1000/3000) Supplemental \$2795</p>	<p>1.21 Two (2) consulting teachers provided services (benefits 3000) 3000-3999: Employee Benefits Supplemental \$2,230</p>
<p>1.22 PAR Committee (3 teachers, 2 administrators per certificated contract)</p>	<p>1.22 PAR Committee conducted regular meetings during the school year. (3 teachers, 2 administrators)</p>		<p>1.22 Hourly rate for PAR Committee teachers in attendance at regularly scheduled PAR meetings (salary 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$166</p>
			<p>1.22 Hourly rate for PAR Committee teachers in attendance at regularly scheduled PAR meetings (benefits 3000) 3000-3999: Employee Benefits Supplemental \$29</p>

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.3 Meet sufficiency requirements for textbooks and instructional materials

1.31 Adopt NGSS Textbooks if available (Biology)

1.32 Review/Adopt any Common Core textbooks not yet adopted from prior year

1.33 Review potential textbooks and potential curriculum for CTE pathways

1.3 Meet sufficiency requirements for textbooks and instructional materials

1.31 NGSS Textbooks in Biology have not been available.

1.32 US History textbooks have been purchased for the 2017-18 school year.

1.33 Textbooks and potential curriculum for CTE pathways have been reviewed and will be purchased for the following 2018-19 school year. (Culinary, Engineering, Agricultural Fabrication, Horticulture)

1.3 Purchase textbooks as adopted 4000-4999: Books And Supplies Base \$100,000

1.3 Purchase textbooks as adopted 4000-4999: Books And Supplies Base \$101,863

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Maintain clean, safe facilities	1.4 Maintain clean, safe facilities	1.41 staff for cleaning 5800: Professional/Consulting Services And Operating Expenditures Base \$6000	1.41 Summer cleaning rooms 5800: Professional/Consulting Services And Operating Expenditures Base \$6,000
1.41 Clean all classrooms used for summer school, deep clean 400s and 300's	1.41 All 300's classrooms were deep cleaned after summer school. The 400's classrooms will be deep cleaned during the 2018 summer.	1.4b Reseed and Topdress fields 5000-5999: Services And Other Operating Expenditures Base \$8000	1.42 Reseed and Topdress fields 5000-5999: Services And Other Operating Expenditures Base \$8,000
1.42 Maintain and Repair athletic fields for safety	1.42 Athletic fields are currently being maintained and will continue to be under construction until 2020.	1.4c repair/replace concrete 5000-5999: Services And Other Operating Expenditures Base \$10,000	1.43 Repair and replace concrete 5000-5999: Services And Other Operating Expenditures Base \$10,000
1.43 Grind and replace concrete paths damaged by tree roots for safety			

1.43 Grind and replace concrete paths damaged by tree roots for safety has been completed.

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 for this goal were primarily met with a few exceptions. Our expected goal of 100% fully credentialed teachers was measured at 88% with 18 teachers still needing to be fully credentialed. Other teacher support provided included the Induction Coordinator and PAR support. The Induction Coordinator provided an intensive 4-day academy for all new teachers as well as support for new teachers in the induction program. Induction teachers met with the Induction Coordinator 6 times per year to support teachers with each induction module. The Induction Coordinator also met with all new teachers 5 times during the year to review classroom management, SBHS culture and core values, review of SBHS Strategic Plan, and other relevant topics. SBHS's PAR program to support veteran teachers was successful. There were two participating teachers who received consulting teacher support during the school year.

Textbook sufficiency was achieved and documented with board approval on September 26, 2017. Textbooks for biology with new NGSS standards have not been available for piloting or adoption yet. Our US History courses adopted a new textbook and have implemented the new text this year.

The district maintained 100%, Williams certification and completed summer projects planned for facilities. These projects include the deep cleaning of the 300's campus, maintaining athletic fields, and repairing and replacing needed concrete work. Additionally, the campus has opened it's new CTE building and new VAPAA building in 2018. Continued work for the 2018-19 school year includes a new PE/sports facility, new science rooms with a Robotics lab, and a new student union/ASB area.

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

SBHS's New Teacher Academy and the overall program has been highly effective in supporting first and second-year teachers. Of the 16 newly hired teachers, 14 are expected to return for the 2018-19 school year. All teachers participating in year 2 of Induction will have completed their coursework and will be fully credentialed. Our CSET support was not utilized during the 2017-18 school year. Our PAR program has supported two teachers during the 2017-18 school year. The PAR team has met with consulting teachers and reviewed teacher support. Textbook sufficiency requirements were met and a resolution by the Board was passed on September 26, 2017. Facilities were maintained, repaired, and updated as planned with the exception of deep cleaning in the 400's building being postponed until summer of 2018 due to continued construction on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SBHS had more new teachers than anticipated this year from 12 to 16 new teachers hired. The additional mentors and support providers also contributed to an excess cost and the planning for the New Teacher Academy came in under budget due to use of materials from previous years. The PAR program was successful with 2 teachers receiving support services. The consulting teachers reported favorably about the support given. The PAR team met only four times during the year which reduced costs in PAR panel meetings. Our textbook sufficiency requirements have been met, however, NGSS Biology textbooks are still unavailable for adoption. Several CTE modified and new courses have been approved and textbooks for those courses will be purchased for the 2018-19 school year.

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 outlined in goal one will continue for the 2018-19 school year. SBHS will continue to work on improving the CSET tutorial program with a specific plan for assisting teachers with prep for the exam. Additionally, the New Teacher Program Specialist will be researching and collaborating with the Human Resources department on the possibility of adding a year 3 support program for new teachers. Additionally, the New Teacher Support Provider (0.4 FTE) was paid for out of the Educator Effectiveness Grant that no longer will be funded for the 2018-19 school year, therefore, the 0.4 FTE will now be reflected in the supplemental funds.

Maintenance and facilities projects will continue with additional cleaning work for the 300's and 400's campuses. Repair work and painting for the O'Donnell gym is planned for the summer. The next large construction project will be the addition of a new PE/Sports facility that is funded through Measure U.

Annual Update

LCAP Year Reviewed: **2017-18**

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. Standards Aligned Curriculum

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

Expected

Metric/Indicator

% teachers who participate in Professional Development/curriculum development
SBAC data
Dashboard data

17-18

100% of teachers from all content areas will participate in curriculum development and/or professional development.

Increase achievement on SBAC by 5% each year for each subgroup.

Dashboard data for implementation of state academic standards = met

Actual

95% of teachers participated in professional development days on August 8th-9th, 2017 as well as on January 3rd, 2018.

92% of teachers attended 4 professional development strands during the school year during early release Thursdays. These strand topics included English Learner strategies, Inclusionary practices, and Rigor strategies through AVID and WICOR.

The SBAC data from the 2016-2017 school year showed overall increases in both English and Math.

English	2015-2016	2016-2017	
Overall	59%	64%	Increase of 5% Met
SED	53%	57%	Increase of 4% Not met
SPED	16%	19%	Increase of 3% Not met
EL's	7%	14%	Increase of 7% Met

Expected

Baseline

2016-17 84%-94% attendance at district inservice

SBAC data (% met or exceeds standards):

ELA overall 48% in 14-15 and 59% in 15-16

ELA SED 36% in 14-15 and 53% in 15-16

ELA Sped 9% in 14-15 and 16% in 15-16

ELA EL 0% in 14-15 and 7% in 15-16

Math overall 20% in 14-15 and 25% in 15-16

Math SED 12% in 14-15 and 19% in 15-16

Math Sped 2% in 14-15 and 6% in 15-16

Math EL 0% in 14-15 and 3% in 15-16

Dashboard data for implementation of state academic standards not yet available

Actual

Migrant met	56%	58%	Increase of 2%	Not
White met	71%	74%	Increase of 3%	Not
Hispanic	53%	59%	Increase of 6%	Met
Math Overall	2015-2016 25%	2016-2017 31%	Increase of 6%	Met
Math SED	19%	26%	Increase of 7%	Met
Math SPED met	6%	4%	Decrease of 2%	Not
Math EL's met	3%	0%	Decrease of 7%	Not
Migrant	20%	26%	Increase of 6%	Met
White	34%	44%	Increase of 10%	Met
Hispanic	20%	27%	Increase of 7%	Met

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
2.1 Program Specialists to guide teachers in Curriculum and Instruction development:	2.1 Program Specialists to guide teachers in Curriculum and Instruction development:	2.11 Curriculum and Instruction Program Specialist (salary \$74,400, benefits \$31,280 object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$105,680	2.11 Curriculum and Instruction Program Specialist (salary 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$74,400
2.11 1.0 FTE Curriculum and Instruction Program Specialist who meets with teachers in the ongoing process of definition, design and development of high quality standards aligned curriculum and assessments, incorporating instructional strategies to allow all students access to the content and	2.11 1.0 FTE Curriculum and Instruction Program Specialist has met with teachers in the ongoing process of definition, design, and development of high-quality standards-aligned curriculum and assessments, incorporating instructional strategies to allow all students access to the content and		2.11 Curriculum and Instruction Program Specialist (benefits 3000) 3000-3999: Employee Benefits Supplemental \$32,391

rigorous, standards aligned assessments.

2.12 EL Program Specialist to work with teachers during curriculum development to embed ELD standards within curriculum (see goal 4)

rigorous, standards-aligned assessments. This has been a year-long focus in Math, Science, CTE, and Special Education.

2.12 EL Program Specialist has worked extensively with teachers during curriculum development to embed ELD standards within the curriculum in primarily in ELD courses. (Cost provided in 4.21)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 Curriculum Development: embed ELA literacy standards and ELD standards to provide relevance to students</p> <p>2.21 Under the guidance of the Program Specialists, teachers will revise and update curriculum and assessments</p> <p>*Define which standards are essential to the course</p> <p>*reflect the rigor expected by State adopted content standards</p> <p>Focus for 2017-2018</p> <p>*Math</p> <p>*CTE</p> <p>*NGSS</p> <p>*Social Science</p> <p>2.22 Math week- Intensive collaboration on Essential Standards (rigor), academic vocabulary, syntax, relevance and</p>	<p>2.2 ELA literacy standards and ELD standards have been referenced throughout several training's (teacher in-service days in August 2017 and January 2018, new teacher meet ups throughout the year, and English-Social Science Co-Collaborations), but no specific action has been taken.</p> <p>2.21 PLCs are continually revising their curriculum and assessments as reflected throughout their Google drives and in Rubicon Atlas. Some groups of teachers have had additional time beyond Thursday PLC Collaboration days to do this, including, Math, English and Social Science, Science, Engineering, SDC, and Multimedia. In particular, Math and Science have both met with a consultant as they work to identify essential standards for each of the</p>	<p>2.21 Release time for participating teachers (substitute costs) (salary \$32,925, benefits \$5,837) 1000-1999: Certificated Personnel Salaries Supplemental \$38,762</p> <p>2.22 Salary \$17,015 and Benefits \$3016 (object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$20,031</p> <p>2.23 Salary \$11,066 and Benefits \$1962 (object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$13,028</p> <p>2.24 Salary \$3287 and Benefits \$584 (object 1000/3000) 1000-</p>	<p>2.21 Release time for participating teachers (substitute costs salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$8,995</p> <p>2.21 Release time for participating teachers (substitute costs benefits 3000-3999: Employee Benefits Supplemental \$1,156</p> <p>2.22 Curriculum Development Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$10,275</p> <p>2.22 Curriculum Development Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,817</p> <p>2.23 Common grading practices Salary (object 1000) 1000-1999:</p>

building assessments for Algebra I, Geometry and Algebra II (4 days)

2.23 Collaboration among 9th grade teachers to develop common grading for 9th grade. (3-days)

2.24 Cross curriculum curriculum collaboration between ELA and Social Science (meet 1x per semester)

core courses, as well as build assessments that align with their targeted standards.

2.22 Math week occurred in August 2017, where the majority of the department met to refine essential standards, build assessments (within IO), and calendar their work.

2.23 A team of approximately twelve (12) 9th-grade teachers met for three days in the summer of 2017 to adjust the grading approach and scales utilized for the majority of freshman students within their core courses (English 9, World Languages course I, Algebra I, Biology, PE course I, and some SPED Academy courses). The team has also met six times throughout the year to check in and make changes as feedback emerges.

2.24 Two teams of English and Social Science teachers (English 10 with World Studies, and English 11 and US History) have met to collaborate on vocabulary, instructional strategies, writing rubrics, and alignment of pacing and curriculum.

1999: Certificated Personnel Salaries Supplemental \$3871

Certificated Personnel Salaries Supplemental \$8,870

2.23 Common grading practices Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,426

2.24 Cross-collaboration Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,876

2.24 Cross-collaboration Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$340

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Course Development:	2.3 Course Development:	2.31 Release time for teachers to develop new courses (salary	2.31 Release time for teachers to develop new courses salary

2.31 Under the guidance of the Program Specialists teachers will define and develop curriculum and assessments for new courses (if adopted) and revised courses:

- *Careers with Children Pathway
- *Engineering I
- *Culinary 2

2.31 Under the guidance of the Program Specialists, CTE teachers developed curriculum for new and revised courses in:

- *Engineering I
- *Culinary 2 and 3
- *Ag Engineering
- *Ag Fabrication
- *Environmental Horticulture Science
- *Business Accounting
- *TV News Production 1
- *Constructing Algebra 2

\$4826, benefits \$856) 1000-1999: Certificated Personnel Salaries Supplemental \$5682

(object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$297

2.31 Release time for teachers to develop new courses benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$44

2.31 Travel expenses for Culinary Curriculum 5000-5999: Services And Other Operating Expenditures Supplemental \$913

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 Assessments:</p> <p>2.41 Each Content PLC will develop, implement and analyze:</p> <ul style="list-style-type: none"> *4 common formative assessments per year based on essential standards *common summative final exam each semester based on essential standards <p>2.42 District Benchmarks and end of course tests:</p> <ul style="list-style-type: none"> *ELA and Math will complete SBAC Block and Interim Assessments in October and February *Define end of course tests for mathematics, science and social science to inform student 	<p>2.4 Assessments:</p> <p>2.41 Each Content PLC developed and administered common formative assessments based on essential standards as well as common summative final exams each semester.</p> <p>2.42 District Benchmarks and end of course tests: ELA and Math completed SBAC Block and Interim Assessments in October and February.</p> <p>End of course tests for mathematics, science and social science to inform student readiness for next course have not been developed.</p>	<p>2.42 Teacher compensation for hand scoring SBAC interim assessments (salary \$3037 and benefits \$541) 1000-1999: Certificated Personnel Salaries Supplemental \$3578</p> <p>2.42 NOCTI tests for CTE capstone courses (Perkins funds) 4000-4999: Books And Supplies Other \$4000</p>	<p>2.42 Teacher compensation for hand scoring SBAC interim assessments Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,288</p> <p>2.42 Teacher compensation for hand scoring SBAC interim assessments benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$405</p> <p>2.42 Tests for CTE capstone courses 4000-4999: Books And Supplies Supplemental \$750</p>

readiness for next course as well as curriculum revisions

*NOCTI end of course tests for CTE capstone courses to inform curriculum alignment to industry standards.

2.43 Data analysis: Collaborative groups will analyze data overall and by subgroup to inform instruction and curriculum revisions four times per year and at semester.

NOCTI end of course tests or other CTE specific certifications will be given in CTE capstone courses to inform curriculum alignment to industry standards, if applicable.

2.43 Data analysis: Collaborative groups have analyzed data overall to inform instruction and curriculum revisions throughout the school year. Each Content PLC has analyzed data from the IO assessment system during early release Thursday collaboration time.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Sustainable, ongoing professional development for teachers and administrators:	2.5 Sustainable, ongoing professional development for teachers and administrators:	2.51 Cost for identified PLC workshops and conferences 5000-5999: Services And Other Operating Expenditures Title I \$17,500	2.51 Cost for identified PLC workshops and conferences 5000-5999: Services And Other Operating Expenditures Title I \$12,845
2.51 Professional Learning Communities (PLC)-teacher leaders will attend the summer PLC institute.	2.51 Professional Learning Communities (PLC)- 14 teacher leaders attended the summer PLC institute in San Jose, CA.	2.52 Professional Learning Communities Salaries and benefits participants (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$16,200	2.52 Professional Learning Communities Salaries participants salaries (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$8,902
2.52 Professional Learning Communities- DC and PLC leads will meet 1 day in summer and 2 follow up meetings to train on PLC expectations and collaboration protocol	2.52 Professional Learning Communities- DC and PLC leads (31 teachers) met 1 day in the summer and 3 follow up meetings during the year to train on PLC expectations and collaboration protocol.	2.53 Monthly Professional development strands salaries and benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$2800	2.52 Professional Learning Communities benefits participants benefits (object 3000) 3000-3999: Employee Benefits Title I \$1574
2.53 Monthly faculty professional development strands *Defining and Connecting Rigor and Relevance	2.53 Monthly faculty professional development strands were provided 4 times during the year.	2.54 Consultant fee 5800: Professional/Consulting Services	2.53 Monthly Professional development strands salaries

*ELD Literacy Standards and Best Practice
 *Peer Coaching
 *Building standards based assessments

2.54 Consultant (Tom Hierck-common core expert) to work with Math department on common core standards and assessments 2 days, one time per year

2.55 Springboard Math Train the Trainer

*Defining and Connecting Rigor and Relevance
 *ELD Literacy Standards and Best Practice
 *Inclusionary Practices

2.54 Consultant (Tom Hierck-common core expert) worked with the Math and Science department on common core standards and assessments. (4 days with Math and 4 days with Science)

2.55 Springboard Math Train the Trainer workshop was attended by 4 Math teachers and the C&I Specialist.

And Operating Expenditures Supplemental \$32,000

2.55 Springboard Math workshop expense 5000-5999: Services And Other Operating Expenditures Title I \$8500

(object 1000) 1000-1999: Certificated Personnel Salaries Title I \$1,102

2.53 Monthly Professional development strands benefits (object 3000) 3000-3999: Employee Benefits Title I \$195

2.54 Consultant Fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$2,500

2.54 Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$32,394

2.55 Springboard Math workshop expense 5000-5999: Services And Other Operating Expenditures Title I \$5,809

Action 6

Planned Actions/Services

2.6 Provide hardware and software to support curriculum and assessment:

2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)

2.62 Rubicon Atlas Curriculum management system

2.63 EADMS- Assessment database

Actual Actions/Services

2.6 Provide hardware and software to support curriculum and assessment:

2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)

2.62 Rubicon Atlas Curriculum management system renewal

2.63 EADMS/IO- Assessment database renewal

Budgeted Expenditures

2.61 Chromebooks for student/classroom use 4000-4999: Books And Supplies Base \$140,000

2.62 Rubicon Atlas for curriculum development and documentation 4000-4999: Books And Supplies Supplemental \$11,125

2.63 EADMS for assessments and data analysis 4000-4999: Books And Supplies Supplemental \$20,107

Estimated Actual Expenditures

2.61 Chromebooks for student/classroom use 4000-4999: Books And Supplies Base \$126,000

2.62 Rubicon Atlas Software Licenses 4000-4999: Books And Supplies Supplemental \$8,500

2.63 Annual License, Item Bank and on-site Training 4000-4999: Books And Supplies Supplemental \$17,748

2.64 IXL- Online math practice

2.65 NewsELA Reading/writing online

2.64 IXL- Online math practice renewal

2.65 NewsELA Reading/writing online renewal

2.64 Online subscription IXL
4000-4999: Books And Supplies
Title I \$22,500

2.65 online subscription
NewsELA 4000-4999: Books And
Supplies Title I \$4500

2.64 IXL Site Licenses - year 2 of
3 4000-4999: Books And
Supplies Title I \$10,699

2.65 NewsELA online licenses
4000-4999: Books And Supplies
Title I \$4500

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.

Overall actions and services were implemented as planned, specifically with curriculum development. The curriculum development days planned included math, science (NGSS), CTE and social science. SBHS also included days for our special education department with 2 days devoted to our SDC professional learning community and 2 half days to our SPED Academy PLC. Additionally, our math department worked 4 days with Common Core Consultant, Tom Heirck, and science also worked 4 days with Tom on identifying essential standards and developing valid and reliable assessments. Our Program Specialist worked closely with the CTE department to develop the new Engineering pathway, additional capstone courses for the Ag pathway, new coursework with the TV Production pathway, and days for Multimedia pathway revisions.

Collaborative work has continued with common grading practices and cross-curriculum work. The common grading practices pilot began in the summer of 2017 with 2 1/2 days of grading philosophy work. Twelve teachers and five administrators attended the days to develop common grading practices that incorporated competency and compliance standards, 0-4 rubric grading, and multiple opportunities to show mastery of concepts/standards. This cohort continued the work throughout the year meeting after each grading period (6 times). The cross-collaborative work consisted of English 10/World Studies and English 11/US History. These two departments and grade levels met 2-3 times throughout the year to develop common themes/pacing and to identify common writing practices including common rubrics.

The SBAC handscoring activity was completed in February. Every teacher participated in handscoring the constructed responses and performance task items in both English and math for the 11th-grade Interim Assessments. This work predicts how students may perform on the State exam that is taken in April/May. Students participating in a capstone CTE pathway may have taken a certification exam in place of the NOCTI exams. Pathway courses participating in certification exams include the Ag Fabrication course and Sports Medicine pathway. Certification exams are industry driven and closely connected to the workforce and/or community college placement.

Professional development workshops were both attended offsite and on campus during the 2017-18 school year. Fourteen teachers from various content areas attended the PLC Institute in San Jose, CA. Additionally, the department chairs and PLC leads attended an

on-site PLC workshop with Emily Davis, PLC Consultant. The PLC work continued with the invitation of PLC leads attending Instructional Leadership Team meetings (ILT) throughout the year. The professional development continued throughout the year with specific PD strands (4x) covering topics such as Inclusionary practices, Rigor (AVID WICOR strategies), and ELD framework review and strategies in content areas. Math teachers (5) also attended a Springboard training to improve implementation of the district adopted math curriculum. The Springboard training was part of the focus for math week (3 days) which also included structured work in the IO platform for building quality assessments. Math teachers also attended an Asilomar workshop in December and would like to continue sending more teachers to Asilomar next year.

Hardware and software support continues with the replacement of Chromebooks on a 3-year cycle. Online supports for teachers and students include Rubicon Atlas for curriculum work, EADMS/IO for quality assessments including test banks in English, math, and science, IXL Math for all core math classes (Algebra I, Geometry, Algebra II), and NewsELA for reading intervention and SPED Social Science support. Additional this year, SBHS purchased Turnitin, a writing platform, for English and social science, WebAssign platform for AP Calculus AB and BC, Gizmos science and mathematical modeling software, and Naviance software for College and Career Readiness.

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

The overall actions and services of this goal were exceeded. More curriculum coursework was revised and developed this year than initially anticipated. The board adopted 11 new and revised courses for the 2018-19 school year on November 28, 2017. This work has completed all CTE pathways with the addition of a new Engineering Pathway and future Robotics capstone course. The curriculum days also extended out to more courses than originally anticipated. The special education department has worked collaboratively on course development and using the Rubicon curriculum platform to document all coursework.

The collaborative work of the cross-curriculum days has been very effective. The English 10 and 11 teams agreed to reorder their units to coincide with the world studies and US history timelines. This rearrangement has allowed students to have literature reading connections with social science themes. These two departments have also collaborated on writing rubrics and common writing language to support students. The common grading practices pilot has been effective with the grade 9 participating teachers. Teachers have reported more students engaged in the assigned work and more students willing to redo/retake assignments to demonstrate mastery. The rubric scale has had some difficulty translating to parents and families. SBHS sent out a parent letter explaining the rubric scale and philosophy behind the scale changes. The D/F rate for the participating courses has been monitored and after the first semester, the data indicates the overall F rate reduced by 5.9% (2017 8.4% to 2018 2.5%) and the overall D rate reduced by 3.1% (2017 13.9% to 2018 10.8%).

The SBAC hand-scoring activity has helped shed light on the importance of the state assessment. All teachers from every content area participate in the scoring of both Math and English constructed responses. The current SBAC data indicates that the exposure to this Interim Assessment is helpful to both teachers- guided instruction and students- practice assessment. The 2017 English SBAC scores show that students are performing above the state average, SBHS Overall ELA 64% versus the State average of 60%. The

2017 math SBAC scores show the most growth with SBHS at par with the state for the first time, SBHS Overall math 31% versus State average 31%.

Professional development days were offered and additional time/days were given to the science department to work with Common Core Consultant, Tom Heirck. Feedback from the PLC leads shows the additional days added for them to collaborate with the DC's was helpful for the development of PLC norms and data protocols. Feedback from staff on PD strands shows teachers prefer PD training from their own colleagues. PD strands will continue again next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although the coursework development days were increased, the budget for the release days came in under budget due to size of groups released. Additionally, Math week was under budget due to some teachers not being able to attend all three days. Collaborative grading practices and cross curriculum work was also under budget due to size of teams released for their work. Most of the budgetary contracts for software and hardware programs also came in under budget due to updated quotes for the 2017-18 school year.

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.

Our district focus has been and will continue to be on math performance. Next year will include math week (3 days) and additional teachers attending the Math Asilomar conference for best practices. Math teachers will also be the focus for our professional development AVID Summer Institute (goal 3.63). The English and Social Science cross collaboration will extend to English 12 and Econ/Government courses. The grading practices will continue with the support of Tom Heirck with grade 9 and roll out to the grade 10 cohort including English 10, chemistry, geometry, Spanish 2, world studies, and some other areas. Additional days will be provided for all participating content areas to collaborate and discuss grading practices and rubric scales. SBAC hand-scoring will continue but will be administered in the Fall to give informative data to the English and Math department early on to guide instruction. The Interim Block Assessments will be given throughout the year as needed. SBHS will continue with the hardware and software support given to teachers and students with the inclusion of Gizmos, No Red Ink, Peardeck, and Turnit In. Additional support will be provided for the CTE pathway courses with the hiring of a CTE Specialist to support pathway curriculum work, capstone classes (portfolios and exit interviews), and networking with community and industry partners for post-secondary options for all pathway capstone courses.

Annual Update

LCAP Year Reviewed: **2017-18**

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. College and Career

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

California Dashboard College and career (when available)
 a-g rates
 AP rates
 CTE Completion Rates

17-18

CA Dashboard green for each subgroup
 5% increase of a-g attempted courses in each significant subgroup
 5% increase in students in each significant subgroup taking & passing at least one AP test with a 3 or higher.
 5% increase in CTE 3-year pathway completion for each significant subgroup

Actual

College and Career Dashboard
 2016 Cohort Prepared 41.3 %, Approaching Prepared 29%, Not Prepared 29.7%

Completion rate means students completed all CSU/UC minimum requirements with a C or better

UC/CSU Course Completion

For 2015-16 the a-g overall completion rate is 44.3%.

For 2016-17 the a-g overall completion rate is 40.5%.

Attempted a-g courses rate includes all students who completed all CSU/UC minimum requirements however one or more of their a-g courses was a c- or below.

2015-16 Overall a-g qualified 25.6%

2016-17 Overall a-g qualified 29.9%

Attempted a-g courses by subgroup

2015-16 Hispanic 22%

Expected

Baseline

Dashboard not yet available

For 2015-16 the a-g overall completion rate is 43%. Latino 22%, EL 0%, Sp Ed 0%, SED 21% and a-g qualified 25.6% overall.

For 2015-16 the AP overall pass rate is 63%. Latino 66%, EL 100%, Sp Ed 60%, SED 66%. Overall tested in AP 90%.

For 2016-17 the CTE Capstone Completion rate is 99% overall with an enrollment of 370 students. Latino 99% (253 enrolled), EL 100% (19 enrolled), Sp Ed 95% (42 enrolled).

Actual

2016-17 Hispanic 23.5%

2015-16 EL 0%
2016-17 EL 0%

2015-16 SED 21%
2016-17 SED 24.4%

For 2015-16 the AP overall pass rate is 55%.
For 2016-17 the AP overall pass rate is 56.6%.

2015-16 Latino AP pass rate 53.7%
2016-17 Latino AP pass rate 54.6%

2015-16 Overall tested in AP 84.5%.
2016-17 Overall tested in AP 85.8%.

CTE Capstone Completion rate for 2017-18 not available

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>3.1 College and Career Awareness and Planning:</p> <p>3.11 Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with college</p>	<p>3.1 College and Career Awareness and Planning:</p> <p>3.11 (1.0 FTE) Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with college</p>	<p>3.11 Cost of Career Center staff 1.0 FTE(object 1000/3000 salary \$36,317 and benefits \$28,389) 1000-1999: Certificated Personnel Salaries Supplemental \$64,706</p> <p>3.13 cost for PSAT 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>3.11 Cost of Career Center staff 1.0 FTE salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$38,012</p> <p>3.11 Cost of Career Center staff 1.0 FTE benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$28,785</p>

fair, assist students with college/trade school applications, scholarship applications, military enlistment or apprenticeship entrance.

3.12 Under the guidance of the academic counselors, incoming 9th grade students will develop a 5-year plan to focus on college and/or career after high school

3.13 Administer PSAT to all 10th and 11th grade students respectively. Counselors follow up with students regarding their 5 year plans when data is available.

fair, assist students with college/trade school applications, scholarship applications, military enlistment or apprenticeship entrance.

3.12 Under the guidance of the academic counselors, incoming 9th-grade students developed a 5-year plan to focus on college and/or career after high school

3.13 Administered PSAT to all 10th and some 11th grade students respectively (679 students). Counselors followed up with students regarding their 5-year plans when data is available.

3.13 cost for PSAT 4000-4999: Books And Supplies Supplemental \$11,387

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Advanced Placement Program:	3.2 Advanced Placement Program:	3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually 5000-5999: Services And Other Operating Expenditures Supplemental \$8000	3.21 Conference registration and expenses 5000-5999: Services And Other Operating Expenditures Supplemental \$5,691
3.21 Professional Development: Provide AP teachers and Math/ELA pre AP-teachers with content specific workshops and collaboration time to ensure AP courses meet the rigor and content expectations of the College Board.	3.21 Teachers new to the AP program attended a 5 day AP curriculum training. Fourteen AP teachers attended a 1-day annual workshop	3.22 AP teachers meet 4 times per year for cross curricular collaboration (object 1000/3000 salary \$2996 and benefits \$533) 1000-1999: Certificated Personnel Salaries Supplemental \$3529	3.22 AP teachers meet 4 times per year for cross curricular collaboration salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$2,996
3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success	3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success	3.23 AP tutorials Teacher hourly rate (object 1000/3000 salary	3.22 AP teachers meet 4 times per year for cross curricular
3.23 Course support:	3.23 Course support: Provide AP students with additional tutorial/test practice outside the school day.		

Provide AP students with additional tutorial/test practice outside the school day.

\$4237 and benefits \$769) 1000-1999: Certificated Personnel Salaries Supplemental \$5096

collaboration benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$533

3.23 AP tutorials Teacher hourly rate salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$4,237

3.23 AP tutorials Teacher hourly rate benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$769

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and continue development of additional 3-year pathways that have been identified.** Three-year pathways include an introductory course, concentrator course, and capstone courses.</p> <p>3.32 Implement available industry certifications for each pathway</p>	<p>3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and continue development of additional 3-year pathways that have been identified.** Three-year pathways include an introductory course, concentrator course, and capstone courses.</p> <p>3.32 Implement available industry certifications for each pathway</p>	<p>3.31 Fund course sequence beyond CTE funding, 5.0 FTE (Object 1000/3000 Salaries \$496,103 and benefits \$195,600) 1000-1999: Certificated Personnel Salaries Supplemental \$691,703</p>	<p>3.31 Fund course sequence beyond CTE funding, 5.0 FTE salaries (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$525,652</p> <p>3.31 Fund course sequence beyond CTE funding, 5.0 FTE benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$199,607</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4 Summer School:</p>	<p>3.4 Summer School:</p>	<p>3.41 teachers, lead teachers and support staff (object 1000/3000</p>	<p>3.41 teachers, lead teachers and support staff salaries (object</p>

3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)

3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)

salaries \$133,412 and benefits \$23,631) 1000-1999: Certificated Personnel Salaries Supplemental \$157,043

1000) 1000-1999: Certificated Personnel Salaries Supplemental \$178,412

3.42 Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to make meet Fine Arts requirement in summer school so they may access higher level courses during the school year.

3.42 Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to meet Fine Arts requirement in summer school so they may access higher level courses during the school year.

3.41 2 teachers, lead teachers and support staff benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$31,546

Action 5

Planned Actions/Services

3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. Use ELPAC test results for students at end of the intensive course and reclassify those who qualify.

Actual Actions/Services

3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. Use ELPAC test results for students at end of the intensive course and reclassify those who qualify.

Budgeted Expenditures

3.5 Summer Intensive ELD Salary \$5949 and benefits \$1055 (object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$7004

Estimated Actual Expenditures

3.5 Summer Intensive ELD Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$5,949

3.5 Summer Intensive ELD benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$1,065

Action 6

Planned Actions/Services

3.6 AVID
3.61 AVID program to support middle of the road students to take

Actual Actions/Services

3.6 AVID
3.61 AVID program to support middle of the road students to take

Budgeted Expenditures

3.61, 3.62 AVID Program and Coordinator Salary \$247,211 and Benefits \$119,543 (object

Estimated Actual Expenditures

3.61, 3.62 AVID Program (2.5 FTE) and Coordinator (0.2 FTE)Salary (object 1000) 1000-

advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11)	advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11)	1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$366,754	1999: Certificated Personnel Salaries Supplemental \$213,184
3.62 0.2 AVID Coordinator	3.62 0.2 AVID Coordinator	3.63 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$23,750	3.61, 3.62 AVID Program (2.5 FTE) and Coordinator (0.2 FTE) Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$87,171
3.63 AVID Summer institute (train teachers on strategies to use schoolwide)	3.63 AVID Summer institute (train teachers on strategies to use schoolwide)	3.65 AVID Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	3.63 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$34,815
3.64 AVID College field trips	3.64 AVID College field trips	3.64 College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$2800	3.64 College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$0
3.65 AVID Contract	3.65 AVID Contract	3.66 Tutors salaries \$7950 and benefits \$2012 (object 2000/3000) 2000-2999: Classified Personnel Salaries Supplemental \$9,962	3.65 AVID Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,318
3.66 AVID - College students work as tutors in the AVID classroom during structured Tutorial time	3.66 AVID - College students work as tutors in the AVID classroom during structured Tutorial time		3.66 Tutors salaries (object 2000) 2000-2999: Classified Personnel Salaries Supplemental \$0
			3.66 Tutors benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 CalSOAP counseling and support for first time college going students.	3.7 CalSOAP counseling and support for first time college going students.	3.7 CalSOAP Counseling and Support 5800: Professional/Consulting Services	3.7 CalSOAP Counseling and Support 5800: Professional/Consulting Services

And Operating Expenditures
Supplemental \$30,000

And Operating Expenditures
Supplemental \$30,000

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.

Preparing all students for college and career readiness upon graduation is a primary focus of our mission at SBHS. There are several actions and services in the plan to provide support for all students. The College and Career Center provided students with information on colleges, career opportunities, scholarships, trade schools, and military opportunities. The Career Center staff organized a College Fair that was held on October 26th with representation from more than 35 colleges. Additionally, a Career Fair was held on March 28th with representation from colleges, trade schools, community agencies, local businesses, and military. Many CTE courses toured the Career Fair during the day to network with community and local businesses. Increased awareness for the CTE pathways has been necessary due to the CTE graduation pathway for all current freshman and sophomore classes.

On October 11th, San Benito High School conducted their annual College and Career Focus Day. Activities included administering the PSAT to all 9th and 10th-grade students respectively while 11th-grade students took the ASVAB and 12th-grade students focused on graduation information and activities. In February, students were given the results of the PSAT exam in English classrooms and met with counselors to define areas of strength and possible advancement into honors and AP courses. Counselors also met with all freshmen students one on one to develop and revise their 5-year plans.

Our Advanced Placement (AP) Program is thriving and offers 21 AP courses in the master schedule. AP teachers attend professional development opportunities whenever possible. The annual Aragon AP workshop was attended by 14 out of 22 AP teachers and an additional 4 new teachers attended the 5-day AP training for their content specific area. AP teachers also meet for a minimum of 4 times a year to review AP data, goal setting, and sharing of instructional practices.

Our CTE Program has developed over the course of the year. SBHS has identified 9 sector pathways for CTE courses. All CTE sector pathways are completed with a 3-course pathway with the exception of child development which will continue as a stand-alone course. Pathways include Agriculture & Natural Resources, Business & Finance, Health Science & Medical, Hospitality, Tourism, & Recreation, Transportation, Arts, Media, & Entertainment, Building & Construction Trades, Manufacturing & Product Development, and new for 2018-19 Engineering & Architecture. Pathway advisory meetings were conducted twice a year and provided feedback on industry needs and trends in the workforce. With the increased interest in CTE pathways and due to the opt-in CTE graduation pathway, there is a need for more support with CTE pathway work, specifically with Engineering, TV News Production, Multi-Media, and a possible computer science course. Additional support is needed for articulation agreements among community colleges, certification assessments for capstone classes, and increased networking with post-secondary options for all pathways.

Summer school provided our students the opportunity to remediate a D or F grade to stay a-g compliant and prepared for a CSU/UC pathway. SBHS also offers enrichment for students who take geometry jump ahead so they can continue on a rigorous math pathway. Students were also given an opportunity to take a Multi-Media or Computer Applications course for Fine Arts credit. SBHS continued offering the ELD enrichment course to reclassify students who were close to the proficiency criteria.

SBHS has fully supported the implementation of the AVID program for our current 9th-11th-grade students. All AVID elective teachers have attended the Summer Institute training along with 15 content teachers (English and Social Science). AVID strategies and WICOR best practice have been a continued part of the staff-wide professional development strands. Our AVID Coordinator has worked diligently to inform all staff members of the AVID way through monthly AVID newsletters and AVID site team meetings. Due to an overlap in services, many of the AVID students attended field trips through Cal-SOAP. Additionally, the retention of AVID tutors has been a struggle with SBHS being in a rural location. SBHS has used Senior tutors for the AVID program and will continue to try to recruit college tutors for the 2018-19 school year.

CalSOAP has been a tremendous support for our college-bound students. CalSOAP has supported and implemented many activities on campus for the 2017-18 school year. Activities include Cash for College Nights, support with the College Fair, Scholarship Workshops, and Resume Workshops. SBHS would like to increase services with Cal-SOAP for the next school year to add additional counseling outreach services with feeder schools and incoming freshmen students.

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

The services and support offered by SBHS have been effective in most areas. Although the 5% increase of a-g qualified in each significant subgroup was not met, each subgroup did show some respective growth. Our CTE graduation pathway has generated more interest in students enrolling in a CTE course with the intention of completing a pathway/capstone course. There will be an increased need for CTE support in capstone courses and in the development of capstone projects and portfolios. Additionally, the CTE pathway courses will need assistance with articulations, industry connections, and post-secondary options for all pathways.

Summer School for 2017 was successful, offering 34 academic sections for students. 889 students were enrolled in summer school with 241 students enrolled in enrichment courses. Attendance for summer school was maintained at 92% and 85% of students passed their courses with a C or better grade. Only 2% of all enrolled students did not receive course credit for summer school.

Highlights from the overall performance of AP students at SBHS are positive. SBHS students outperformed both the State and Global passing percentage rates for the first time. Overall AP enrollment has increased 328 students from 2016-17 to 2017-18 enrollment. This is the largest jump in enrollment in the last five years. SBHS AP Calculus courses continue to grow and thrive. AP Calculus AB enrollment increased by 50 students (2 sections). AP Calculus AB results met the State's passing rate for the first time in 5 years. AP Environmental Studies course has expanded from 2 sections to 5 sections with an increase of 112 students. The percentage of Latino and white students taking AP is representative of our student population with the gradual increase in Hispanic enrollment, which closes the achievement gap.

AVID is a thriving program at SBHS with 3 elective teachers servicing students in grades 9-11. An average of 95% of AVID students are enrolled in an advanced/honors/AP class which is a requirement of the AVID program. There are currently 301 students in the AVID program with a projection of 399 for the 2018-19 school year. AVID students now make up about 10% of the SBHS population. One of AVID program's struggles is the retention of AVID tutors for tutorial program. Senior students were used for tutorial services this year with the intent to hire college students for the 2018-19 school year.

CalSOAP met all the necessary requirement for assisting students with college-going needs. SBHS would like to increase services with CalSOAP next year to improve counseling services and provide outreach to our feeder schools and incoming 9th-grade students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in estimated and actual budgeted expenditures were primarily due to differences in salary and benefit cost increases. The PSAT exam was administered to more students than anticipated which generated an additional cost. The most significant costs difference were in the AVID program. Tutors and field trip funds were not used. Field trips were attended with CalSOAP and tutors were not hired due to lack of interest in our rural area. This will be one of the AVID site team goals for the 2018-19 school year. The district will support the AVID team by creating a job description specific for AVID tutors and post on Edjoin in the Fall. An additional cost was attained for AVID Summer Institute which happened twice in one fiscal year (July 2017, June 2018) .

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.

Actions and service changes for goal 3 include the following:

1. Additional focus on the CTE pathway courses with introductory and concentrator courses. The CTE program will need an instructional aide to assist with classroom help in shop classes.
2. Naviance Software Program will be introduced to all students and staff to assist with College and Career Readiness. This Program will be used in homeroom classes with the curriculum specific to a blended learning experience for students that helps develop critical non-cognitive skills and college knowledge. Students and parents will have access to the portal with specific college and career information.
3. Additional resources will be added to the AVID Program that will be in full implementation of 9th-12th-grade students in 2018-19. Added support will include college tutors and SAT/ACT support for students in 11th and 12th grades.
4. Increased services from CalSOAP will include more counseling for college-bound students, networking with feeder schools, and promoting CalSOAP programs with incoming 9th-grade students.

Annual Update

LCAP Year Reviewed: **2017-18**

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. Increase Student Achievement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC Scores
 CA Dashboard ELs

17-18

5% Increase in overall scores and 10% increase in EL and SPED where a significant gap is evident.

EL Dashboard indicator status and change =blue

Actual

The SBAC data from the 2016-2017 school year showed overall increases in both English and Math.

English	2015-2016	2016-2017	
Overall	59%	64%	Increase of 5% Met
SED	53%	57%	Increase of 4%
SPED	16%	19%	Increase of 3% Not
Met			
EL's	7%	14%	Increase of 7% Not
Met			
Migrant	56%	58%	Increase of 2%
White	71%	74%	Increase of 3%
Hispanic	53%	59%	Increase of 6%
Math	2015-2016	2016-2017	
Overall	25%	31%	Increase of 6% Met
SED	19%	26%	Increase of 7%

Expected

Baseline

EL Dashboard indicator = Green, Status 82.9% Change = +2.1

2015-16 overall percentage of students that met or exceeds standards in ELA 59%. Latino 53%, EL 7%, Sp Ed 16%, SED 53% White 71%.

2015-16 overall percentage of students that met or exceeds standards in Math 20%. Latino 20%, EL 3%, Sp Ed 6%, SED 19%, White 34%

Actual

SPED	6%	4%	Decrease of 2%
Not Met			
EL's	3%	0%	Decrease of 7%
Not Met			
Migrant	20%	26%	Increase of 6%
White	34%	44%	Increase of 10%
Hispanic	20%	27%	Increase of 7%

EL Dashboard Indicator = Orange. Orange is the second to lowest performance level.

461 English Learners

Status High 83.9%

Change Declined Significantly -13.6%

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>4.1 Interventions:</p> <p>4.11 Reading intervention for 9th and 10th grade students far below grade level. (Note: English Learners are served in ELD and therefore do not schedule into this reading intervention).</p> <p>4.12 Algebra support course provides an additional block of Algebra to students far below grade level as identified by math placement test.</p>	<p>4.1 Interventions:</p> <p>4.11 Reading intervention for 9th and 10th grade students far below grade level. (Note: English Learners are served in ELD and therefore do not schedule into this reading intervention).</p> <p>4.12 Algebra support course provides an additional block of Algebra to students far below grade level as identified by math placement test.</p>	<p>4.11 Salary and benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$38,638</p> <p>4.12 Salary and benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$71,986</p>	<p>4.11 Reading Intervention Course Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$12,745</p> <p>4.11 Reading Intervention Course Benefits (object 3000) 3000-3999: Employee Benefits Title I \$5,919</p> <p>4.12 Algebra Support Courses Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$65,326</p> <p>4.12 Algebra Support Courses Benefits (object 3000) 3000-</p>

3999: Employee Benefits Title I
\$30,464

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Intensive support for English Learners:	4.2 Intensive support for English Learners:	4.21 (salary \$93,078 and benefits \$35,555 object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$128,633	4.21 EL Program Specialist Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$93,079
4.21 EL Program specialist meets with each English learner to review test data and set goals for meeting AMAO's and/or reclassifying. EL Program Specialist monitors EL student success and ensures proper course placement. Serves as an expert/resource on ELD standards and the needs of EL students. Works directly with teachers to meet the instructional needs of ELs.	4.21 EL Program specialist met with each English learner to review test data and set goals for meeting AMAO's and/or reclassifying. EL Program Specialist monitored EL student success and ensured proper course placement. Served as an expert/resource on ELD standards and the needs of EL students. Worked directly with teachers to meet the instructional needs of ELs.	4.22 (salary \$39,836 and benefits \$15,246 object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$55,082	4.21 EL Program Specialist Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$35,495
4.22 Newcomer ELD students will be placed in grade level ELA with a Co-teacher to provide support. (2 blocks)	4.22 Newcomer ELD students placed in grade level ELA with provided support. (2 blocks)	4.23 (salary \$10,610 and benefits \$1881 object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$12,491	4.22 ELD Newcomer reading Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$32,962
4.23 Provide additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development.	4.23 Provided additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development. (zero period)	4.24 Instructional Aide (salary and benefits object 1000/2000) 2000-2999: Classified Personnel Salaries Title III \$34,023	4.22 ELD Newcomer reading Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$15,849
4.24 Instructional aide supports students and teacher in ELD classes as well as core content classes	4.24 Instructional aide supported students and teacher in ELD classes as well as core content classes	4.24 Instructional Aide (salary and benefits object 1000/2000) 2000-2999: Classified Personnel Salaries Title I \$9,980	4.23 ELD Zero Block Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$10,611
4.25 Specific after school tutorial for ELD students provides	4.25 Specific after school tutorial for ELD students provided	4.25 Credentialed teacher (salary \$6199 and benefits \$1100 object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$7299	4.23 ELD Zero Block Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$5715
		4.26 FTE Salary and benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$46,278	4.24 Instructional Aide Salary (2000) 2000-2999: Classified Personnel Salaries Title III \$19,815

language support, homework help, test retakes, etc.	language support, homework help, test retakes, etc.	4.27 Rosetta Stone Software 4000-4999: Books And Supplies Supplemental \$5200	4.24 Instructional Aide Benefits (object 3000) 3000-3999: Employee Benefits Title III \$16,289
4.26 Provide Newcomer English Learners with intensive SDAIE and ELD support while meeting the essential science, math and social science standards. (Sections of SDAIE defined based on need/enrollment)	4.26 Provided Newcomer English Learners with intensive SDAIE and ELD support while meeting the essential science, math, and social science standards. (Cluster support provided in Science, Social Science, and Math)	4.28 ELlevation 4000-4999: Books And Supplies Supplemental \$3400	4.24 Instructional Aide Salary (object 2000) 2000-2999: Classified Personnel Salaries Title I \$4,954
4.27 Rosetta Stone Software for ELD development	4.27 Rosetta Stone Software for ELD development	4.29 ELD Springboard 4000-4999: Books And Supplies Supplemental \$1000	4.24 Instructional Aide Benefits (object 3000) 3000-3999: Employee Benefits Title I \$4,072
4.28 ELlevation software to monitor EL and reclassified progress	4.28 ELlevation software to monitor EL and reclassified progress		4.25 Tutorial Credentialed teacher Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$3,619
4.29 Newcomer ELD students will be provided with supplemental Springboard grade level ELD textbooks to augment the adopted Springboard ELA curriculum	4.29 Newcomer ELD students will be provided with supplemental Springboard grade level ELD textbooks to augment the adopted Springboard ELA curriculum		4.25 Tutorial Credentialed teacher Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$640
			4.26 ELD Cluster Support Salary (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$44,678
			4.26 ELD Cluster Support Benefits (object 3000) 3000-3999: Employee Benefits Title I \$19,092
			4.27 Rosetta Stone Online Licenses 4000-4999: Books And Supplies Supplemental \$5756
			4.28 ELlevation annual subscription 4000-4999: Books And Supplies Supplemental \$3400

4.29 Purchased ELD Springboard for Grades 9, 10 & 11 4000-4999: Books And Supplies Supplemental \$948

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 Additional supports for at risk students:</p> <p>4.31 Morning homework assistance 2x per week</p> <p>4.32 Offer Supplemental Educational Services tutorial through the summer for foster youth identified in need of academic support.</p>	<p>4.3 Additional supports for at risk students:</p> <p>4.31 Morning homework assistance 2x per week</p> <p>4.32 Offer Supplemental Educational Services tutorial through the summer for foster youth identified in need of academic support.</p>	<p>4.31 Morning Homework Support Salary and Benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$2993</p> <p>4.32 Offer Supplemental Educational Services 5000-5999: Services And Other Operating Expenditures Title I \$2000</p>	<p>4.31 Morning Homework Support Salary \$ 2496 (object 1000) 1000-1999: Certificated Personnel Salaries Title I \$1,664</p> <p>4.31 Morning Homework Support Benefits \$444 (object 3000) 3000-3999: Employee Benefits Title I \$294</p> <p>4.32 Offer Supplemental Educational Services 5000-5999: Services And Other Operating Expenditures Title I \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.4 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills and instructional support</p>	<p>4.4 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills and instructional support. Academy RS</p>	<p>4.4 salary and benefits (object 1000/3000) 1000-1999: Certificated Personnel Salaries Title I \$92,803</p>	<p>4.4 Academy RS Salary \$79,070 (object 1000) Academy RS is funded through Special Education 1000-1999: Certificated Personnel Salaries Other \$78,071</p>

is funded through Special Education.

4.4 Academy RS Benefits
\$35,079 (object 3000) Academy RS is funded through Special Education 3000-3999: Employee Benefits Other \$36,189

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.

SBHS offers a range of Intervention Programs to promote student success. Reading Intervention began the year with 2 sections and was reduced to 1 section based on student need and reading levels (Lexile scores). Algebra Support courses provided additional foundational math skills for 9th-grade students needing math support (5 sections). Our English Language Learner Program works with all levels of EL students and LTEL students. Students at the Emerging level received designated ELD support and ELA Reading support with content common core standards. An additional zero block of ELD support was provided to all Emerging Level students with the Rosetta Stone program. Our Instructional Aide assisted ELD teachers in the designated EL courses and integrated content courses/clusters. After school tutorial classes were offered to all English Learners, five days a week. Our SDAIE courses for science and math turned into cluster support with a handful of EL students in content courses receiving support from the content teacher, instructional aide, and EL Specialist. (Geometry, World Studies, US History, Chemistry) The ELlevation software works in tandem with our Aeries student information system to monitor EL progress and reclassification criteria. Supplemental Educational Services (SES) are slated for foster youth support but have not been accessed for the 2017-18 school year. The Academy RS/SC courses were offered for co-taught special education students needing study and organizational skills as well as a review of their IEP goals.

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

Overall, the actions and services offered in goal 4 were partially effective in increasing student proficiency levels in core content areas. The Reading Intervention courses began with 35 students in two sections and was reduced to 15 students in one section after testing Lexile levels during the first semester. The Algebra Support sections served 132 students in 5 sections with 0% of the students failing the support class at the end of the first semester and only 14 students failing the corresponding Algebra 1 course. Although EL students are performing well in ELD designated courses (zero failing students), our EL students have struggled in the content area classes with integrated support. Specifically, our EL students struggle in Math with 0% of our EL population passing the 11th-grade SBAC assessment. More professional development on how to better support EL students is needed school-wide, in all content areas. SBHS served 71 students in the special education RS Academy classes. These students were given additional homework and organizational support as determined by their IEP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to increased cost for salaries and benefits. There was a reduction in cost for the Reading Intervention courses since one section was dissolved at the beginning of the year. The funds for the RS Academy course was originally budgeted in Title I funds but was moved to special education funds for two reasons. The district received less Title 1 funds for the 2017-18 school year and the RS Academy is exclusively for special education students. The funds reserved for Foster Youth extended summer services were not utilized by foster families but will continue to be dedicated to students who qualify for extended summer services (SES) in the summer of 2019. The counseling department will continue to reach out to foster families and explain the importance of these resources.

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.

There will be significant changes in goal 4 for the 2018-19 school year. The district has adopted a new bell schedule for the next two years that will incorporate a during the day intervention time for all students. This 35 minute period will be available to all students every Tuesday, Wednesday, and Friday. Each Monday will be a 35-minute Homeroom class for all students to check their intervention/enrichment schedule for the week. Students will be given assigned targeted instruction (by student, by skill) when needed as well as an opportunity to sign up for reviews and enrichment if students are in good academic standings. This innovative approach will allow all students the opportunity to relearn and reassess when necessary in all content areas. This new model will eliminate the need for Algebra Support, Reading Intervention, and any morning or after-school tutorials that were provided to a select few students. The core tenet of this model is to create a system where every student has the maximum number of opportunities to grow and learn. A new Academic Focus Time software program will be purchased to implement the intervention time (student/teacher platform) and a task force committee will meet throughout the year to monitor the effectiveness of the intervention time and sessions being offered.

Additional services will be added to the EL Program due to EL data dashboard indicators being in the Orange Level with significantly declined change (-13.6%). These services will include:

1. An additional 5-hour instructional aide to support content area teachers with emerging level students (Science, Math, Social Science).
2. Listenwise Software to support Speaking and Listening Skills
3. ELLevation Professional Development for content teachers (web-based).
4. ELD Curriculum development of benchmarks for data analysis and improved progress indicators.
5. ELD Student Voices Summit to provide student feedback regarding EL program- needs assessment, best practices.
6. ELD Math and English Bootcamps for 11th-grade students taking the SBAC assessment.

Annual Update

LCAP Year Reviewed: **2017-18**

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities: Parent Engagement

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Involvement Survey CA Dashboard</p>	<p>Parent Involvement Survey (LCAP Stakeholder Survey) Goal Met</p> <p>Results Parent Involvement Survey (72 responses) 63.1% of parents indicate they agree or strongly agree that the school encourages parents to become involved in the school through opportunities such as parent councils, committees and volunteering. (35% Increase)</p> <p>52.1% of parents indicate they agree or strongly agree that the school provides opportunities to increase parent participation at school events, such as translation services and childcare. (16.1% Increase)</p> <p>89.2% of parents indicate they agree or strongly agree that they feel welcome at SBHS. (48.2% Increase)</p>

Expected

17-18

10% Increase in number of parents who indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.

10% increase in number of parents who indicate the agree or strongly agree that the district or school adequately promotes participation in programs.

10% increase in number of parents who indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.

10% increase in number of parents who indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.

Baseline

Parent Involvement survey results (224 responses)

28% of parents indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.

36% of parents indicate they agree or strongly agree that the district or school adequately promotes participation in programs.

41% of parents indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.

37% of parents indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.

Actual

49.2% of parents indicate they agree or strongly agree that SBHS provides their child with the opportunity to learn skills needed for the future. (Increase)

78.2% of parents indicate they agree or strongly agree that they are satisfied with the information the school provides on their child's progress. (Increase)

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>Information and training for parents:</p> <p>5.11 Hold back to school night, 8th grade preview night, 8th grade parent orientation, AP parent night, grade level parent nights and parent partnership forums.</p> <p>5.12 Improve number of parents who regularly access the AERIES parent portal to check student grades, credit status and a-g eligibility by providing training, access to computers on campus, and frequent reminders.</p> <p>5.13 Develop materials and means of communication to involve parents in understanding graduation pathway and a-g requirements.</p> <p>(**All have Spanish translation)</p>	<p>Information and training for parents:</p> <p>5.11 Back to school night, 8th grade preview night, 8th-grade parent orientation, AP parent night, grade level parent nights and parent partnership forums were all held during the 2017-18 school year.</p> <p>5.12 Improve the number of parents who regularly access the AERIES parent portal to check student grades, credit status, and a-g eligibility by providing training, access to computers on campus, and frequent reminders.</p> <p>5.13 Develop materials and means of communication to involve parents in understanding graduation pathway and a-g requirements.</p> <p>(**All have Spanish translation)</p>	<p>5.11, 5.12, 5.13 publications 4000-4999: Books And Supplies Base \$5000</p>	<p>5.11, 5.12, 5.13 publications 4000-4999: Books And Supplies Base \$5000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Communication:</p> <p>5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.</p>	<p>Communication:</p> <p>5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.</p>	<p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk (salary \$37,031 and benefits \$28,568 2000/3000) 2000-2999:</p>	<p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Salary \$38,708 (2000) 2000-2999: Classified Personnel Salaries Supplemental \$38,708</p>

<p>5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.</p>	<p>5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.</p>	<p>Classified Personnel Salaries Supplemental \$65,599</p>	
		<p>5.22 1.0 FTE Bilingual Receptionist/Attendance Clerk (salary \$38,338 and benefits \$27,575 2000/3000) 2000-2999: Classified Personnel Salaries Supplemental \$65,913</p>	<p>5.21 1.0 FTE Bilingual Translator/Attendance Clerk Benefits \$28,907 (3000) 3000-3999: Employee Benefits Supplemental \$28,906</p>
			<p>5.22 1.0 FTE Bilingual Receptionist/Attendance Clerk Salary \$38,342 (2000) 2000-2999: Classified Personnel Salaries Supplemental \$38,342</p>
			<p>5.22 1.0 FTE Bilingual Receptionist/Attendance Clerk Benefits \$28560 (3000) 3000-3999: Employee Benefits Supplemental \$28550</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .</p>	<p>5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .</p>	<p>Cost embedded \$0</p>	<p>Cost embedded 0</p>

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.

Actions/Services

5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.

Expenditures

Cost embedded \$0

Expenditures

Cost embedded \$0

Action 5

**Planned
Actions/Services**

5.5 Immigrant Parent Institute - Parents learn tools that are necessary to be a leader in the education of their students. They receive information and resources from the school and community to guide their children through the educational system.

**Actual
Actions/Services**

5.5 Immigrant Parent Institute - Parents learned tools that are necessary to be a leader in the education of their students. They received information and resources from the school and community to guide their children through the educational system. (5 sessions)

**Budgeted
Expenditures**

5.5 Immigrant Parent Institute salary \$ and benefits \$ 2000/3000) 1000-1999: Certificated Personnel Salaries Title III \$2547

3000-3999: Employee Benefits Title III \$491

**Estimated Actual
Expenditures**

5.5 Immigrant Parent Institute salary 2000 2000-2999: Classified Personnel Salaries Title III \$808

5.5 Immigrant Parent Institute benefits 3000 3000-3999: Employee Benefits Title III \$76

5.5 Immigrant Parent Institute certificated salary 1000-1999: Certificated Personnel Salaries Title III \$1051

5.5 Immigrant Parent Institute certificated benefits 3000-3999: Employee Benefits Title III \$180

Action 6

**Planned
Actions/Services**

5.6 Design and implement one Parent University course in each professional learning program: academics, university/post-

**Actual
Actions/Services**

5.6 Design and implement one Parent University course in each professional learning program: academics, university/post-

**Budgeted
Expenditures**

Cost embedded \$0

**Estimated Actual
Expenditures**

Cost embedded \$0

\$

secondary training, parenting support and student safety.

secondary training, parenting support and student safety. (3 sessions offered in the spring)

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 outlined in goal 5 were met and implemented. The grade level nights were well attended as well as 8th grade preview night for all incoming Freshmen students. An AP parent night was not conducted this year but will be looking to provide a different AP information forum for interested students and parents in the Fall of 2018. SBHS continues to partner with Community Solutions and the Hollister Youth Alliance to provide community services on hot topics for parents. The Immigrant Parent Institute networked with the New Family Liaison position to provide parent workshops in the spring. The workshops were very popular with about 15 families in regular attendance. Topics covered included Financial information, college reviews, mental health services, and drug abuse information. Our Translator and Bilingual Clerk have been widely utilized and provide parents with immediate support when needed. Outreach to parents regarding the use of Aeries to check students grades has been effective, specifically with the introduction of the new Aeries App.

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

The overall effectiveness of goal 5 has been partial met. The LCAP parent survey had very few responses (67 responses) in comparison to the 2016-17 school year (224 responses). Parent involvement will be a focus for the 2018-19 school year with SBHS looking to implement more activities that can involve parents in the high school setting.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant expenditure differences with the budgeted and estimated actual expenditures. The LEAD Immigrant workshops were conducted as usual and expended the funds provided in Title III. The grade level parent nights and all other community nights were conducted within the budgeted costs.

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.

Significant changes for the 2018-19 school year will include two positions to increase parent involvement and increase school and community communication and engagement. The Communications Officer will increase to a 0.4 FTE position to provide more communication between SBHS and its stakeholders. This communication will include weekly electronic newsletters, social media announcements, updates on academic performance, and construction and facility updates. Additionally, the Strategic Plan Coordinator will be increased to a 0.4 FTE to provide parent and community engagement in the development of the strategic goals for academic success. In year two of the Strategic Plan, the SP Coordinator will conduct workshops and stakeholder engagement meetings that are

representative of the student population. The primary goal is to involve more parents in the development of academic success and school involvement.

Annual Update

LCAP Year Reviewed: **2017-18**

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 6

School Climate and Culture:

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Local Climate Survey (Priority 6)

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Attendance rates P2

17-18

Increase P2 > 97%

Baseline

96.83%

Baseline Data

96.83%

Attendance rate P2 for 2017-18

97.1%

Metric/Indicator

Chronic Absenteeism

From California Dashboard when available

17-18

Decrease chronic absenteeism to <10% for all subgroups

Chronic Absenteeism

Baseline Data (Not available in Dashboard)

2015

SBHS= 14.4%

EL= 24.5%

SpEd= 23.3%

SES= 16.4%

2017

SBHS=10.6%

EL=15.2%

SPED=19.8%

SES= 11.1%

Expected

Baseline

SBHS = 14.4%
EL = 24.5%
SpEd = 23.3%
SES = 16.4%
Dashboard not yet available

Metric/Indicator

Graduation Rate
California Dashboard

17-18

Graduation rate for all subgroups Green

Baseline

Overall- Blue (status v high 95.5%, change +1.1%)
EL- Green (status medium 89.2%, change +3%)
SED- Green (status high 94.6%, change +2.6)
SpEd-Orange (status low 84.2%, change -0.4%)
Hispanic- Green (status high 94.4%, change +1.6%)
White- Blue (status v high 97.3%, change 0.6%)

Metric/Indicator

Suspension Rate
California Dashboard

17-18

Suspension rate for all subgroups green

Baseline

Overall Orange (status medium 5.7%, Change +0.5%)
EL- Red (status v high 10.3%, change +1%)
SED- Orange (status high 7.3% change +1.7%)
SpEd- Orange (status v high 11.2%, change -1%)
Hispanic - Orange (status high 6.2%, change +0.8%)
White- Green (status medium 4.4%, change =0.8%)

Metric/Indicator

Expulsion Rate

Actual

Graduation Rate
SPED in Orange, not met

Overall- Blue (status high 95.5%, change +0.5%)
EL- Green (status medium 92.7%, change +4.7%)
SED- Green (status high 94.1%, change +1.0)
SpEd-Orange (status low 82.6%, change -3.6%)
Hispanic- Green (status high 95.5%, change +1.8%)
White- Blue (status high 96.2%, change -0.9%)

Suspension Rate
EL Orange, SED Yellow, SPED Orange, Not Met

Overall Green (status medium 4.6%, Change -0.7%)
EL- Orange (status v high 7.4%, change +0.4%)
SED- Yellow (status high 5.5% change -0.2%)
SpEd- Orange (status v high 9%, change -0.1%)
Hispanic - Green (status high 5%, change -0.5%)
White- Green (status medium 3.8%, change =-0.6%)

2017-18
7 Expulsions

Expected

17-18
Seven expulsions

Baseline
Seven

Metric/Indicator
California Healthy Kids Survey

17-18
The percentage of students in grades 9 and 11 reporting School Connectedness bi-annually will increase by 5% overall and by sub-group.

The percentage of students reporting being bullied/harassed will be reduced by 3%

Baseline
The percentage of students reporting School Connectedness
Grade 9: 41%
Grade 11:38%

The percentage of students reporting being bullied/harassed
Grade 9: 29%
Grade 11:26%

Actual

California Healthy Kids Survey is administered every two years. CHKS results will be available in the Spring.

School connectedness scale score increase from 2016 (265) to 2018 (294) with a positive change of +24.

Percentage of students reporting School Connectedness 2018
Grade 9: 50% Increase of 9%
Grade 11: 41% Increase of 3%

Percentage of students reported being bullied/harassed 2018
Grade 9: 28% Decrease 1%
Grade 11: 28% Increase 2%

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
6.1 Offer 9th and 10th grade academy to transition students for success in high school	6.1 Offer 9th and 10th grade academy to transition students for success in high school	6.1 Offer 9th and 10th grade academy to transition students for success in high school (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I \$72,327	6.1 Offer 9th and 10th grade academy to transition students for success in high school (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I \$102,802

Benefits for 0.8 FTE 3000-3999:
Employee Benefits Title I \$35,136

Benefits for 0.8 FTE 3000-3999:
Employee Benefits Title I \$38,070

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.</p>	<p>6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.</p>	<p>6.21 Maintain Student support services department with counselors (2 additional) Salary \$153,434 and Benefits \$63,746 (object 1000/3000) 1000-1999: Certificated Personnel Salaries Supplemental \$217,180</p>	<p>6.21 Maintain Student support services department with counselors (2 additional) Salary (object 1000) 1000-1999: Certificated Personnel Salaries Supplemental \$150,632</p>
<p>6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet with students at least every three weeks . Facilitate academic supports as needed. Refer to school psychologists if socioemotional support is necessary.</p>	<p>6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet with students at least every three weeks . Facilitate academic support as needed. Refer to school psychologists if socioemotional support is necessary.</p>		<p>6.21 Maintain Student support services department with counselors (2 additional) Benefits (object 3000) 3000-3999: Employee Benefits Supplemental \$68,684</p>
<p>6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.</p>	<p>6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.</p>		

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at risk students.

Actions/Services

6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at risk students.

Expenditures

6.3 Contract with Hollister Police Department for School Resource Officer. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000

Expenditures

6.3 Contract with Hollister Police Department for School Resource Officer. 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000

Action 4

**Planned
Actions/Services**

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.

**Actual
Actions/Services**

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.

**Budgeted
Expenditures**

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. 7000-7439: Other Outgo General Fund Instruction \$920,000

**Estimated Actual
Expenditures**

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. 7000-7439: Other Outgo General Fund Instruction \$920,000

Action 5

**Planned
Actions/Services**

6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.

**Actual
Actions/Services**

6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.

**Budgeted
Expenditures**

6.5 Two (2) Sections of Leadership, Salary 1000-1999: Certificated Personnel Salaries Supplemental \$37,231

6.5 Two (2) Sections of Leadership, Benefits 3000-3999: Employee Benefits Supplemental \$11,990

**Estimated Actual
Expenditures**

6.5 Two (2) Sections of Leadership, Salary 1000-1999: Certificated Personnel Salaries Supplemental \$53,138

6.5 Two (2) Sections of Leadership, Benefits 3000-3999: Employee Benefits Supplemental \$15,703

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.6 Develop a job description for a community and Family Engagement Liaison and obtain Board Approval.	6.6 Develop a job description for a community and Family Engagement Liaison and obtain Board Approval.	Cost embedded	Cost embedded

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.7 Design and implement one Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.	6.7 Design and implement one Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety. These workshops were conducted on April 25th, May 2nd and May 9th in both English and Spanish.	See Goal 5	See Goal 5

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.8 Develop a vision that prioritizes academic, social, and emotional learning. Research and develop goals for schoolwide Social-Emotional Learning (SEL) instruction.	6.8 Develop a vision that prioritizes academic, social, and emotional learning. Research and develop goals for schoolwide Social-Emotional Learning (SEL) instruction. Work has begun with the MTSS process and the development of a tiered-system for Social Emotional Services, Behavior Interventions, and Academic Supports.	Cost embedded	Cost embedded

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 for goal 6 were successfully implemented in the 2017-18 school year. The 9th and 10th grade Academy courses were offered with 5 sections in the master schedule servicing 119 students. Our counselors met with all 9th-12th-grade students to pre-schedule and adjust their 5-year plans. Counselors met one-on-one with Freshmen students. The Community Liaison for foster youth works closely with counselors and student services to monitor foster youth needs and supports every 6 weeks. Additionally, the Liaison has organized a foster mentorship program with certificated staff and foster students who meet regularly to discuss academic and/or social-emotional needs.

Our collaboration with the Hollister Police Department continues with the support of a full-time School Resource Officer (SRO) who is present on campus each day. The SRO maintains positive interactions with students and assists with maintaining a safe and secure campus. Our collaboration continues with San Benito County Office of Education in the referral process for students transitioning to San Andreas.

The additional leadership classes were implemented this year with two full sections servicing 56 students. The leadership classes follow the link crew curriculum and support student activities on campus.

A Family Engagement Liaison position was created, adopted, and hired in the fall of 2017 and funded through the Prop 47 grant. Parent University classes were given in the Spring in conjunction with the Immigrant Parent LEAD workshops. Workshops were presented on April 25th- Mental Health, May 2nd- Post Secondary Options, and May 9th- Drug Education. SBHS has also begun the stages of implementing a multi-tiered system of support with the help of Prop 47 funding the MTSS grant. A vision for social-emotional learning has been established and will begin the rollout phase in the 2018-19 school year.

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

The overall effectiveness of the actions in goal 6 was accomplished. The Academy courses had an estimated 55% of the students passing classes at the end of the 5th grading period which shows a decrease from the previous year (61%). The regularly scheduled teacher for this course was out on medical leave, therefore, a long-term substitute was in the classes for the entire 2nd semester. All (100%) current freshmen students have a 5-year plan in Aeries after meeting with counselors one-on-one. Additional services/counseling were given to foster youth after the implementation of certificated teacher mentorships with 100% foster youth students.

Indicators involving attendance are not yet available in the California Data Dashboard, however, our goal of 97% or above attendance rate was attained with P2 data showing 97.2% attendance rate. Graduation data shows SPED students in the orange which has shown the need for more during the day support in all academic areas. The Academic Focus Time will support SPED students and provide time for case managers to regularly meet with students who may be at-risk. Suspension rate shows three subgroups in the orange/yellow areas with more suspensions on the rise from 2017-18 data. The beginning stages of PBIS and development of Social Emotional Curriculum within the MTSS model will be implemented to help support the overall school climate.

The SRO position has proven effective with positive support for student services and the student population on a daily basis. The SRO has also increased safety awareness on campus and supported all safety drills. Leadership offerings have been effective in increasing the interest in student activities with many of our unduplicated students. 100% of students scheduled in leadership classes stayed active in the leadership course for the duration of the year.

All actions and services scheduled for the Parent Liaison and Parent University courses were implemented with an estimated 55 families in attendance at the three workshops provided.

The internal expulsion data for 2017-18 indicates a need for more behavior supports and social-emotional supports. The district plans on implementing the beginning stages of both program in the 2018-19 school year with the help of Multi-Tiered Systems of Support (MTSS).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences with the budgeted and estimated actual expenditures are mainly due to salary and benefit costs. An additional section of Academy was added for the 2017-18 school year and the salary benefit cost of the leadership teacher reflected the actual teacher placement on the salary schedule.

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.

School climate and student engagement continues to be a focus for SBHS. The MTSS foundational training has identified social emotional and behavioral support as areas of need through the implementation of the Fidelity Integrity Assessment (FIA) self-assessment. SBHS will work with the SBCOE and the Prop 47 grant to design and implement social emotional learning curriculum for homeroom classes. Additionally, SBHS will use Prop 47 funds and MTSS grant funds to support professional learning for the beginning stages of PBIS.

Stakeholder Engagement

LCAP Year: 2018-19

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?

The School Site Council, consisting of parents, students, certificated staff and classified staff systematically reviewed each LCAP goal (Mirrored in the SPSA), including data from the annual update:

October 25, 2017 - Review of Goal 1

November 29, 2017 - Review of Goal 2

January 24, 2018 - Review of Goal 3

March 28, 2018 - Review of Goals 3 and 4

April 18, 2018- Review of Goals 5 and 6

May 16, 2018- Final Review and Adoption

March 23, 2018- LCAP survey sent out to all parents via email and posted on SBHS website. Additionally, the parent survey was shared at Migrant PAC meeting and DELAC meeting in May.

April 17th- Review of LCFF and LCAP goals and actions with Classified Staff.

May 9, 2018- Consultation with the Migrant Parent Advisory Committee officers to review the goals and actions of the LCAP. An additional meeting with the Migrant Executive Board was conducted on May 14th to review the LCAP document in its entirety. Migrant parents suggested having three meetings a year to discuss two goals at a time to receive a more comprehensive perspective of the actions and services outlined in the LCAP.

May 30, 2018- Consultation with the DELAC officers to review the goals and actions of the LCAP. The officers indicated they were pleased with the programs and services for English Learners and are interested to see how the Academic Focus Time will help support students next year.

May 30, 2018- Consultation with San Benito High School Teacher's Association (SBHSTA) and the California School Employee Association (CSTA) representatives to review the draft LCAP.

***June 12, 2018- Board of Trustees, presented LCAP and held Public Hearing. ***

*** June 26, 2018 Board of Trustees, LCAP approved.***

LCAP goals were presented to the Board of Trustees and were reviewed and discussed.

November 28, 2017- Review Of California Data Dashboard Local Indicators.

January 23, 2018- Review of California Data Dashboard- State Indicators Report.

March 6, 2018- Review of LCAP Actions and Goals #1 and #2.

March 13, 2018- Review of LCAP Actions and Goals #3 and #4.

March 27, 2018- Review of LCAP Actions and Goals #5 and #6.

April 10, 2018- Review of Stakeholder Feedback

Impact on LCAP and Annual Update

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

The Board reports listed above gave a clear picture of the district's plan for the upcoming years and the data matrix that is used to record progress. The School Board asked many questions and gave feedback regarding how to involve more parents in the parent engagement LCAP survey. Suggestions included shortening the survey, providing a clearer message for what the purpose of the survey was, and providing fewer options for scoring (3 choices versus 5 choices). Additionally, more outreach for parent involvement was discussed on April 10th. Ideas included reaching out in specific community areas, having an SBHS booth at Farmer's market or the San Benito County fair, and networking with the Parent Liaison to provide a time to discuss the LCAP during a parent academic night.

The Migrant parent group also had many questions. This group suggested we meet again to discuss the specifics of each action/goal. The district met with the Migrant executive Board on May 14, 2018, to go over specific items and to explain how the template is read. The group suggested having parent meetings similar to the board meeting presentations with a focus on two goals each time. These meetings will be planned for the 2018-19 school year in both English and Spanish.

The information from the parent survey indicated a need for more support in the counseling department as well as more information regarding post-secondary options after high school. Parents specifically asked about college conversation with counseling, trade schools for CTE students, and mental health support through student services. The college career readiness program, Naviance, will be purchased for the 2018-19 school year to provide support and resources for all students and parents regarding post-secondary goals. Additionally, the new homeroom bell schedule change will allow time for social-emotional support for all students at every grade level. This will help support and identify students who may need mental health services.

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. Fully Credentialed Teachers, Facilities, Textbook Sufficiency

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

San Benito High School is required to meet state mandates related to fully credentialed teachers, textbook sufficiency and clean safe facilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully credentialed teachers SARC	4 Teachers not fully credentialed	88% of teachers are fully credentialed (fully credentialed=Clear or Preliminary) - 18 teachers are not fully credentialed. The 18 teachers not fully credentialed includes	100% fully credentialed	100% fully credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		intern teachers - Goal not met		
Quarterly Williams Certification SARC	no complaints	SBHSD had no complaints on Quarterly Williams Certification - Goal met	Quarterly Williams Certification (zero complaints)	Quarterly Williams Certification (zero complaints)
Textbook Sufficiency SARC	100% Textbook Sufficiency	SBHSD met textbook sufficiency for 2017-2018. Resolution approved by Board of Trustees on September 26, 2017 - Goal met	Maintain 100% Textbook Sufficiency	Maintain 100% Textbook Sufficiency

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)

Specific Schools: San Benito 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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1 Support for New Teachers:

1.11 Induction Coordinator- provides new teacher support/induction throughout the school year.

1.12 4-day intensive academy to assist new teachers in their development and understanding of District expectations, school-wide instructional initiatives, and curriculum.

1.13 Induction program for 1st and 2nd-year teachers needing to clear credential in order to retain highly qualified, highly effective teachers.

1.14 Provide each new teacher needing induction a support provider (teacher mentor) and each new teacher not needing induction a mentor teacher.

1.15 Identify or design and implement extensive CSET tutorial program for non HQT teachers needing to pass CSET

1.1 Support for New Teachers:

1.11 Induction Coordinator- provides new teacher support/BTSAinduction throughout the school year.

1.12 4-day intensive academy to assist new teachers in their development and understanding of District expectations, school-wide instructional initiatives, and curriculum.

1.13 Induction program for 1st and 2nd-year teachers needing to clear credential in order to retain highly qualified, highly effective teachers.

1.14 Provide each new teacher needing induction a support provider (teacher mentor) and each new teacher not needing induction a mentor teacher.

1.15 Provide CSET test prep for not fully credentialed teachers (including online or weekend courses) needing to pass CSET for a credential.

1.1 Support for New Teachers:

1.11 Induction Coordinator- provides new teacher support/induction throughout the school year.

1.12 4-day intensive academy to assist new teachers in their development and understanding of District expectations, school-wide instructional initiatives, and curriculum.

1.13 Induction program for 1st and 2nd-year teachers needing to clear credential in order to retain highly qualified, highly effective teachers.

1.14 Provide each new teacher needing induction a support provider (teacher mentor) and each new teacher not needing induction a mentor teacher.

1.15 Provide CSET test prep for not fully credentialed teachers (including online or weekend courses) needing to pass CSET for a credential.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,165	\$38,735	\$38,735
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.11 Induction Coordinator 0.4FTE (salary \$36,164, benefits \$9,001 object 1000/3000)	1000-1999: Certificated Personnel Salaries 1.11 Induction Coordinator 0.4FTE (object 1000)	1000-1999: Certificated Personnel Salaries 1.11 Induction Coordinator 0.4FTE (object 1000)
Amount	\$29,871	\$15,297	\$16,013
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1.12 Salaries for new teachers (12) participating in the 4 day academy (Salary \$25,375, benefits \$4,495 object 1000/3000)	3000-3999: Employee Benefits 1.11 Induction Coordinator 0.4FTE Benefits (object 3000)	3000-3999: Employee Benefits 1.11 Induction Coordinator 0.4FTE Benefits (object 3000)
Amount	\$7800	\$38,735	\$38,735
Source	Supplemental	Title II	Title II
Budget Reference	4000-4999: Books And Supplies 1.12 Materials and supplies for academy (object 4000)	1000-1999: Certificated Personnel Salaries 1.11 Induction Coordinator 0.4FTE Salary (object 1000)	1000-1999: Certificated Personnel Salaries 1.11 Induction Coordinator 0.4FTE Salary (object 1000)
Amount	\$28,000	\$15,297	\$16,013
Source	Supplemental	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.13 BTSA Induction (\$3500 per teacher per year, approximately 8 teachers object 5000)	3000-3999: Employee Benefits 1.11 Induction Coordinator 0.4FTE Benefits (object 3000)	3000-3999: Employee Benefits 1.11 Induction Coordinator 0.4FTE Benefits (object 3000)

Amount	\$1500	\$16,879	\$16,879
Source	Title II	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.15 CSET tutorial, test prep and test for non credentialed (\$500 per teacher, approx 3 teachers)	1000-1999: Certificated Personnel Salaries 1.12 Hourly rate for new teachers (15) participating in the 4 day academy (object 1000)	1000-1999: Certificated Personnel Salaries 1.12 Hourly rate for new teachers (15) participating in the 4 day academy (hourly rate) (object 1000)
Amount	\$7000	\$3,311	\$3,623
Source	Title II	Supplemental	Supplemental
Budget Reference	1.14 Mentor stipend and benefits (object 1000/3000)	3000-3999: Employee Benefits 1.12 Benefits for new teachers (15) participating in the 4 day academy (object 3000)	3000-3999: Employee Benefits 1.12 Benefits for new teachers (15) participating in the 4 day academy (object 3000)
Amount	\$47,901	\$6,116	\$6200
Source	Title II	Title II	Title II
Budget Reference	1.11 Induction Coordinator 0.4FTE (salary and benefits object 1000/3000)	4000-4999: Books And Supplies 1.12 Materials and supplies for academy	4000-4999: Books And Supplies 1.12 Materials and supplies for academy
Amount	\$18,414	\$22,500	\$22,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1.14 Support provider stipend (Salary \$15,642, benefits \$2,772 object 1000/3000)	5000-5999: Services And Other Operating Expenditures 1.13 BTSA Induction (\$1500 per teacher per year, approximately 15 teachers object 5000)	5000-5999: Services And Other Operating Expenditures 1.13 BTSA Induction (\$1500 per teacher per year, approximately 15 teachers object 5000)

Amount		\$32,700	\$32,700
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 1.14 Support provider stipend Salary (object 1000)	1000-1999: Certificated Personnel Salaries 1.14 Support provider stipend Salary (object 1000)
Amount		\$6,415	\$7,020
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 1.14 Support provider Benefits (object 3000)	3000-3999: Employee Benefits 1.14 Support provider Benefits (object 3000)
Amount		\$4,500	\$4,500
Source		Title II	Title II
Budget Reference		4000-4999: Books And Supplies 1.15 CSET tutorial, test prep	4000-4999: Books And Supplies 1.15 CSET tutorial, test prep

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)

Specific Schools: San Benito 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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>1.2 Support for Veteran Teachers- Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p> <p>1.21 Consulting teachers to provide yearlong support for PAR teacher Professional Development for PAR teacher based on growth plan</p> <p>1.22 PAR Committee (3 teachers, 2 administrators per certificated contract)</p>	<p>1.2 Support for Veteran Teachers- Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p> <p>1.21 Consulting teachers to provide yearlong support for PAR teacher Professional Development for PAR teacher based on growth plan</p> <p>1.22 PAR Committee (3 teachers, 2 administrators per certificated contract)</p>	<p>1.2 Support for Veteran Teachers- Peer Assistance Review Program (PAR) Provides highly qualified, highly effective teachers to support students.</p> <p>1.21 Consulting teachers to provide yearlong support for PAR teacher Professional Development for PAR teacher based a on growth plan</p> <p>1.22 PAR Committee (3 teachers, 2 administrators per certificated contract)</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9418	\$8,000	\$8,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1.21 \$4000 per consulting teacher per certificated contract(Salary/Stipend) (salary \$8,000, benefits \$1,418 object 1000/3000 salary and benefits)	1000-1999: Certificated Personnel Salaries 1.21 \$4000 per consulting teacher per certificated contract (object 1000)	1000-1999: Certificated Personnel Salaries 1.21 \$4000 per consulting teacher per certificated contract Salary (object 1000)

Amount	\$2795	\$1,381	\$1,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews and observations). (salary \$2,372, benefits \$423 object 1000/3000)	3000-3999: Employee Benefits 1.21 per consulting teacher per certificated contract (object 3000)	3000-3999: Employee Benefits 1.21 consulting teacher per certificated contract Benefits (object 3000)
Amount		\$1,255	\$1,255
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews and observations) (object 1000)	1000-1999: Certificated Personnel Salaries 1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 1000)
Amount		\$246	\$269
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews and observations) (object 3000)	3000-3999: Employee Benefits 1.22 Hourly rate for PAR committee teachers (2 meetings per month, consulting teacher interviews, and observations) (object 3000)

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)

Specific Schools: San Benito 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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

1.3 Meet sufficiency requirements for textbooks and instructional materials

1.31 Adopt NGSS Textbooks if available (Biology)

1.32 Review/Adopt any Common Core textbooks not yet adopted from prior year

1.33 Review potential textbooks and potential curriculum for CTE pathways

2018-19 Actions/Services

1.3 Meet sufficiency requirements for textbooks and instructional materials

1.31 Adopt NGSS Textbooks if available (Bio, Chemistry)

1.32 Review/Adopt any Common Core textbooks not yet adopted from prior year including Social Science

1.33 Review potential textbooks and potential curriculum for CTE pathways

2019-20 Actions/Services

1.3 Meet sufficiency requirements for textbooks and instructional materials

1.31 Review/Adopt any Common Core/NGSS textbooks not yet adopted from prior year

1.32 Review potential textbooks and potential curriculum for CTE pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$150,000	\$150,000
Source	Base	General Fund Instruction	General Fund Instruction
Budget Reference	4000-4999: Books And Supplies 1.3 Purchase textbooks as adopted	4000-4999: Books And Supplies 1.3 Purchase textbooks as adopted	4000-4999: Books And Supplies 1.3 Purchase textbooks as adopted

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

Specific Schools: San Benito 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)

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

Modified Action

2017-18 Actions/Services

1.4 Maintain clean, safe facilities

1.41 Clean all classrooms used for summer school, deep clean 400s and 300's

1.42 Maintain and Repair athletic fields for safety

1.43 Grind and replace concrete paths damaged by tree roots for safety

2018-19 Actions/Services

1.4 Maintain clean, safe facilities

- Clean all classrooms used for summer school, Deep Clean 400s and 300s
- Maintain and repair O'Donnel gym with new doors, glass, and painting.
- Grind and replace concrete paths damaged by tree roots for safety

1.4a Construction of New PE/Sports Facilities

2019-20 Actions/Services

1.4 Maintain clean, safe facilities

- Clean all classrooms and provide deep cleaning per rotation schedule
- Maintain and repair facilities as needed

1.4a Continue/Finish Construction of New PE/Sports Facilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6000	\$326,011	\$326,011
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4a staff for cleaning Object 1000/3000 salary and benefits)	2000-2999: Classified Personnel Salaries 1.4 staff for cleaning Salary (object 1000)	2000-2999: Classified Personnel Salaries 1.4 staff for cleaning Salary (object 1000)
Amount	\$8000	\$202,964	\$202,964
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4b Reseed and Topdress fields	3000-3999: Employee Benefits 1.4 staff for cleaning Benefits (object 3000)	3000-3999: Employee Benefits 1.4 staff for cleaning Benefits (object 3000)
Amount	\$10,000	\$75,751	\$75,751
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4c repair/replace concrete	4000-4999: Books And Supplies 1.4 staff for cleaning materials (object 4000)	4000-4999: Books And Supplies 1.4 staff for cleaning materials (object 4000)
Amount		\$180,352	\$180,352
Source		Base	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 1.4 Contracted services (object 5000)	
Amount		\$15,000,000	\$15,000,000
Source		Other	Other
Budget Reference		6000-6999: Capital Outlay 1.4a G.O. Bond funds New PE/Sports Facilities	6000-6999: Capital Outlay 1.4a G. O. Bond funds for New PE/Sports Facilities

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. Standards Aligned Curriculum

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Implementation of Academic Standards

Identified Need:

Need to fully implement CCSS, ELD standards and NGSS as evidenced in documented core curriculum and course assessments. ELD standards need to be embedded in core. Special Education students must be served as general education students and supplemented with special education services as indicated by their Individual Education Plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% teachers who participate in Professional Development/curriculum development SBAC data Dashboard data	2016-17 84%-94% attendance at district inservice SBAC data (% met or exceeds standards): ELA overall 48% in 14-15 and 59% in 15-16 ELA SED 36% in 14-15 and 53% in 15-16	95% of teachers participated in professional development days on August 8th-9th, 2017 as well as on January 3rd, 2018.	100% of teachers from all content areas will participate in curriculum development and/or professional development. Increase achievement on SBAC by 5% each year for each subgroup.	100% of teachers from all content areas will participate in curriculum development and/or professional development. Increase achievement on SBAC by 5% each year for each subgroup.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																			
	<p>ELA Sped 9% in 14-15 and 16% in 15-16 ELA EL 0% in 14-15 and 7% in 15-16</p> <p>Math overall 20% in 14-15 and 25% in 15-16 Math SED 12% in 14-15 and 19% in 15-16 Math Sped 2% in 14-15 and 6% in 15-16 Math EL 0% in 14-15 and 3% in 15-16</p> <p>Dashboard data for implementation of state academic standards not yet available</p>	<p>92% of teachers attended 4 professional development strands during the school year during early release Thursdays. These strand topics included English Learner strategies, Inclusionary practices, and Rigor strategies through AVID and WICOR.</p> <p>The SBAC data from the 2016-2017 school year showed overall increases in both English and Math.</p> <table border="0"> <tr> <td>English</td> <td>2015-2016</td> <td></td> </tr> <tr> <td></td> <td>2016-2017</td> <td></td> </tr> <tr> <td>Overall</td> <td>59%</td> <td></td> </tr> <tr> <td>64%</td> <td>Increase of</td> <td></td> </tr> <tr> <td>5% Met</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>53%</td> <td></td> </tr> <tr> <td>57%</td> <td>Increase of</td> <td></td> </tr> <tr> <td>4% Not met</td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td>16%</td> <td></td> </tr> <tr> <td>19%</td> <td>Increase of</td> <td></td> </tr> <tr> <td>3% Not met</td> <td></td> <td></td> </tr> <tr> <td>EL's</td> <td>7%</td> <td></td> </tr> <tr> <td>14%</td> <td>Increase of</td> <td></td> </tr> <tr> <td>7% Met</td> <td></td> <td></td> </tr> <tr> <td>Migrant</td> <td>56%</td> <td></td> </tr> <tr> <td>58%</td> <td>Increase of</td> <td></td> </tr> <tr> <td>2% Not met</td> <td></td> <td></td> </tr> </table>	English	2015-2016			2016-2017		Overall	59%		64%	Increase of		5% Met			SED	53%		57%	Increase of		4% Not met			SPED	16%		19%	Increase of		3% Not met			EL's	7%		14%	Increase of		7% Met			Migrant	56%		58%	Increase of		2% Not met			<p>Dashboard data for implementation of state academic standards</p>	<p>Dashboard data for implementation of state academic standards</p>
English	2015-2016																																																						
	2016-2017																																																						
Overall	59%																																																						
64%	Increase of																																																						
5% Met																																																							
SED	53%																																																						
57%	Increase of																																																						
4% Not met																																																							
SPED	16%																																																						
19%	Increase of																																																						
3% Not met																																																							
EL's	7%																																																						
14%	Increase of																																																						
7% Met																																																							
Migrant	56%																																																						
58%	Increase of																																																						
2% Not met																																																							

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White 71% 74% Increase of 3% Not met Hispanic 53% 59% Increase of 6% Met		
		Math 2015- 2016 2016-2017 Overall 25% 31% Increase of 6% Met SED 19% 26% Increase of 7% Met SPED 6% 4% Decrease of 2% Not met EL's 3% 0% Decrease of 7% Not met Migrant 20% 26% Increase of 6% Met White 34% 44% Increase of 10% Met Hispanic 20% 27% Increase of 7% Met		

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)

Specific Schools: San Benito 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

2.1 Program Specialists to guide teachers in Curriculum and Instruction development:

2.11 1.0 FTE Curriculum and Instruction Program Specialist who meets with teachers in the ongoing process of definition, design and development of high quality standards aligned curriculum and assessments, incorporating instructional strategies to allow all students access to

2018-19 Actions/Services

2.1 Program Specialists to guide teachers in Curriculum and Instruction development:

2.11 1.0 FTE Curriculum and Instruction Program Specialist who meets with teachers in the ongoing process of definition, design, and development of high-quality standards-aligned curriculum and assessments, incorporating instructional strategies to allow all students

2019-20 Actions/Services

2.1 Program Specialists to guide teachers in Curriculum and Instruction development:

2.11 1.0 FTE Curriculum and Instruction Program Specialist who meets with teachers in the ongoing process of definition, design, and development of high-quality standards-aligned curriculum and assessments, incorporating instructional strategies to allow all students

<p>the content and rigorous, standards aligned assessments.</p> <p>2.12 EL Program Specialist to work teachers during curriculum development to embed ELD standards within curriculum (see goal 4)</p>	<p>access to the content and rigorous, standards-aligned assessments.</p> <p>2.12 English Learner Program Specialist to work with teachers during curriculum development to embed ELD standards within the curriculum. (see goal 4)</p> <p>2.13 1.0 FTE Career and Technical Education (CTE) Specialist who meets with CTE teachers on refining and revising new and revise CTE courses to complete CTE pathways. Work will also include developing portfolios, exit interviews, and post-secondary options (articulation agreements, dual enrollment) for all capstone courses,</p>	<p>access to the content and rigorous, standards-aligned assessments.</p> <p>2.12 English Learner Program Specialist to work with teachers during curriculum development to embed ELD standards within the curriculum. (see goal 4)</p> <p>2.13 1.0 FTE Career and Technical Education (CTE) Specialist who meets with CTE teachers on refining and revising new and revise CTE courses to complete CTE pathways. Work will also include developing portfolios, exit interviews, and post-secondary options (articulation agreements, dual enrollment) for all capstone courses,</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,680	\$77,405	\$77,405
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2.11 Curriculum and Instruction Program Specialist (salary \$74,400, benefits \$31,280 object 1000/3000)	1000-1999: Certificated Personnel Salaries 2.11 Curriculum and Instruction Program Specialist	1000-1999: Certificated Personnel Salaries 2.11 Curriculum and Instruction Program Specialist Salary
Amount		\$34,428	\$35,860
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.11 Curriculum and Instruction Program Specialist Benefits	3000-3999: Employee Benefits 2.11 Curriculum and Instruction Program Specialist Benefits

Amount		\$88,509	\$88,509
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 2.13 Career and Technical Education (CTE) Specialist Salary	1000-1999: Certificated Personnel Salaries 2.13 Career and Technical Education (CTE) Specialist Salary
Amount		\$36,608	\$38,245
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.13 Career and Technical Education (CTE) Specialist Benefits	3000-3999: Employee Benefits 2.13 Career and Technical Education (CTE) Specialist Benefits

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
Specific Student Groups: All Students

Location(s):

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

Specific Schools: San Benito 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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

2.2 Curriculum Development: embed ELA literacy standards and ELD standards to provide relevance to students

2.21 Under the guidance of the Program Specialists, teachers will revise and update curriculum and assessments

*Define which standards are essential to the course

*reflect the rigor expected by State adopted content standards

Focus for 2017-2018

*Math

*CTE

*NGSS

*Social Science

2.22 Math week- Intensive collaboration on Essential Standards (rigor), academic vocabulary, syntax, relevance and building assessments for Algebra I, Geometry and Algebra II (4 days)

2.23 Collaboration among 9th grade teachers to develop common grading for 9th grade. (3-days)

2.24 Cross curriculum curriculum collaboration between ELA and Social Science (meet 1x per semester)

2.2 Curriculum Development: embed ELA literacy standards and ELD standards to provide relevance to students

2.21a Under the guidance of the Program Specialists, teachers will revise and update curriculum and assessments to:

*reflect the rigor expected by State adopted content standards

*embed ELA literacy standards and ELD standards

*provide relevance to students

*document instructional strategies to support English learners and students with disabilities

Focus for 2018-2019

*Math

*ELA

*NGSS

2.21b Under the guidance of the CTE Program Specialists, teachers will revise and update curriculum and assessments to:

*reflect rigor as expected by industry standards

*embed CTE model curriculum standards to include DOK

*Standards for Career Ready Practice and Anchor Standards

*incorporate portfolios and exit interviews in all capstone courses

Focus for 2018-2019

*Engineering II

*TV Media Production

2.2 Curriculum Development: embed ELA literacy standards and ELD standards to provide relevance to students

2.21a Under the guidance of the Program Specialists, teachers will revise and update curriculum and assessments to:

*reflect the rigor expected by State adopted content standards

*embed ELA literacy standards and ELD standards

*provide relevance to students

*document instructional strategies to support English learners and students with disabilities

Focus for 2019-2020

*Math

*World Languages

*NGSS

2.21b Under the guidance of the CTE Program Specialists, teachers will revise and update curriculum and assessments to:

*reflect rigor as expected by industry standards

*embed CTE model curriculum standards to include DOK

*Standards for Career Ready Practice and Anchor Standards

*incorporate portfolios and exit interviews in all capstone courses

Focus for 2019-2020

*Robotics (Eng. Capstone)

*TV Media Production capstone

	<p>*Gaming Projects Capstone course (MultiMedia)</p> <p>2.22 Math week- Intensive collaboration on Modeling, AVID WICOR strategies (rigor), relevance and revising assessments for Algebra I, Geometry and Algebra II (3 days)</p> <p>2.22a Science 2 days- a Horizontal and vertical collaboration with Science Department including work on defining essential standards and common pacing (Rubicon) and developing relevant and rigorous assessments (IO).</p> <p>2.23 Collaboration among 9th and 10th-grade teachers to develop/revise common grading for 10th grade. (2-days)</p> <p>2.24 Cross curriculum collaboration between ELA and Social Science 10th, 11th and 12th. (meet 1x per semester)</p>	<p>2.22 Math week- Intensive collaboration on Math practices (rigor), relevance and revising assessments for Algebra I, Geometry and Algebra II (3 days)</p> <p>2.22a Science 2 days- a Horizontal and vertical collaboration with Science Department including work on defining essential standards and common pacing (Rubicon) and developing relevant and rigorous assessments (IO).</p> <p>2.23 Collaboration among all grade levels to develop/revise common grading for each grade level. (2 days)</p> <p>2.24 Cross curriculum collaboration between TBD (meet 1x per semester)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,762	\$33,455	\$33,455
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.21 Release time for participating teachers (substitute costs) (salary \$32,925, benefits \$5,837)	1000-1999: Certificated Personnel Salaries 2.21 Release time for Lead teacher and participating teachers (substitute costs) Salary (object 1000)	1000-1999: Certificated Personnel Salaries 2.21 Release time for Lead teacher and participating teachers (substitute costs) Salary (object 1000)

Amount		\$6,561	\$7,180
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.21 Release time for Lead teacher and participating teachers (substitute costs) Benefits (object 3000)	3000-3999: Employee Benefits 2.21 Release time for Lead teacher and participating teachers (substitute costs) Benefits (object 3000)
Amount	\$20,031	\$12,550	\$17,600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2.22 Salary \$17,015 and Benefits \$3016 (object 1000/3000)	1000-1999: Certificated Personnel Salaries 2.22 Math week Salary (object 1000)	1000-1999: Certificated Personnel Salaries 2.22 Math week Salary (object 1000)
Amount	\$13,028	\$2,462	\$3,778
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2.23 Salary \$11,066 and Benefits \$1962 (object 1000/3000)	3000-3999: Employee Benefits 2.22 Math week Benefits (object 3000)	3000-3999: Employee Benefits 2.22 Math week Benefits (object 3000)
Amount	\$3871	\$5,060	\$54,350
Source	Supplemental	Title I	Supplemental
Budget Reference	2.24 Salary \$3287 and Benefits \$584 (object 1000/3000)	1000-1999: Certificated Personnel Salaries 2.22a Science Collaboration NGSS (2 day)	1000-1999: Certificated Personnel Salaries 2.23 Common grading 9/10/11 Salary(object 1000)
Amount		\$993.00	\$11,667
Source		Title I	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.22a Science Collaboration NGSS (2 day)	3000-3999: Employee Benefits 2.23 Common grading 9/10/11 Benefits (object 3000)

Amount		\$54,350	\$2,341
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 2.23 Common grading 9/10 Salary (object 1000)	1000-1999: Certificated Personnel Salaries 2.24 Cross Collaboration Salary (object 1000)
Amount		\$10,662	\$503
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.23 Common grading 9/10 Benefits (object 3000)	3000-3999: Employee Benefits 2.24 Cross Collaboration Benefits (object 3000)
Amount		\$2,341	
Source		Supplemental	
Budget Reference		1000-1999: Certificated Personnel Salaries 2.24 Cross Collaboration Salary (object 1000)	
Amount		\$459	
Source		Supplemental	
Budget Reference		3000-3999: Employee Benefits 2.24 Cross Collaboration Benefits (object 3000)	

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)

Specific Schools: San Benito 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

Modified Action

2017-18 Actions/Services**2.3 Course Development:**

2.31 Under the guidance of the Program Specialists teachers will define and develop curriculum and assessments for new courses (if adopted) and revised courses:

- *Careers with Children Pathway
- *Engineering I
- *Culinary 2

2018-19 Actions/Services**2.3 Course Development:**

2.31 Under the guidance of the Program Specialists teachers will define and develop curriculum and assessments for new courses (if adopted):

- *AP Computer Science
- *Health Science

2019-20 Actions/Services**2.3 Course Development:**

2.31 Under the guidance of the Program Specialists teachers will define and develop curriculum and assessments for new courses (if adopted):

*TBD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5682	\$2,095	\$2,095
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.31 Release time for teachers to develop new courses (salary \$4826, benefits \$856)	1000-1999: Certificated Personnel Salaries 2.31 Release time for teachers to develop new courses Salary (object 1000)	1000-1999: Certificated Personnel Salaries 2.31 Release time for teachers to develop new courses Salary (object 1000)

Amount		\$411	\$450
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.31 Release time for teachers to develop new courses Benefits (object 3000)	3000-3999: Employee Benefits 2.31 Release time for teachers to develop new courses Benefits (object 3000)

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)

Specific Schools: San Benito 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

2.4 Assessments:
2.41 Each Content PLC will develop, implement and analyze:
*4 common formative assessments per year based on essential standards
*common summative final exam each semester based on essential standards

2018-19 Actions/Services

2.4 Assessments:
2.41 Each Content PLC will develop, implement and analyze:
*Revise common formative assessments based on essential standards
*common summative final exam each semester based on essential standards

2019-20 Actions/Services

2.4 Assessments:
2.41 Each Content PLC will develop, implement and analyze:
*Revise common formative assessments based on essential standards
*common summative final exam each semester based on essential standards

2.42 District Benchmarks and end of course tests:
 *ELA and Math will complete SBAC Block and Interim Assessments in October and February

*Define end of course tests for mathematics, science and social science to inform student readiness for next course as well as curriculum revisions

*NOCTI end of course tests for CTE capstone courses to inform curriculum alignment to industry standards.

2.43 Data analysis: Collaborative groups will analyze data overall and by subgroup to inform instruction and curriculum revisions four times per year and at semester.

2.42 District Benchmarks and end of course tests:
 *ELA and Math will complete SBAC Block and Interim Assessments in October and February, respectively

*End of course tests for CTE capstone courses to inform curriculum alignment to industry standards.

2.43 Data analysis: Collaborative groups will analyze data overall and by subgroup to inform instruction and curriculum revisions.

2.42 District Benchmarks and end of course tests:
 *ELA and Math will complete SBAC Block and Interim Assessments in October and February, respectively

*End of course tests for CTE capstone courses to inform curriculum alignment to industry standards.

2.43 Data analysis: Collaborative groups will analyze data overall and by subgroup to inform instruction and curriculum revisions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3578	\$2,100	\$2,100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.42 Teacher compensation for hand scoring SBAC interim assessments (salary \$3037 and benefits \$541)	1000-1999: Certificated Personnel Salaries 2.42 Teacher compensation for hand scoring SBAC interim assessments Salary (object 1000)	1000-1999: Certificated Personnel Salaries 2.42 Teacher compensation for hand scoring SBAC interim assessments Salary (object 1000)

Amount	\$4000	\$412	\$462
Source	Other	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.42 NOCTI tests for CTE capstone courses (Perkins funds)	3000-3999: Employee Benefits 2.42 Teacher compensation for hand scoring SBAC interim assessments Benefits (object 3000)	3000-3999: Employee Benefits 2.42 Teacher compensation for hand scoring SBAC interim assessments Benefits (object 3000)
Amount		\$6,500	\$6,500
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies 2.42a CTE Certification Assessments	4000-4999: Books And Supplies 2.42a CTE Certification Assessments

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)

Specific Schools: San Benito 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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

2.5 Sustainable, ongoing professional development for teachers and administrators:

2.51 Professional Learning Communities (PLC)-teacher leaders will attend the summer PLC institute.

2.52 Professional Learning Communities-DC and PLC leads will meet 1 day in summer and 2 follow up meetings to train on PLC expectations and collaboration protocol

2.53 Monthly faculty professional development strands

*Defining and Connecting Rigor and Relevance

*ELD Literacy Standards and Best Practice

*Peer Coaching

*Building standards based assessments

2.54 Consultant (Tom Hierck- common core expert) to work with Math department on common core standards and assessments 2 days, one time per year

2.55 Springboard Math Train the Trainer

2.50 Sustainable, ongoing professional development for teachers and administrators: ongoing conference throughout the year.

2.51 Professional Learning Communities - teacher leaders will attend Common Assessment Workshop to develop rigorous and relevant assessments.

2.51a Professional Learning Communities-DC and PLC lead teachers will meet 2 days in August to train on PLC collaboration protocol, assessment strategies, and train on PlusTime Academic Focus Time software.

2.52 Professional Learning Community lead teachers to work to disaggregate data, assign sessions in Plus Time software, and lead design of intervention/enrichment sessions.

2.53 Monthly faculty professional development strands
To be determined by Professional Development Committee based on need during the second semester due to WASC work in the 1st semester.

2.54 Consultant (Tom Hierck- common core expert) to work with English department on common core standards and assessments 2 days, 2 times per year. Additionally, he will work on common grading practices for two days in July.

2.50 Sustainable, ongoing professional development for teachers and administrators: ongoing conference throughout the year.

2.51 Professional Learning Communities-teacher leaders will attend Common Assessment Workshop to develop common grading practices.

2.51a Professional Learning Communities-DC and PLC lead teachers will meet 2 days to train on PLC collaboration protocol and assessment strategies.

2.52 Professional Learning Community lead teachers to work to disaggregate data, assign sessions in Plus Time software, and lead design of intervention/enrichment sessions.

2.53 Monthly faculty professional development strands
To be determined by Professional Development Committee based on need

2.54 Consultant (Tom Hierck- common core expert) to work with a department on common core standards and assessments 2 days, 2 times per year. Review grading practices for next year's rollout.

2.56 Linda MoodBell Reading Support Professional Development for Reading Specialist teacher for Special Education reading course.

2.56 Linda MoodBell Reading Support Professional Development for Reading Specialist teacher for Special Education reading course.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,500	\$21,964	\$21,964
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.51 Cost for identified workshops and conferences	5000-5999: Services And Other Operating Expenditures 2.50 Cost for identified workshops and conferences	5000-5999: Services And Other Operating Expenditures 2.50 Cost for identified workshops and conferences
Amount	\$16,200	\$16,966	\$16,966
Source	Title I	Supplemental	Supplemental
Budget Reference	2.52 Salaries and benefits participants (object 1000/3000)	1000-1999: Certificated Personnel Salaries 2.51a PLC/DC workshop Salaries (object 1000)	1000-1999: Certificated Personnel Salaries 2.51a PLC/DC workshop Salaries (object 1000)
Amount	\$2800	\$3,328	\$3,733
Source	Title I	Supplemental	Supplemental
Budget Reference	2.53 salaries and benefits (object 1000/3000)	3000-3999: Employee Benefits 2.51a PLC/DC workshop Benefits (object 3000)	3000-3999: Employee Benefits 2.51a PLC/DC workshop Benefits (object 3000)
Amount	\$32,000	\$45,000	\$45,000
Source	Supplemental	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.54 Consultant fee	5800: Professional/Consulting Services And Operating Expenditures 2.51b Common assessment workshop	5000-5999: Services And Other Operating Expenditures 2.51b Common assessment workshop

Amount	\$8500	\$48,798	\$48,798
Source	Title I	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.55 workshop expense	1000-1999: Certificated Personnel Salaries 2.52 PLC lead teachers Salaries (object 1000)	1000-1999: Certificated Personnel Salaries 2.52 PLC lead teachers Salaries (object 1000)
Amount		\$21,120	\$22,023
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 2.52 Benefits (object 3000)	3000-3999: Employee Benefits 2.52 Benefits (object 3000)
Amount		\$2,340	\$2,340
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries 2.53 PD strands Salaries (object 1000)	1000-1999: Certificated Personnel Salaries 2.53 PD strands Salaries (object 1000)
Amount		\$460	\$503
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 2.53 PD strands Benefits (object 3000)	3000-3999: Employee Benefits 2.53 PD strands Benefits (object 3000)
Amount		\$40,000	\$40,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.54 Consultant fee	5800: Professional/Consulting Services And Operating Expenditures 2.54 Consultant fee

Amount		\$1,690	\$1,690
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.56 Linda Moodbell Reading Support PD	5000-5999: Services And Other Operating Expenditures 2.56 Linda Moodbell Reading Support PD

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)

Specific Schools: San Benito 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

2017-18 Actions/Services

2.6 Provide hardware and software to support curriculum and assessment:

2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)

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

Modified Action

2018-19 Actions/Services

2.6 Provide hardware and software to support curriculum and assessment:

2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)

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

Unchanged Action

2019-20 Actions/Services

2.6 Provide hardware and software to support curriculum and assessment:

2.61 Replace obsolete and broken Chromebooks (multiyear replacement cycle)

2.62 Rubicon Atlas Curriculum management system	2.62 Rubicon Atlas Curriculum management system	2.62 Rubicon Atlas Curriculum management system
2.63 EADMS- Assessment database	2.63 EADMS- Assessment database	2.63 EADMS- Assessment database
2.64 IXL- Online math practice	2.64 IXL- Online math practice	2.64 IXL- Online math practice
2.65 NewsELA Reading/writing online	2.65 Gizmos- Science Modeling Program NGSS	2.65 Gizmos- Science Modeling Program NGSS
	2.66 No Red Ink- Grammar and Writing Software (English)	2.66 No Red Ink- Grammar and Writing Software (English)
	2.67 PearDeck- Google Application for Checking for Understanding (All courses)	2.67 PearDeck- Google Application for Checking for Understanding (All courses)
	2.68 Turnit In- Writing Software to engage students in formative feedback	2.68 Turnit In- Writing Software to engage students in formative feedback

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$185,000	\$185,000
Source	Base	Other	Other
Budget Reference	4000-4999: Books And Supplies 2.61 Chromebooks for student/classroom use	4000-4999: Books And Supplies 2.61 Chromebooks for student use	4000-4999: Books And Supplies 2.61 Chromebooks for student use
Amount	\$11,125	\$9,000	\$9,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.62 Rubicon Atlas for curriculum development and documentation	4000-4999: Books And Supplies 2.62 Rubicon Atlas for curriculum development and documentation	4000-4999: Books And Supplies 2.62 Rubicon Atlas for curriculum development and documentation

Amount	\$20,107	\$28,000	\$28,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.63 EADMS for assessments and data analysis	4000-4999: Books And Supplies 2.63 EADMS for assessments and data analysis	4000-4999: Books And Supplies 2.63 EADMS for assessments and data analysis
Amount	\$22,500	\$18,750	\$18,750
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies 2.64 online subscription IXL	4000-4999: Books And Supplies 2.64 online subscription IXL	4000-4999: Books And Supplies 2.64 online subscription IXL
Amount	\$4500	\$5,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies 2.65 online subscription NewsELA	4000-4999: Books And Supplies 2.65 Gizmos Science online modeling	4000-4999: Books And Supplies 2.65 Gizmos Science online modeling
Amount		\$8,500	\$8,500
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 2.66 No Red Ink online grammar software	4000-4999: Books And Supplies 2.66 No Red Ink online grammar software
Amount		\$2,500	\$2,500
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 2.67 PearDeck online Google application add on	4000-4999: Books And Supplies 2.67 PearDeck online Google application add on
Amount		\$14,778	\$14,778
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 2.68 Turnit In online writing software	4000-4999: Books And Supplies 2.68 Turnit In online writing software

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. College and Career

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Need to ensure that all students from all subgroups are provided access, opportunity, and support to courses and programs that will prepare them for a broad range of college and career options. The percentage of Latino and White students taking AP is representative of our student population with the gradual increase of Hispanic enrollment. In 2016-17 school year SBHS's overall population was 28% White and 68% Hispanic. The AP Population for 2016-17 was 31% White and 63% Hispanic. The AP enrollment and access to rigorous courses will be a continued focus for SBHS.

2015-16	White	Hispanic
AP Population	37%	56%
Overall Population	28%	67%
2016-17	White	Hispanic
AP Population	31%	63%
Overall Population	28%	68%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Dashboard College and career (when available) a-g rates AP rates CTE Completion Rates</p>	<p>Dashboard not yet available</p> <p>For 2015-16 the a-g overall completion rate is 43%. Latino 22%, EL 0%, Sp Ed 0%, SED 21% and a-g qualified 25.6% overall.</p> <p>For 2015-16 the AP overall pass rate is 63%. Latino 66%, EL 100%, Sp Ed 60%, SED 66%. Overall tested in AP 90%.</p> <p>For 2016-17 the CTE Capstone Completion rate is 99% overall with an enrollment of 370 students. Latino 99% (253 enrolled), EL 100% (19 enrolled), Sp Ed 95% (42 enrolled).</p>	<p>College and Career Dashboard 2016 Cohort Prepared 41.3 %, Approaching Prepared 29%, Not Prepared 29.7%</p> <p>Completion rate means students completed all CSU/UC minimum requirements with a C or better UC/CSU Course Completion For 2015-16 the a-g overall completion rate is 44.3%. For 2016-17 the a-g overall completion rate is 40.5%.</p> <p>Attempted a-g courses rate includes all students who completed all CSU/UC minimum requirements however one or more of their a-g courses was a c- or below. 2015-16 Overall a-g qualified 25.6% 2016-17 Overall a-g qualified 29.9%</p>	<p>CA Dashboard green for each subgroup 5% increase of a-g qualified in each significant subgroup 5% increase in students in each significant subgroup taking & passing at least one AP test with a 3 or higher. 5% increase in CTE 3-year pathway completion for each significant subgroup</p>	<p>CA Dashboard Blue 5% increase of a-g qualified in each significant subgroup 5% increase in students in each significant subgroup taking & passing at least one AP test with a 3 or higher. 5% increase in CTE 3-year pathway completion for each significant subgroup</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Attempted a-g courses by subgroup 2015-16 Hispanic 22% 2016-17 Hispanic 23.5%</p> <p>2015-16 EL 0% 2016-17 EL 0%</p> <p>2015-16 SED 21% 2016-17 SED 24.4%</p> <p>For 2015-16 the AP overall pass rate is 55%. For 2016-17 the AP overall pass rate is 56.6%.</p> <p>2015-16 Latino AP pass rate 53.7% 2016-17 Latino AP pass rate 54.6%</p> <p>2015-16 Overall tested in AP 84.5%. 2016-17 Overall tested in AP 85.8%.</p> <p>CTE Capstone Completion rate for 2017-18 not available</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)

Specific Schools: San Benito 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

2017-18 Actions/Services

3.1 College and Career Awareness and Planning:

3.11 Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with college fair, assist students with college/trade school

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

Modified Action

2018-19 Actions/Services

3.0 College and Career Awareness and Planning:

3.1 Purchase of the Naviance Software Program that will be introduced to all students and staff to assist with College and Career Readiness. This Program will be used in homeroom classes with the curriculum specific to a blended learning experience for students that helps develop critical non-cognitive skills and college knowledge.

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

Unchanged Action

2019-20 Actions/Services

3.0 College and Career Awareness and Planning:

3.1 Purchase of the Naviance Software Program that will be introduced to all students and staff to assist with College and Career Readiness. This Program will be used in homeroom classes with the curriculum specific to a blended learning experience for students that helps develop critical non-cognitive skills and college knowledge.

applications, scholarship applications, military enlistment or apprenticeship entrance.

3.12 Under the guidance of the academic counselors, incoming 9th grade students will develop a 5-year plan to focus on college and/or career after high school

3.13 Administer PSAT to all 10th and 11th grade students respectively. Counselors follow up with students regarding their 5 year plans when data is available.

3.11 Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with college fair, assist students with college/trade school applications, scholarship applications, military enlistment or apprenticeship entrance.

3.12 Under the guidance of the academic counselors, incoming 9th-grade students will develop a 5-year plan to focus on college and/or career after high school

3.13 Administer PSAT to 10th and 11th-grade students who sign up for the exam. Counselors follow up with students regarding their 5 year plans when data is available.

3.11 Staff a career center to provide information and assistance for college and career, including a career fair. Seek guest speakers from the career sector and provide information on apprenticeships. Provide college information and guest speakers, assist with college fair, assist students with college/trade school applications, scholarship applications, military enlistment or apprenticeship entrance.

3.12 Under the guidance of the academic counselors, incoming 9th-grade students will develop a 5-year plan to focus on college and/or career after high school

3.13 Administer PSAT to 10th and 11th-grade students who sign up for the exam. Counselors follow up with students regarding their 5-year plans when data is available.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$64,706	\$31,000	\$31,000
Source	Supplemental	Title I	Title I
Budget Reference	3.11 Cost of Career Center staff (object 1000/3000 salary \$36,317 and benefits \$28,389)	5800: Professional/Consulting Services And Operating Expenditures 3.1 Naviance Program w/ PD	5800: Professional/Consulting Services And Operating Expenditures 3.1 Naviance Program w/ PD

Amount	\$10,000	\$39,668	\$39,668
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 3.13 cost for PSAT	2000-2999: Classified Personnel Salaries 3.11 Cost of Career Center staff salary (object 2000)	2000-2999: Classified Personnel Salaries 3.11 Cost of Career Center staff salary (object 2000)
Amount		\$30,193	\$30,193
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.11 Cost of Career Center staff benefits (object 3000)	3000-3999: Employee Benefits 3.11 Cost of Career Center staff benefits (object 3000)
Amount		\$6,000	\$6,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies 3.13 Cost for PSAT	4000-4999: Books And Supplies 3.13 Cost for PSAT

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
Specific Student Groups: AP Students

Location(s):

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

Specific Schools: San Benito 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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.2 Advanced Placement Program:

3.2 Advanced Placement Program:

3.2 Advanced Placement Program:

3.21 Professional Development:

Provide AP teachers and Math/ELA pre AP-teachers with content specific workshops and collaboration time to ensure AP courses meet the rigor and content expectations of the College Board.

3.21 Professional Development:

Provide AP teachers and Math/ELA pre AP-teachers with content specific workshops and collaboration time to ensure AP courses meet the rigor and content expectations of the College Board.

3.21 Professional Development:

Provide AP teachers and Math/ELA pre AP-teachers with content specific workshops and collaboration time to ensure AP courses meet the rigor and content expectations of the College Board.

3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success

3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success

3.22 AP teachers meet 4 times per year for cross-curricular collaboration in support of AP student success

3.23 Course support:

Provide AP students with additional tutorial/test practice outside the school day.

3.23 Course support:

Provide AP students with additional tutorial/test practice outside the school day.

3.23 Course support:

Provide AP students with additional tutorial/test practice outside the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8000	\$6,000	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually	5000-5999: Services And Other Operating Expenditures 3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually	5000-5999: Services And Other Operating Expenditures 3.21 New teachers to the program attend 5-day curriculum training. Existing teachers attend 1-day workshop annually
Amount	\$3529	\$3,116	\$3,116
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3.22 AP teachers meet 4 times per year for cross curricular collaboration (object 1000/3000 salary \$2996 and benefits \$533)	1000-1999: Certificated Personnel Salaries 3.22 AP teachers meet 4 times per year for cross curricular collaboration Salary (object 1000)	1000-1999: Certificated Personnel Salaries 3.22 AP teachers meet 4 times per year for cross curricular collaboration Salary (object 1000)
Amount	\$5096	\$412	\$686
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.23 Teacher hourly rate (object 1000/3000 salary \$4237 and benefits \$769)	3000-3999: Employee Benefits 3.22 AP teachers meet 4 times per year for cross curricular collaboration Benefits (object 3000)	3000-3999: Employee Benefits 3.22 AP teachers meet 4 times per year for cross curricular collaboration Benefits (object 3000)
Amount		\$9,200	\$9,200
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 3.23 Teacher hourly rate Salary (object 1000)	1000-1999: Certificated Personnel Salaries 3.23 Teacher hourly rate Salary (object 1000)

Amount		\$1,805	\$1,975
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.23 Teacher hourly rate Benefits (object 3000)	3000-3999: Employee Benefits 3.23 Teacher hourly rate Benefits (object 3000)

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)

Specific Schools: San Benito 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

2017-18 Actions/Services

3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and continue development of additional 3-year pathways that have been identified.**Three year pathways include an introductory course, content course and capstone courses.

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

Modified Action

2018-19 Actions/Services

3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and continue development of additional 3-year pathways that have been identified.** Three-year pathways include an introductory course, content course, and capstone courses. (6.0 FTE)

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

Unchanged Action

2019-20 Actions/Services

3.31 Support the existing 3-year CTE pathways that lead to college or career readiness and complete development of additional 3-year pathways that have been identified.** Three-year pathways include an introductory course, content course, and capstone courses. (6.0 FTE)

3.32 Implement available industry certifications for each pathway	3.32 Implement available industry certifications for each pathway 3.33 CTE 5 hour Instructional Assistant to support Introductory and Concentrator courses.	3.32 Implement available industry certifications for each pathway 3.33 CTE 5 hour Instructional Assistant to support Introductory and Concentrator courses.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$691,703	\$562,444	\$562,444
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.31 Fund course sequence beyond CTE funding, 5.0 FTE (Object 1000/3000 Salaries \$496,103 and benefits \$195,600)	1000-1999: Certificated Personnel Salaries 3.31 Fund course sequence beyond CTE funding 6.0 FTE Salaries (object 1000)	1000-1999: Certificated Personnel Salaries 3.31 Fund course sequence beyond CTE funding 6.0 FTE Salaries (object 1000)
Amount		\$221,954	\$232,359
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.31 Fund course sequence beyond CTE funding 6.0 FTE Benefits (object 3000)	3000-3999: Employee Benefits 3.31 Fund course sequence beyond CTE funding 6.0 FTE Benefits (object 3000)
Amount		\$25,768	\$25,768
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries 3.33 CTE 5 hour Instructional Assistant	2000-2999: Classified Personnel Salaries 3.33 CTE 5 hour Instructional Assistant

Amount		\$21,546	\$23,000
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 3.33 CTE 5 hour Instructional Assistant	3000-3999: Employee Benefits 3.33 CTE 5 hour Instructional Assistant

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
Specific Student Groups: Students needing to remediate/enrich
[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)

[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: San Benito High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

3.4 Summer School:

3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)

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

Unchanged Action

2018-19 Actions/Services

3.4 Summer School:

3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)

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

Unchanged Action

2019-20 Actions/Services

3.4 Summer School:

3.41 Students given opportunity to remediate a D or F grade in summer school and meet (a-g qualifications)

3.42 Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to meet Fine Arts requirement in summer school so they may access higher level courses during the school year.

3.41a Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to meet Fine Arts requirement in summer school so they may access higher level courses during the school year.

3.41a Allow students who are highly proficient in Algebra to take Geometry in summer school so they may access higher level mathematics courses, including AP mathematics. Offer students the opportunity to meet Fine Arts requirement in summer school so they may access higher level courses during the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$157,043	\$151,325	\$151,325
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.41 2 teachers, lead teachers and support staff (object 1000/3000 salaries \$133,412 and benefits \$23,631)	1000-1999: Certificated Personnel Salaries 3.41 teachers, lead teachers Salaries (object 1000)	1000-1999: Certificated Personnel Salaries 3.41 teachers, lead teachers Salaries (object 1000)
Amount		\$29,685	\$32,484
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.41 teachers, lead teachers Benefits (object 3000)	3000-3999: Employee Benefits 3.41 teachers, lead teachers Benefits (object 3000)

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)

[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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: San Benito High School

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

3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. CELDT test students at end of intensive and reclassify those who qualify.

2018-19 Actions/Services

3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. ELPAC test students at end of intensive and reclassify those who qualify.

2019-20 Actions/Services

3.5 Summer intensive ELD course for students who nearly meet reclassification criteria. ELPAC test students at end of intensive and reclassify those who qualify.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7004	\$5,940	\$5,940
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.5 Salary \$5949 and benefits \$1055 (object 1000/3000)	1000-1999: Certificated Personnel Salaries 3.5 Salary (object 1000)	1000-1999: Certificated Personnel Salaries 3.5 Salary (object 1000)
Amount		\$1,165	\$1,275
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.5 Benefits (object 3000)	3000-3999: Employee Benefits 3.5 Benefits (object 3000)

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)

Location(s):

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

[Add Students to be Served selection here]

[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)

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)

Specific Schools: San Benito High School

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**3.6 AVID**

3.61 AVID program to support middle of the road students to take advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11)

3.62 0.2 AVID Coordinator

3.63 AVID Summer institute (train teachers on strategies to use schoolwide)

3.64 AVID College field trips**3.65 AVID Contract**

3.66 AVID - College students work as tutors in the AVID classroom during structured Tutorial time

2018-19 Actions/Services**3.6 AVID**

3.61 AVID program to support middle of the road students to take advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11, 12)

3.62 0.2 AVID Coordinator

3.63 AVID Summer Institute (train teachers on strategies to use schoolwide)

3.64 AVID College field trips**3.65 AVID Contract**

3.66 AVID - College students work as tutors in the AVID classroom during the structured Tutorial time

2019-20 Actions/Services**3.6 AVID**

3.61 AVID program to support the middle of the road students to take advanced and AP courses and attend 4-year college/university. (Grades 9, 10, 11, 12)

3.62 0.2 AVID Coordinator

3.63 AVID Summer Institute (train teachers on strategies to use schoolwide)

3.64 AVID College field trips**3.65 AVID Contract**

3.66 AVID - College students work as tutors in the AVID classroom during the structured Tutorial time

	3.67 AVID SAT/ACT Support for all 11th and 12th-grade students taking the exams.	3.67 AVID SAT/ACT Support for all 11th and 12th-grade students taking the exams.
	3.68 AVID materials for curriculum development and Summer Institute coursework	3.68 AVID materials for curriculum development and Summer Institute coursework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$366,754	\$149,877	\$202,982
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.61, 3.62 Salary \$247,211 and Benefits \$119,543 (object 1000/3000)	1000-1999: Certificated Personnel Salaries 3.61 AVID Program Salary (object 1000)	1000-1999: Certificated Personnel Salaries 3.61 AVID Program Salary (object 1000)
Amount	\$23,750	\$60,963	\$86,683
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.63 AVID Summer Institute	3000-3999: Employee Benefits 3.61 AVID Program Benefits (object 3000)	3000-3999: Employee Benefits 3.61 AVID Program Benefits (3000)
Amount	\$5,000	\$18,812	\$18,812
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.65 AVID Contract	1000-1999: Certificated Personnel Salaries 3.62 AVID Coordinator Salary (object 1000)	1000-1999: Certificated Personnel Salaries 3.62 AVID Coordinator Salary (object 1000)

Amount	\$2800	\$6,770	\$7,118
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.64 College Field Trips	3000-3999: Employee Benefits 3.62 AVID Coordinator Benefits (object 3000)	3000-3999: Employee Benefits 3.62 AVID Coordinator Benefits (object 3000)
Amount	\$9,962	\$30,000	\$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3.66 classified salaries \$7950 and benefits \$2012 (object 2000/3000)	5000-5999: Services And Other Operating Expenditures 3.63 AVID Summer Institute	5000-5999: Services And Other Operating Expenditures 3.63 AVID Summer Institute
Amount		\$4,500	\$4,500
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures 3.64 College Field Trips	5000-5999: Services And Other Operating Expenditures 3.64 College Field Trips
Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 3.65 AVID Contract	5800: Professional/Consulting Services And Operating Expenditures 3.65 AVID Contract
Amount		\$7,950	\$7,950
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries 3.66 Classified salaries (object 2000)	2000-2999: Classified Personnel Salaries 3.66 Classified salaries (object 2000)

Amount		\$2,194	\$2,412
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3.66 Classified Benefits (object 3000)	3000-3999: Employee Benefits 3.66 Classified Benefits (object 3000)
Amount		\$15,000	\$15,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies 3.67 AVID SAT/ACT Support (object 4000)	4000-4999: Books And Supplies 3.67 AVID SAT/ACT Support (object 4000)
Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies 3.68 AVID materials	4000-4999: Books And Supplies 3.68 AVID materials

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)

[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)

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)

Specific Schools: San Benito High School

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

3.7 CalSOAP counseling and support for first time college going students.

2018-19 Actions/Services

3.7 CalSOAP counseling and support for first time college going students.

2019-20 Actions/Services

3.7 CalSOAP counseling and support for first time college going students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$40,000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.7 CalSOAP Counseling and Support	5800: Professional/Consulting Services And Operating Expenditures 3.7 CalSOAP Counseling and Support	5800: Professional/Consulting Services And Operating Expenditures 3.7 CalSOAP Counseling and Support

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. Increase Student Achievement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Subgroups such as English Learners and Special Education students score far below the overall scores on SBAC state assessment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Scores CA Dashboard ELs	EL Dashboard indicator = Green, Status 82.9% Change = +2.1 2015-16 overall percentage of students that met or exceeds standards in ELA 59%. Latino 53%, EL 7%, Sp	The SBAC data from the 2016-2017 school year showed overall increases in both English and Math. English 2015-2016 2016-2017	5% Increase in overall scores and 10% increase in EL and SPED where a significant gap is evident. EL Dashboard indicator status and change =blue	5% Increase in overall scores and 10% increase in EL and SPED where a significant gap is evident. EL Dashboard indicator status and change =blue

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Ed 16%, SED 53% White 71%.</p> <p>2015-16 overall percentage of students that met or exceeds standards in Math 20%. Latino 20%, EL 3%, Sp Ed 6%, SED 19%, White 34%</p>	<p>Overall 59% 64% Increase of 5% Met</p> <p>SED 53% 57% Increase of 4%</p> <p>SPED 16% 19% Increase of 3% Not Met</p> <p>EL's 7% 14% Increase of 7% Not Met</p> <p>Migrant 56% 58% Increase of 2%</p> <p>White 71% 74% Increase of 3%</p> <p>Hispanic 53% 59% Increase of 6%</p> <p>Math 2015- 2016 2016-2017</p> <p>Overall 25% 31% Increase of 6% Met</p> <p>SED 19% 26% Increase of 7%</p> <p>SPED 6% 4% Decrease of 2% Not Met</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>EL's 3% 0% Decrease of 7% Not Met</p> <p>Migrant 20% 26% Increase of 6%</p> <p>White 34% 44% Increase of 10%</p> <p>Hispanic 20% 27% Increase of 7%</p> <p>EL Dashboard Indicator = Orange. Orange is the second to lowest performance level. 461 English Learners Status High 83.9% Change Declined Significantly -13.6%</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)

Specific Schools: San Benito High School

[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: San Benito High School
[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

New Action

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

Unchanged Action

2017-18 Actions/Services

4.1 Interventions:

4.11 Reading intervention for 9th and 10th grade students far below grade level. (Note: English Learners are served in ELD and therefore do not schedule into this reading intervention).

4.12 Algebra support course provides an additional block of Algebra to students far below grade level as identified by math placement test.

2018-19 Actions/Services

4.0 Interventions:

4.11 Provide a new Bell Schedule for the 2018-19 school year to incorporate a during the day intervention/enrichment time for all students, 3 times a week, including a homeroom period every Monday to sign-up and check intervention/enrichment sessions for the week. (35 minutes)

4.12 Purchase Academic Focus Time Software, Plus Time, to monitor student and teacher intervention/enrichment sessions.

4.13 Academic Focus Time Taskforce Meetings for stakeholders to review the effectiveness of intervention/enrichment time throughout the 2018-19 school year.

2019-20 Actions/Services

4.0 Interventions:

4.11 Continue work on Bell Schedule for the 2019-20 school year to incorporate a during the day intervention/enrichment time for all students, 3 times a week, including a homeroom period every Monday to sign-up and check intervention/enrichment sessions for the week. (35 minutes)

4.12 Academic Focus Time Software, Plus Time, to monitor student and teacher intervention/enrichment sessions.

4.13 Academic Focus Time Taskforce Meetings for stakeholders to review the effectiveness of intervention/enrichment time throughout the 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,638	\$9,765	\$9,765
Source	Title I	Supplemental	Supplemental
Budget Reference	4.11 Salary and benefits (object 1000/2000)	5000-5999: Services And Other Operating Expenditures 4.0 Academic Focus Time Software	5000-5999: Services And Other Operating Expenditures 4.0 Academic Focus Time Software
Amount	\$71,986	\$2,091	\$2,091
Source	Title I	Supplemental	Supplemental
Budget Reference	4.12 Salary and benefits (object 1000/3000)	1000-1999: Certificated Personnel Salaries 4.0a Academic Focus Time Task-force Meetings Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.0a Academic Focus Time Task-force Meetings Salary (object 1000)
Amount		\$410	\$449
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 4.0a Academic Focus Time Task-force Meetings Benefits (object 3000)	3000-3999: Employee Benefits 4.0a Academic Focus Time Task-force Meetings Benefits (object 3000)

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)
 [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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: San Benito High School

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**4.2 Intensive support for English Learners:**

4.21 EL Program specialist meets with each English learner to review test data and set goals for meeting AMAO's and/or reclassifying. EL Program Specialist monitors EL student success and ensures proper course placement. Serves as an expert/resource on ELD standards and the needs of EL students. Works directly with teachers to meet the instructional needs of ELs.

4.22 Newcomer ELD students will be placed in grade level ELA with a Co-teacher to provide support. (2 blocks)

4.23 Provide additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development.

4.24 Instructional aide supports students and teacher in ELD classes as well as core content classes

2018-19 Actions/Services**4.2 Intensive support for English Learners:**

4.21 EL Program specialist meets with each English learner to review test data and set goals for meeting AMAO's and/or reclassifying. EL Program Specialist monitors EL student success and ensures proper course placement. Serves as an expert/resource on ELD standards and the needs of EL students. Works directly with teachers to meet the instructional needs of ELs.

4.22 Newcomer ELD students will be placed in grade level ELA with grade level ELA reading standards. (2 blocks)

4.23 Provide additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development. (zero block)

4.24 Instructional aide (6 hours) supports students and teacher in ELD classes as well as core content classes.

2019-20 Actions/Services**4.2 Intensive support for English Learners:**

4.21 EL Program specialist meets with each English learner to review test data and set goals for meeting AMAO's and/or reclassifying. EL Program Specialist monitors EL student success and ensures proper course placement. Serves as an expert/resource on ELD standards and the needs of EL students. Works directly with teachers to meet the instructional needs of ELs.

4.22 Newcomer ELD students will be placed in grade level ELA with grade level ELA reading standards. (2 blocks)

4.23 Provide additional Block of ELD to students in ELD 1 & 2 to allow for more focused instructional time for language development. (zero block)

4.24 Instructional aide (6 hours) supports students and teacher in ELD classes as well as core content classes.

4.25 Specific after school tutorial for ELD students provides language support, homework help, test retakes, etc.

4.26 Provide Newcomer English Learners with intensive SDAIE and ELD support while meeting the essential science, math and social science standards. (Sections of SDAIE defined based on need/enrollment)

4.27 Rosetta Stone Software for ELD development

4.28 ELLevation software to monitor EL and reclassified progress

4.29 Newcomer ELD students will be provided with supplemental Springboard grade level ELD textbooks to augment the adopted Springboard ELA curriculum

4.25 Instructional aide (5 hours) supports students and teacher in ELD classes as well as core content classes.

4.26 Provide Newcomer English Learners with intensive SDAIE and ELD support for emerging students in the third year of science.

4.27 Rosetta Stone Software for ELD development

4.28 ELLevation software to monitor EL and reclassified progress

4.29 ELD Curriculum Development for ELD teachers in levels 1-4 developing appropriate benchmarks to measure growth.

4.30 ELD Student Voices Summit activity to collaborate with EL students of all levels regarding best practices, needs, and strategies that work for EL students.

4.31 ELD Math and ELA boot camps for all 11th-grade EL students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas.

4.32 ELLevation Professional Development platform for ELD and content teachers. Specific strategies that can be used in content areas with specific ELPAC levels.

4.25 Instructional aide (5 hours) supports students and teacher in ELD classes as well as core content classes.

4.26 Provide Newcomer English Learners with intensive SDAIE and ELD support while meeting the essential science, math, and social science standards. (Sections of SDAIE defined based on need/enrollment)

4.27 Rosetta Stone Software for ELD development

4.28 ELLevation software to monitor EL and reclassified progress

4.29 ELD Curriculum Development for ELD teachers in levels 1-4 developing appropriate benchmarks to measure growth.

4.30 ELD Student Voices Summit activity to collaborate with EL students of all levels regarding best practices, needs, and strategies that work for EL students.

4.31 ELD Math and ELA boot camps for all 11th-grade EL students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas. Science boot camp to be added.

4.32 ELLevation Professional Development platform for ELD and content teachers. Specific strategies that can be

	<p>4.33 EL materials to support program needs.</p> <p>4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)</p>	<p>used in content areas with specific ELPAC levels.</p> <p>4.33 EL materials to support program needs.</p> <p>4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$128,633	\$96,838	\$96,838
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4.21 (salary \$93,078 and benefits \$35,555 object 1000/3000)	1000-1999: Certificated Personnel Salaries 4.21 EL Program Specialist Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.21 EL Program Specialist Salary (object 1000)
Amount	\$55,082	\$38,242	\$40,033
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4.22 (salary \$39,836 and benefits \$15,246 object 1000/3000)	3000-3999: Employee Benefits 4.21 EL Program Specialist Benefits (object 3000)	3000-3999: Employee Benefits 4.21 EL Program Specialist Benefits (object 3000)
Amount	\$12,491	\$34,293	\$34,293
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4.23 (salary \$10,610 and benefits \$1881 object 1000/3000)	1000-1999: Certificated Personnel Salaries 4.22 ELA Emerging Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.22 ELA Emerging Salary (object 1000)

Amount	\$34,023	\$14,425	\$15,059
Source	Title III	Supplemental	Supplemental
Budget Reference	4.24 Instructional Aide (salary and benefits object 1000/2000)	3000-3999: Employee Benefits 4.22 ELA Emerging Benefits (object 3000)	3000-3999: Employee Benefits 4.22 ELA Emerging Benefits (object 3000)
Amount	\$9980	\$11,039	\$11,039
Source	Title I	Title I	Title I
Budget Reference	4.24 Instructional Aide (salary and benefits object 1000/2000)	1000-1999: Certificated Personnel Salaries 4.23 ELD Reading Zero Blk Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.23 ELD Reading Zero Blk Salary (object 1000)
Amount	\$7299	\$6,015	\$6,219
Source	Supplemental	Title I	Title I
Budget Reference	4.25 Credentialed teacher (salary \$6199 and benefits \$1100 object 1000/3000)	3000-3999: Employee Benefits 4.23 ELD Reading Zero Blk Benefits (object 3000)	3000-3999: Employee Benefits 4.23 ELD Reading Zero Blk Benefits (object 3000)
Amount	\$46,278	\$20,357	\$20,357
Source	Title I	Title III	Title III
Budget Reference	4.26 FTE Salary and benefits (object 1000/3000)	2000-2999: Classified Personnel Salaries 4.24 Instructional Aide Salary 6 hr (object 2000)	2000-2999: Classified Personnel Salaries 4.24 Instructional Aide Salary 6 hr (object 2000)
Amount	\$5200	\$17,021	\$17,579
Source	Supplemental	Title III	Title III
Budget Reference	4000-4999: Books And Supplies 4.27	3000-3999: Employee Benefits 4.24 Instructional Aide Benefits 6 hr (object 3000)	3000-3999: Employee Benefits 4.24 Instructional Aide Benefits 6 hr (object 3000)

Amount	\$3400	\$5,700	\$5,700
Source	Supplemental	Title I	Title I
Budget Reference	4000-4999: Books And Supplies 4.28	2000-2999: Classified Personnel Salaries 4.24 Instructional Aide Salary 6 hr (object 2000)	2000-2999: Classified Personnel Salaries 4.24 Instructional Aide Salary 6 hr (object 2000)
Amount	\$1000	\$4,740	\$5,100
Source	Supplemental	Title I	Title I
Budget Reference	4000-4999: Books And Supplies 4.29 ELD Springboard	3000-3999: Employee Benefits 4.24 Instructional Aide Benefits 6 hr (object 3000)	3000-3999: Employee Benefits 4.24 Instructional Aide Benefits 6 hr (object 3000)
Amount		\$25,768	\$25,768
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries 4.24a Instructional Aide Cluster Support Salary (object 2000)	2000-2999: Classified Personnel Salaries 4.24a Instructional Aide Cluster Support Salary (object 2000)
Amount		\$21,546	\$23,100
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 4.24a Instructional Aide Cluster Support Benefits (object 3000)	3000-3999: Employee Benefits 4.24a Instructional Aide Cluster Support Benefits (object 3000)
Amount		\$5,000	\$5,000
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures 4.25 Listerwise	5000-5999: Services And Other Operating Expenditures 4.25 Listerwise

Amount		\$14,370	\$14,370
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries 4.26 SDAIE Emerging - Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.26 SDAIE Emerging - Salary (object 1000)
Amount		\$6,668	\$6,934
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 4.26 SDAIE Emerging - Benefits (object 3000)	3000-3999: Employee Benefits 4.26 SDAIE Emerging - Benefits (object 3000)
Amount		\$5,500	\$5,500
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 4.27 Rosetta Stone	4000-4999: Books And Supplies 4.27 Rosetta Stone
Amount		\$3,400	\$3,400
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 4.28 ELLevation	4000-4999: Books And Supplies 4.28 ELLevation
Amount		\$2,100	\$2,100
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries 4.29 ELD Curriculum Development Salary (object 1000)	1000-1999: Certificated Personnel Salaries 4.29 ELD Curriculum Development Salary (object 1000)
Amount		\$412	\$462
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 4.29 ELD Curriculum Development Benefits (object 3000)	3000-3999: Employee Benefits 4.29 ELD Curriculum Development Benefits (object 3000)

Amount		\$1,500	\$1,500
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 4.30 ELD Student Voices Summit	4000-4999: Books And Supplies 4.30 ELD Student Voices Summit
Amount		\$15,050	\$15,050
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries 4.31 ELD Math and ELA boot camps for all 11th-grade EL students	1000-1999: Certificated Personnel Salaries 4.31 ELD Math and ELA boot camps for all 11th-grade EL students
Amount		\$2,952	\$2,952
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 4.31 ELD Math and ELA boot camps for all 11th-grade EL students	3000-3999: Employee Benefits 4.31 ELD Math and ELA boot camps for all 11th-grade EL students
Amount		\$8,000	\$8,000
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies 4.32 ELLevation Professional Development	4000-4999: Books And Supplies 4.32 ELLevation Professional Development
Amount		\$3,117	\$3,117
Source		Title III	Title III
Budget Reference		4000-4999: Books And Supplies 4.33 EL materials	4000-4999: Books And Supplies 4.33 EL materials
Amount		\$27,075	\$27,075
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)	1000-1999: Certificated Personnel Salaries 4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)

Amount		\$13,009	\$14,195
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)	3000-3999: Employee Benefits 4.34 EL cluster support in Geometry and Chemistry (0.4 FTE, 2 sections)

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)

Students with Disabilities
[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)

[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: San Benito High School
[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

4.3 Additional supports for at risk students:
4.31 Morning homework assistance 2x per week
4.32 Offer Supplemental Educational Services tutorial through the summer for

2018-19 Actions/Services

4.4 Additional supports:
4.41 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills, and instructional support

2019-20 Actions/Services

4.4 Additional supports:
4.41 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills, and instructional support

foster youth identified in need of academic support.

4.42 Co-teach model for English, Math, Science, and Social Science classes to support Resource students in the general education classroom.

4.43 Co-teaching Professional Development with Dr. Lou Dente for all co-teaching participating teachers (general education and SPED)

4.44 Reading Support course for Special Education students who need intensive reading support (Linda Moodbell Program).

4.45 SPED Math and ELA boot camps for all 11th-grade SPED students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas

4.42 Co-teach model for English, Math, Science, and Social Science classes to support Resource students in the general education classroom.

4.43 Co-teaching Professional Development with Dr. Lou Dente for all co-teaching participating teachers (general education and SPED)

4.44 Reading Support course for Special Education students who need intensive reading support (Linda Moodbell Program).

4.45 SPED Math and ELA boot camps for all 11th-grade SPED students who will take the SBAC exam in the spring. Camps will include pre and post assessments specific to SBAC-type questions in content areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2993		
Source	Title I		
Budget Reference	4.31 Salary and Benefits (object 1000/3000)		

Amount	\$2000	\$113,149	\$113,149
Source	Title I	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.32	1000-1999: Certificated Personnel Salaries 4.41 RS/SC Academy Salary (object 1000 Special Education Funding)	1000-1999: Certificated Personnel Salaries 4.41 RS/SC Academy Salary (object 1000 Special Education Funding)
Amount		\$43,400	\$45,323
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 4.41 RS/SC Academy Benefits (object 3000 Special Education Funding)	3000-3999: Employee Benefits 4.41 RS/SC Academy Benefits (object 3000 Special Education Funding)
Amount		\$148,500	\$148,500
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries 4.42 Co-teach model (object 1000 Special Education Funding)	1000-1999: Certificated Personnel Salaries 4.42 Co-teach model (object 1000 Special Education Funding)
Amount		\$71,468	\$74,100
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 4.42 Co-teach model (object 3000 Special Education Funding)	3000-3999: Employee Benefits 4.42 Co-teach model (object 3000 Special Education Funding)
Amount		\$10,000	\$10,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 4.43 Co-teaching Professional Development with Dr. Lou Dente	5800: Professional/Consulting Services And Operating Expenditures 4.43 Co-teaching Professional Development with Dr. Lou Dente

Amount		\$11,039	\$11,039
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries 4.44 Reading Support course for Special Education students (Linda Moodbell) (object 1000 Special Education Funding)	1000-1999: Certificated Personnel Salaries 4.44 Reading Support course for Special Education students (Linda Moodbell) (object 1000 Special Education Funding)
Amount		\$2,100	\$2,429
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 4.44 Reading Support course for Special Education students (Linda Moodbell) (object 3000 Special Education Funding)	3000-3999: Employee Benefits 4.44 Reading Support course for Special Education students (Linda Moodbell) (object 3000 Special Education Funding)
Amount		\$15,050	\$15,050
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries 4.45 SPED Math and ELA boot camps (object 1000)	1000-1999: Certificated Personnel Salaries 4.45 SPED Math and ELA boot camps (object 1000)
Amount		\$2,952	\$3,311
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 4.45 SPED Math and ELA boot camps (object 3000)	3000-3999: Employee Benefits 4.45 SPED Math and ELA boot camps (object 3000)

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)

Specific Schools: San Benito High School
[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
[Add Students to be Served selection here]

Scope of Services:

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

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

4.4 Academy RS/SC course for students included and co-taught students with an IEP to obtain additional support on study skills, organizational skills and instructional support

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

Modified Action

2018-19 Actions/Services

4.6 Offer Supplemental Educational Services tutorial through the summer for foster youth identified in need of academic support.

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

Unchanged Action

2019-20 Actions/Services

4.6 Offer Supplemental Educational Services tutorial through the summer for foster youth identified in need of academic support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,803	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	4.33 salary and benefits (object 1000/3000)	5800: Professional/Consulting Services And Operating Expenditures 4.6 SES Foster Youth Summer	5800: Professional/Consulting Services And Operating Expenditures 4.6 SES Foster Youth Summer

Action 5

OR

Actions/Services

Budgeted Expenditures

Amount			
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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 5

5. Parent Involvement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Parent Engagement

Identified Need:

Parents need to be informed about school programs and support systems and need to be actively engaged in their student's education in order to support student success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Involvement Survey CA Dashboard	Parent Involvement survey results (224 responses) 28% of parents indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.	Parent Involvement Survey (LCAP Stakeholder Survey) Goal Met Results Parent Involvement Survey (72 responses) 63.1% of parents indicate they agree or strongly agree that the	10% Increase in number of parents who indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees. 10% increase in number of parents who indicate	10% Increase in number of parents who indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees. 10% increase in number of parents who indicate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>36% of parents indicate they agree or strongly agree that the district or school adequately promotes participation in programs.</p> <p>41% of parents indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.</p> <p>37% of parents indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.</p>	<p>school encourages parents to become involved in the school through opportunities such as parent councils, committees and volunteering. (35% Increase)</p> <p>52.1% of parents indicate they agree or strongly agree that the school provides opportunities to increase parent participation at school events, such as translation services and childcare. (16.1% Increase)</p> <p>89.2% of parents indicate they agree or strongly agree that they feel welcome at SBHS. (48.2% Increase)</p> <p>49.2% of parents indicate they agree or strongly agree that SBHS provides their child with the opportunity to learn skills needed for the future. (Increase)</p> <p>78.2% of parents indicate they agree or</p>	<p>the agree or strongly agree that the district or school adequately promotes participation in programs.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.</p>	<p>the agree or strongly agree that the district or school adequately promotes participation in programs.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school provides a safe, friendly and respectful environment.</p> <p>10% increase in number of parents who indicate they agree or strongly agree that the district or school adequately communicates regarding academics and that the school provides both challenging academics and adequate support academic support.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		strongly agree that they are satisfied with the information the school provides on their child's progress. (Increase)		

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)

Specific Schools: San Benito 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

2017-18 Actions/Services

Information and training for parents:

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

Unchanged Action

2018-19 Actions/Services

Information and training for parents:

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

Unchanged Action

2019-20 Actions/Services

Information and training for parents:

5.11 Hold back to school night, 8th grade preview night, 8th grade parent orientation, AP parent night, grade level parent nights and parent partnership forums.

5.12 Improve number of parents who regularly access the AERIES parent portal to check student grades, credit status and a-g eligibility by providing training, access to computers on campus, and frequent reminders.

5.13 Develop materials and means of communication to involve parents in understanding graduation pathway and a-g requirements.

(**All have Spanish translation)

5.11 Hold back to school night, 8th grade preview night, 8th grade parent orientation, AP parent night, grade level parent nights and parent partnership forums.

5.12 Improve number of parents who regularly access the AERIES parent portal to check student grades, credit status and a-g eligibility by providing training, access to computers on campus, and frequent reminders.

5.13 Improve parent access to information/knowledge of graduation pathway and a-g requirements.

(**All have Spanish translation)

5.11 Hold back to school night, 8th grade preview night, 8th grade parent orientation, AP parent night, grade level parent nights and parent partnership forums.

5.12 Improve number of parents who regularly access the AERIES parent portal to check student grades, credit status and a-g eligibility by providing training, access to computers on campus, and frequent reminders.

5.13 Improve feeder school parent access to information/knowledge of graduation pathway and a-g requirements.

(**All have Spanish translation)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$5000
Source	Base	Other	Other
Budget Reference	4000-4999: Books And Supplies 5.11, 5.12, 5.13 publications	4000-4999: Books And Supplies 5.11, 5.12, 5.13 publications	4000-4999: Books And Supplies 5.11, 5.12, 5.13 publications

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)
 [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)

Specific Schools: San Benito High School

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

Communication:

5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.

5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.

2018-19 Actions/Services

Communication:

5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.

5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.

2019-20 Actions/Services

Communication:

5.21 Improve parent access to participating in the child's education by retaining a Translator/Attendance Clerk.

5.22 Receptionist/Attendance clerk to welcome and provide appropriate information to both English and Spanish speaking parents. Provide translation and interpretation as needed.

5.23 Improve feeder school parent access to information/knowledge of graduation pathway and a-g requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,599	\$40,448	\$40,448
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5.21 1.0 FTE Bilingual Translator/Attendance Clerk (salary \$37,031 and benefits \$28,568 2000/3000)	2000-2999: Classified Personnel Salaries 5.21 1.0 FTE Bilingual Translator/Attendance Clerk Salary (Object 2000)	2000-2999: Classified Personnel Salaries 5.21 1.0 FTE Bilingual Translator/Attendance Clerk Salary (Object 2000)
Amount	\$65,913	\$30,409	\$31,516
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5.22 1.0 FTE Bilingual Receptionist/Attendance Clerk (salary \$38,338 and benefits \$27,575 2000/3000)	3000-3999: Employee Benefits 5.21 1.0 FTE Bilingual Translator/Attendance Clerk Benefits (Object 3000)	3000-3999: Employee Benefits 5.21 1.0 FTE Bilingual Translator/Attendance Clerk Benefits (Object 3000)
Amount		\$39,890	\$39,890
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries 5.22 1.0 FTE Receptionist/Attendance Clerk Salary (Object 2000)	2000-2999: Classified Personnel Salaries 5.22 1.0 FTE Receptionist/Attendance Clerk Salary (Object 2000)
Amount		\$30,255	\$31,347
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 5.22 1.0 FTE Receptionist/Attendance Clerk Benefits (Object 3000)	3000-3999: Employee Benefits 5.22 1.0 FTE Receptionist/Attendance Clerk Benefits (Object 3000)

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)

Location(s):

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

[Add Students to be Served selection here]

[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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: San Benito High School

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

5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .

2018-19 Actions/Services

5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .

2019-20 Actions/Services

5.3 EL program specialist uses multiple communications to invite parents to the DELAC/ELAC meetings. Telephone dialer, letter to students and mailer to parents for all EL students. Personal phone calls from experienced DELAC parents via a parent phone tree to newcomer parents and students in ELD 1, 2 and 3 welcoming and encouraging them to participate in DELAC .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	Cost embedded	Cost embedded	Cost embedded

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)

Specific Schools: San Benito 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

2017-18 Actions/Services

5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.

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

Unchanged Action

2018-19 Actions/Services

5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.

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

Unchanged Action

2019-20 Actions/Services

5.4 Community partners (Such as CHP, Community Solutions and Hollister Youth Alliance) provide parent information workshops on subjects such as drug awareness, cyber bullying, etc.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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)

[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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: San Benito High School

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

5.5 Immigrant Parent Institute - Parents learn tools that are necessary to be a leader in the education of their students. They receive information and resources from the school and community to guide their children through the educational system.

2018-19 Actions/Services

5.5 Immigrant Parent Institute - Parents learn tools that are necessary to be a leader in the education of their students. They receive information and resources from the school and community to guide their children through the educational system.

2019-20 Actions/Services

5.5 Immigrant Parent Institute - Parents learn tools that are necessary to be a leader in the education of their students. They receive information and resources from the school and community to guide their children through the educational system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2547	\$1,000	\$1,000
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 5.5 Immigrant Parent Institute Leader Salary (object 1000)	1000-1999: Certificated Personnel Salaries 5.5 Immigrant Parent Institute Leader Salary (object 1000)
Amount	\$491	\$196	\$220
Source	Title III	Title III	Title III
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 5.5 Immigrant Parent Institute Leader Benefits (object 3000)	3000-3999: Employee Benefits 5.5 Immigrant Parent Institute Leader Benefits (object 3000)
Amount		\$800	\$800
Source		Title III	Title III
Budget Reference		2000-2999: Classified Personnel Salaries 5.5 Immigrant Parent Institute Leader Salary (object 2000)	2000-2999: Classified Personnel Salaries 5.5 Immigrant Parent Institute Leader Salary (object 2000)
Amount		\$221	\$285
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits 5.5 Immigrant Parent Institute Leader Benefits (object 3000)	3000-3999: Employee Benefits 5.5 Immigrant Parent Institute Leader Benefits (object 3000)
Amount		\$907	\$907
Source		Title III	Title III
Budget Reference		4000-4999: Books And Supplies 5.5 Immigrant Parent Institute materials	4000-4999: Books And Supplies 5.5 Immigrant Parent Institute materials

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)

Location(s):

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

All

Specific Schools: San Benito 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

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

5.6 Design and implement one Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.

2018-19 Actions/Services

5.6 Design and implement two Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.

2019-20 Actions/Services

5.6 Design and implement four Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1331		
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries California Learning Communities for School Success Program Support Grant	5.6 California Learning Communities for School Success Program Support Grant- cost embedded	5.6 California Learning Communities for School Success Program Support Grant- cost embedded

Amount	\$240		
Source	Other		
Budget Reference	3000-3999: Employee Benefits California Learning Communities for School Success Program Support Grant		

Action 7

All	Specific Schools: San Benito
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	<p>5.7 Communication Officer- inform all SBHS stakeholders through social media, weekly newsletters, and bi-monthly board meetings. (0.4 FTE)</p> <p>5.8 Parent and Community Engagement/Strategic Plan Coordinator- plans and implements parent/staff/community workshops in the development of academic success and the strategic plan 2.0 (0.4 FTE)</p>	<p>5.7 Communication Officer- inform all SBHS stakeholders through social media, weekly newsletters, and bi-monthly board meetings. (0.4 FTE)</p> <p>5.8 Parent and Community Engagement/Strategic Plan Coordinator- plans and implements parent/staff/community workshops in the development of academic success and the strategic plan 2.0 (0.4 FTE)</p>

Budgeted Expenditures

Amount		\$46,441	\$46,441
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 5.7 Communications Officer Salary (object 1000)	1000-1999: Certificated Personnel Salaries 5.7 Communications Officer Salary (object 1000)
Amount		\$12,959	\$13,818
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 5.7 Communications Officer Benefits (object 3000)	3000-3999: Employee Benefits 5.7 Communications Officer Benefits (object 3000)
Amount		\$38,735	\$38,735
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 5.8 Parent and Community Engagement/Strategic Plan Coordinator Salary (object 1000)	1000-1999: Certificated Personnel Salaries 5.8 Parent and Community Engagement/Strategic Plan Coordinator Salary (object 1000)
Amount		\$15,297	\$16,013
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 5.8 Parent and Community Engagement/Strategic Plan Coordinator Benefits (object 3000)	3000-3999: Employee Benefits 5.8 Parent and Community Engagement/Strategic Plan Coordinator Benefits (object 3000)

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 6

School Climate and Culture:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Local Climate Survey

Identified Need:

Chronic Absenteeism rate as reported in the California Data Dashboard indicated SBHS at 16.1% with an enrollment of 3,170 students and 511 as chronically absent.

Although the California Dashboard report shows graduation rate as blue (highest) a disparity exists among the Students with disabilities performance as orange with a 13.1% gap.

There also exists a subgroup gap with suspensions. Overall dashboard results show suspensions in orange with English Learners at a high status (orange) with 7.4%, Foster Youth very high (red) at 23.1%, Homeless High (yellow) at 8.3%, Students with disabilities High (orange) with 9%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates P2	96.83%	Baseline Data 96.83% Attendance rate P2 for 2017-18 97.1%	Increase P2 > 97%	Increase P2 > 97%
Chronic Absenteeism From California Dashboard when available	SBHS = 14.4% EL = 24.5% SpEd = 23.3% SES = 16.4% Dashboard not yet available	Chronic Absenteeism Baseline Data (Not available in Dashboard) 2015 2017 SBHS= 14.4% SBHS=10.6% EL= 24.5% EL=15.2% SpEd= 23.3% SPED=19.8% SES= 16.4% SES= 11.1%	Decrease chronic absenteeism to <10% for all sugroups	Decrease chronic absenteeism to <10% for all sugroups
Graduation Rate California Dashboard	Overall- Blue (status v high 95.5%, change +1.1%) EL- Green (status medium 89.2%, change +3%) SED- Green (status high 94.6%, change +2.6) SpEd-Orange (status low 84.2%, change - 0.4%)	Graduation Rate SPED in Orange, not met Overall- Blue (status high 95.5%, change +0.5%) EL- Green (status medium 92.7%, change +4.7%) SED- Green (status high 94.1%, change +1.0)	Graduation rate for all subgroups Green	Graduation rate for all subgroups Green

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic- Green (status high 94.4%, change +1.6%) White- Blue (status v high 97.3%, change 0.6%)	SpEd-Orange (status low 82.6%, change - 3.6%) Hispanic- Green (status high 95.5%, change +1.8%) White- Blue (status high 96.2%, change -0.9%)		
Suspension Rate California Dashboard	Overall Orange (status medium 5.7%, Change +0.5%) EL- Red (status v high 10.3%, change +1%) SED- Orange (status high 7.3% change +1.7%) SpEd- Orange (status v high 11.2%, change - 1%) Hispanic - Orange (status high 6.2%, change +0.8%) White- Green (status medium 4.4%, change =0.8%)	Suspension Rate EL Orange, SED Yellow, SPED Orange, Not Met Overall Green (status medium 4.6%, Change - 0.7%) EL- Orange (status v high 7.4%, change +0.4%) SED- Yellow (status high 5.5% change - 0.2%) SpEd- Orange (status v high 9%, change -0.1%) Hispanic - Green (status high 5%, change -0.5%) White- Green (status medium 3.8%, change =-0.6%)	suspension rate for all subgroups green	suspension rate for all subgroups blue
Expulsion Rate	<0.1%	2017-18 0.002%	Expected < 0.1% expulsions	Expected < 0.1% expulsions
California Healthy Kids Survey	The percentage of students reporting School Connectedness	California Healthy Kids Survey is administered every two years.	N/A (survey is biannual) N/A (survey is biannual)	The percentage of students in grades 9 and 11 reporting School

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 9: 41% Grade 11:38% The percentage of students reporting being bullied/harassed Grade 9: 29% Grade 11:26%	School connectedness scale score increase from 2016 (265) to 2018 (294) with a positive change of +24. Percentage of students reporting School Connectedness 2018 Grade 9: 50% Increase of 9% Grade 11: 41% Increase of 3% Percentage of students reported being bullied/harassed 2018 Grade 9: 28% Decrease 1% Grade 11: 28% Increase 2%		Connectedness bi-annually will increase by 5% overall and by sub-group. The percentage of students reporting being bullied/harassed will be reduced by 3%

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)

[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)

Specific Schools: San Benito High School

Actions/Services

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

Modified Action

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

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

2017-18 Actions/Services

6.1 Offer 9th and 10th grade academy to transition students for success in high school

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,327		
Source	Title I		
Budget Reference	1000-1999: Certificated Personnel Salaries 0.8 FTE		
Amount	\$35,136		
Source	Title I		
Budget Reference	3000-3999: Employee Benefits Benefits for 0.8 FTE		

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)

[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)

Specific Schools: San Benito High School

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

6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.

6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet

2018-19 Actions/Services

6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.

6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet

2019-20 Actions/Services

6.21 Maintain Student support services department with 6 counselors (base is 4, one per grade level) to meet with students 1 to 1 to develop and monitor 5 year plans with students, monitor student success and meet with students who have two or more F grades, provide support/guidance in meeting a-g requirements and assist with college and scholarship applications.

6.22 Counselors closely monitor the grades and academic needs of foster youth and homeless students and meet

with students at least every three weeks .
Facilitate academic supports as needed.
Refer to school psychologists if
socioemotional support is necessary.

6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.

with students at least every three weeks .
Facilitate academic supports as needed.
Refer to school psychologists if
socioemotional support is necessary.

6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.

with students at least every three weeks .
Facilitate academic supports as needed.
Refer to school psychologists if
socioemotional support is necessary.

6.23 Assign Liaison from Student Services to work in collaboration with the San Benito County Office of Education to closely monitor and support foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$217,180	\$156,717	\$156,717
Source	Supplemental	Supplemental	Supplemental
Budget Reference	6.21 Salary \$153,434 and Benefits \$63,746 (object 1000/3000)	1000-1999: Certificated Personnel Salaries 6.21 Salary \$156,717 (object 1000)	1000-1999: Certificated Personnel Salaries 6.21 Salary (object 1000)
Amount		\$74,610	\$78,102
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 6.21 Benefits (object 3000)	3000-3999: Employee Benefits 6.21 Benefits (object 3000)

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)

Specific Schools: San Benito 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)

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at risk students.

2018-19 Actions/Services

6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at risk students.

2019-20 Actions/Services

6.3 Contract with Hollister Police Department for School Resource Officer. The SRO is a supplement to the student services department and campus security. The SRO provides law enforcement services to provide for increased safety and reduce violence, gang crime and drug activity. The SRO builds a positive law enforcement connection with our at risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$75,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 6.3 Contracted (object 5000)	5800: Professional/Consulting Services And Operating Expenditures 6.3 Contracted (object 5000)

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

Specific Schools: San Benito 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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.

2018-19 Actions/Services

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.

2019-20 Actions/Services

6.4 Collaborate with County Office of Education to ensure best placement for at risk students in order to earn a diploma. Transition students to San Andreas Continuation High School based on individual need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$920,000	\$1,041,286	\$1,041,286
Source	General Fund Instruction	General Fund Instruction	General Fund Instruction
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo 6.4 San Andreas	7000-7439: Other Outgo 6.4 San Andreas

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)

[Add Students to be Served selection here]

[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
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)

Specific Schools: San Benito High School

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

6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.

2018-19 Actions/Services

6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.

2019-20 Actions/Services

6.5 Two (2) Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, Sped, Low SES) by providing activities of interest and cultural relevance to these subpopulations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,231	\$49,773	\$49,773
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 6.5 Leadership Salary (object 1000)	1000-1999: Certificated Personnel Salaries 6.5 Leadership Salary (object 1000)

Amount	\$11,990	\$17,462	\$18,383
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 6.5 Leadership Benefits (object 3000)	3000-3999: Employee Benefits 6.5 Leadership Benefits (object 3000)

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
Specific Student Groups: Truant Students
[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)

[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: I
[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

6.6 Develop a job description for a community and Family Engagement Liaison and obtain Board Approval.

2018-19 Actions/Services

Continue with a Family Engagement Liaison

2019-20 Actions/Services

Continue with a Family Engagement Liaison

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Cost embedded	Cost Embedded	Cost Embedded

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)

Specific Schools: San Benito 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

New Action

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

Modified Action
Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.7 Design and implement one Parent University course in each professional learning program: academics, university/post-secondary training, parenting support and student safety.

2018-19 Actions/Services

6.7 Implement two Parent University courses in each professional learning program: academics, university/post-secondary training, parenting support and student safety.

2019-20 Actions/Services

6.7 Implement two Parent University courses in each professional learning program: academics, university/post-secondary training, parenting support and student safety as well as other courses determined by parent need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 5	cost-embedded	cost-embedded

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)	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.8 Develop a vision that prioritizes academic, social, and emotional learning. Research and develop goals for schoolwide Social-Emotional Learning (SEL) instruction.	6.8 Implement SEL Curriculum for Homeroom. Curriculum developed by various teachers who are participating in the Prop 47 grant (Anzar, San Andreas, SBHS). 6.9 Begin the Foundations of Positive Behavior Interventions and Support (PBIS) through Prop 47 grant support.	6.8 Continue Implementation SEL Curriculum (Homeroom) 6.9 Begin Phase 1 of PBIS Implementation school-wide with Prop 47 grant support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Cost embedded	Cost embedded	Cost Embedded
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,917,964

Percentage to Increase or Improve Services

10.88%

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).

For the 2017-18 school year, 56% of SBHS students are included in the unduplicated count of disadvantaged students, therefore, the funds will be expended to support students at the school site in an equitable manner. The 2018-2019 Local Control Funding Formula Supplemental funds equate to \$2,917,964 and 10.88% of the supplemental funds are targeted towards new supports for unduplicated students. These funds are budgeted for expenditures to improve and/or increase services for low income, foster youth, and English Learner students. This allows significant opportunity to improve educational outcomes for these students and reduce the achievement gaps by improving instructional programs and practices that ensure access to services and reduce barriers to student success.

Preparing students for college and career readiness requires a coordinated effort that begins as soon as our 9th-grade students enter and continue through graduation. Our mission at San Benito High School is to educate all students to their highest potential so they will have the greatest range of personal options upon graduation.

There is a distinct connection between teacher quality and increased student learning. Teacher knowledge and building relationships in the classroom is the most important influence on what and how students learn. SBHS invests in the development of teacher training and support in Goal 1 of the LCAP. Supports include an on campus teacher support provider and program for all new teachers and new teachers to SBHS, a new teacher academy before the start of the school year to present SBHS core values and best practices to all new teachers, mentor and induction support providers for all new teachers, CSET prep for teachers needing full credentials, and PAR support for veteran teachers needing additional support in the classroom. All services support high-quality teaching and learning practice directed towards supporting all students.

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 targeted actions outlined in Goal 2 include continuing to provide curriculum support with our Curriculum Specialist, adding Career and Technical Education curriculum support with our newly-hired CTE Specialist, devoting time for curriculum development in both math and science before school begins, continuing with our common grading practices in both 9th and 10th grade courses respectively, providing professional development opportunities in all content areas, providing PLC stipends for PLC lead teachers who will disaggregate data to inform intervention and enrichment opportunities, and provided a wide range of software and technology supports for content areas.

SBHS will continue to support low income and first generation college-bound students with our AVID program that is outlined in Goal 3. Additional support for our 11th and 12th-grade students will be in place to support ACT/SAT exam support. Our AP teachers will continue to work on scaffolding materials for students who are enrolled in advanced and/or AP course for the first time (95% of AVID students take an Advanced/AP course). Included in goal 3 is the support for our CTE graduation pathway that includes nine sectors and thirteen different pathways. An instructional assistant will be added to support students who are enrolled in Introductory and Concentrator courses. Additionally, SBHS has offered more enrichment courses during summer school to elevate the barriers of a tight schedule for AVID students as well as advancing math students with Geometry Jump Ahead. Extra support will also be included in the CalSOAP services for the 2018-19 school year. More on campus resources will be available to first-generation college and low-income students including outreach to our feeder schools. Community input identified a need for increased support with college and post-secondary information for both students and families. The Naviance program was purchased and will be implemented in the homeroom classes to identify student strengths and possible career interest to begin a clearer focus on options after high school.

Goal 4 has significant changes for the 2018-19 school year with the restructuring of our bell schedule to include a during the day Academic Focus Time (AFT) for all students. This time will give all student access to relearning and reassessing opportunities in all content areas. The Academic Focus Time will be monitored throughout the year to provide data on the effectiveness of the program. Significant resources have been devoted to the English Learner Program with the Data Dashboard Indicators in the orange range with a significant change decrease. Additional resources include a 5 hour instructional aide to support cluster sections in math and science, purchase of the Listenwise software to improve listening and speaking skills, a SDAIE 3rd-year science section for Emerging level students, curriculum development time for ELD teachers, ELD math and English bootcamps for 11th-grade students taking the SBAC exam, added ELlevation services for professional development in all content areas (integrated ELD), EL cluster support sections in math and science, and an EL Student Voices Summit to discuss what is working and how we can improve the EL Program (with students). Community input identified the need for increased support for EL students and the EL Program. California Data Dashboard results indicated a need for increased services for the EL Program and our Special Education population. SBHS offers a co-teaching

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).

model that incorporates a general education teacher and a special education teacher in the same classroom for added instructional support. SBHS offers co-teaching training with Dr. Dente each year which includes instructional walk-throughs and feedback. Another additional service to the SPED population will be an English and math boot camp for 11th-grade students taking the SBAC assessment in the Spring. All services are aimed towards closing the achievement gap and taking away barriers for students.

Our district goals 5 and 6 incorporate fully engaging student, parents and community members in support of short-term and long-term outcomes that are effective in supporting our unduplicated students. These services include the continued support from our bilingual staff- Receptionist and Translator, our successful Parent LEAD program for Immigrant families, continued support from the parent Liaison with Parent University courses (2 courses per topic next year), continued work with our Communications Officer and Strategic Plan Coordinator to provide parent workshops, engagement on campus, and wider communication through social media, continue service with our School Resource Officer and counseling team to support students academically and behaviorally, and continued support of our leadership course for disenfranchised students. Added for next year is the development of social-emotional learning curriculum and the foundations and research for implementing Postive Behavior Intervention Supports (PBIS). Community and staff input identified a need for increased school connectedness and overall wellness of each student and the school climate.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,302,200

9.24%

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 actions listed to meet the state priority areas are highly important for the success of unduplicated pupils and are therefore funded with supplemental funds. However, some of these actions apply to all or a variety of students as well. For example, our neediest students are highly dependent on carefully crafted standards based curriculum and instruction as well as carefully designed tests from which we can gather data to diagnose and reteach problem areas but those curriculum and assessments must be employed school-wide. (See action items pertaining to Curriculum development, benchmark tests, curriculum and instruction program specialist). Our low income, English Learners and reclassified students fail courses at the highest rates and benefit from the ability to remediate (summer school to make up a D or F, physical fitness camp) but we have other students who fail and deserve an opportunity to remediate as well. The SRO focuses on high risk students but is available to support all students as needed. Our CTE pathways provide students with access to career options, this is particularly important to our unduplicated pupils. Finally, the Bilingual Translator and Receptionist serve the parents of all our students, helping them connect to school services, staff and information, 30% of our parents request communication in Spanish.

11.95% of the supplemental funding is targeted to English Learners and low income students. These are: the AVID Program, ELD summer school, Additional ELD block, co-teachers for newcomers in ELA, ELD tutorial, a dedicated EL program specialists and specialized recruitment for EL parent participation.

Foster youth are checked in on by counselors and the school psychologists each grading period and offered extended Supplemental Educational Services.

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.

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,197,295.00	4,221,274.00	4,198,866.00	20,932,639.00	21,055,231.00	46,186,736.00
	0.00	0.00	0.00	0.00	180,352.00	180,352.00
Base	269,000.00	256,863.00	269,000.00	785,078.00	604,726.00	1,658,804.00
General Fund Instruction	920,000.00	920,000.00	920,000.00	1,191,286.00	1,191,286.00	3,302,572.00
Other	4,000.00	165,799.00	5,571.00	15,579,656.00	15,584,540.00	31,169,767.00
Supplemental	2,466,692.00	2,402,882.00	2,466,692.00	2,884,272.00	3,002,347.00	8,353,311.00
Title I	444,141.00	378,206.00	444,141.00	387,197.00	385,384.00	1,216,722.00
Title II	56,401.00	59,305.00	56,401.00	64,648.00	65,448.00	186,497.00
Title III	37,061.00	38,219.00	37,061.00	40,502.00	41,148.00	118,711.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,197,295.00	4,221,274.00	4,198,866.00	20,932,639.00	21,055,231.00	46,186,736.00
	160,564.00	0.00	2,428,175.00	0.00	180,352.00	2,608,527.00
1000-1999: Certificated Personnel Salaries	2,290,955.00	1,865,961.00	210,152.00	2,124,122.00	2,177,217.00	4,511,491.00
2000-2999: Classified Personnel Salaries	185,477.00	102,627.00	0.00	532,360.00	532,360.00	1,064,720.00
3000-3999: Employee Benefits	47,617.00	782,657.00	47,857.00	1,149,898.00	1,219,311.00	2,417,066.00
4000-4999: Books And Supplies	336,132.00	297,744.00	336,132.00	555,202.00	555,286.00	1,446,620.00
5000-5999: Services And Other Operating Expenditures	108,550.00	177,073.00	114,550.00	101,419.00	146,419.00	362,388.00
5800: Professional/Consulting Services And Operating Expenditures	148,000.00	75,212.00	142,000.00	428,352.00	203,000.00	773,352.00
6000-6999: Capital Outlay	0.00	0.00	0.00	15,000,000.00	15,000,000.00	30,000,000.00
7000-7439: Other Outgo	920,000.00	920,000.00	920,000.00	1,041,286.00	1,041,286.00	3,002,572.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,197,295.00	4,221,274.00	4,198,866.00	20,932,639.00	21,055,231.00	46,186,736.00
		0.00	0.00	0.00	0.00	180,352.00	180,352.00
	Supplemental	105,663.00	0.00	2,057,573.00	0.00	0.00	2,057,573.00
	Title I	0.00	0.00	281,678.00	0.00	0.00	281,678.00
	Title II	54,901.00	0.00	54,901.00	0.00	0.00	54,901.00
	Title III	0.00	0.00	34,023.00	0.00	0.00	34,023.00
1000-1999: Certificated Personnel Salaries	Other	0.00	115,303.00	1,331.00	272,688.00	272,688.00	546,707.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,944,383.00	1,469,436.00	133,947.00	1,761,740.00	1,819,895.00	3,715,582.00
1000-1999: Certificated Personnel Salaries	Title I	344,025.00	237,219.00	72,327.00	49,959.00	44,899.00	167,185.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	42,952.00	0.00	38,735.00	38,735.00	77,470.00
1000-1999: Certificated Personnel Salaries	Title III	2,547.00	1,051.00	2,547.00	1,000.00	1,000.00	4,547.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	326,011.00	326,011.00	652,022.00
2000-2999: Classified Personnel Salaries	Supplemental	141,474.00	77,050.00	0.00	127,956.00	127,956.00	255,912.00
2000-2999: Classified Personnel Salaries	Title I	9,980.00	4,954.00	0.00	57,236.00	57,236.00	114,472.00
2000-2999: Classified Personnel Salaries	Title III	34,023.00	20,623.00	0.00	21,157.00	21,157.00	42,314.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	202,964.00	202,964.00	405,928.00
3000-3999: Employee Benefits	Other	0.00	50,496.00	240.00	116,968.00	121,852.00	239,060.00
3000-3999: Employee Benefits	Supplemental	11,990.00	599,583.00	11,990.00	732,311.00	792,231.00	1,536,532.00
3000-3999: Employee Benefits	Title I	35,136.00	99,680.00	35,136.00	64,920.00	68,167.00	168,223.00
3000-3999: Employee Benefits	Title II	0.00	16,353.00	0.00	15,297.00	16,013.00	31,310.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Title III	491.00	16,545.00	491.00	17,438.00	18,084.00	36,013.00
4000-4999: Books And Supplies	Base	245,000.00	232,863.00	245,000.00	75,751.00	75,751.00	396,502.00
4000-4999: Books And Supplies	General Fund Instruction	0.00	0.00	0.00	150,000.00	150,000.00	300,000.00
4000-4999: Books And Supplies	Other	4,000.00	0.00	4,000.00	190,000.00	190,000.00	384,000.00
4000-4999: Books And Supplies	Supplemental	58,632.00	49,682.00	58,632.00	69,500.00	69,500.00	197,632.00
4000-4999: Books And Supplies	Title I	27,000.00	15,199.00	27,000.00	58,428.00	58,428.00	143,856.00
4000-4999: Books And Supplies	Title II	1,500.00	0.00	1,500.00	10,616.00	10,700.00	22,816.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	907.00	907.00	1,814.00
5000-5999: Services And Other Operating Expenditures	Base	18,000.00	18,000.00	24,000.00	0.00	0.00	24,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	62,550.00	140,419.00	62,550.00	72,765.00	72,765.00	208,080.00
5000-5999: Services And Other Operating Expenditures	Title I	28,000.00	18,654.00	28,000.00	28,654.00	73,654.00	130,308.00
5800: Professional/Consulting Services And Operating Expenditures	Base	6,000.00	6,000.00	0.00	180,352.00	0.00	180,352.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	142,000.00	66,712.00	142,000.00	120,000.00	120,000.00	382,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	2,500.00	0.00	128,000.00	83,000.00	211,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	15,000,000.00	15,000,000.00	30,000,000.00
7000-7439: Other Outgo	General Fund Instruction	920,000.00	920,000.00	920,000.00	1,041,286.00	1,041,286.00	3,002,572.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	321,864.00	323,838.00	321,864.00	16,146,445.00	16,149,020.00	32,617,329.00
Goal 2	469,864.00	380,011.00	469,864.00	850,555.00	857,045.00	2,177,464.00
Goal 3	1,385,347.00	1,404,129.00	1,385,347.00	1,493,287.00	1,587,890.00	4,466,524.00
Goal 4	511,806.00	547,646.00	511,806.00	764,946.00	775,595.00	2,052,347.00
Goal 5	139,550.00	141,621.00	141,121.00	262,558.00	266,420.00	670,099.00
Goal 6	1,368,864.00	1,424,029.00	1,368,864.00	1,414,848.00	1,419,261.00	4,202,973.00

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