


 LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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.

LEA Name	San Benito County Office of Education		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The San Benito County Office of Education (SBCOE) serves as the LEA for Pinnacles Court School, Pinnacles Community School and Santa Ana Opportunity School. In addition, SBCOE operates San Andreas Continuation High School through and MOU with the San Benito High School District. Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 5-12 who are on probation or who have been expelled. Students may also be referred to Pinnacles Court and Community Schools through the School Attendance Review Board (SARB) process or as a referral from their district of residence. As a result, the population is extremely mobile and students often arrive to the school credit deficient. Students at Pinnacles Court and Community Schools do not take Advanced Placement (AP) courses, so the AP pass rate is not included in the LCAP. Enrollment based on 2016-17 CBEDS data at Pinnacles Community School was 17. The school population consists of 88% low-income, 24% English Learners, 6% Migrant students and 29% students with disabilities. CBEDS Enrollment at Pinnacles Court School was 6 comprising of 33% low-income, 33% English Learners, 50% students with disabilities. No foster students were reported as enrolled at either school for the CBEDS count, although 2 were enrolled after the count (one has since moved).

Santa Ana Opportunity School serves as an alternative education program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on behavior, academics and truancy. Enrollment based on 2016-2017 CBEDS at Santa Ana Opportunity School was 25, with a population consisting of 76% low-income, 40% English Learners, 32% Migrant students and 24% students with disabilities. No foster students were enrolled during or after the most recent CBEDS count for Santa Ana.

San Andreas Continuation High School is part of the San Benito High School district and serves students ages 16 and older. The San Benito County Office of Education operates San Andreas Continuation School and is responsible for

the instructional program for the school, however, San Andreas Continuation High School is considered to be part of the San Benito High School district for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including truancy, discipline concerns, and parent requests. This is a very mobile population and students often arrive to the school credit deficient. Students do not take Advance Placement courses so the AP pass rate is not included in the LCAP. Enrollment based on CBEDS at San Andreas Continuation High School was 128. The school population consists of 69% low-income, 21% English Learners, 10% Migrant, and 9% students with disabilities. The San Benito High School District has an enrollment of 2915, including 51% low-income, 13% English Learner, 14% Migrant and 11% students with disabilities. 28 foster students were enrolled in the high school district during the 2016-2017 CBEDS count. 2 Foster Youth were enrolled at San Andreas during the 2016-2017 year, one of which moved prior to the end of the year.

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

LCAP HIGHLIGHTS

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

For the 2017-18 school year, the San Benito County Office of Education is focusing on ensuring all students in Alternative Education Programs receive the support necessary to succeed academically, behaviorally and social emotionally. In addition, SBCOE plans to build the capacity of districts, educators and stakeholders throughout the county. The SBCOE LCAP Goals reflect these focus areas.

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

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

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

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

Goal 5. Foster Youth across San Benito County will receive a cohesive education that mirrors the general education population.

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

Currently, the California School Dashboard does not report on state indicators for alternative education programs. However, SBCOE has begun reporting on the local performance indicators and has gathered stakeholder input. As result, we have identified several areas in which we have made the greatest progress. Specific data and information is provided for the activities listed below in the Annual Update Section.

1. Academic progress Santa Ana Opportunity School increased its school day from 180 minutes to 360 minutes, allowing an additional 15 minutes to be added in each core subject area and giving students access to an elective class and an intervention class. A new benchmark assessment system, Renaissance Star 360, was researched and put in place in January and has been used to place students into intervention classes and adjust their teaching so students learn the concepts.

2. Implementation of State Standards-Professional Development SBCOE provided a variety of professional learning opportunities throughout the year to staff at alternative education sites and to districts across the county. The San Benito County Math Collaborative has been especially successful in bringing together teachers and administrators to discuss the needs in math instruction, begin articulation between districts and grade levels, and begin developing a countywide plan to ensure the CCSS Math Standards are implemented in each school. Teacher from a variety of schools have also attended monthly Next Generation Science Standards (NGSS) workshops to begin implementation of the science standards. Finally, all districts participated in the Countywide Early Adopters Professional Learning Network in which they used the LCAP process to discuss continuous improvement in their districts.

3. Foster Youth Services A new Director of Special Projects was hired in July. Responsibilities include serving as the Foster Youth Coordinator for San Benito County. This position has been instrumental in bringing together districts and community organizations including Probation, Social Services, Child Protective Services and Behavioral Mental Health to develop a plan for ensuring all Foster Youth receive the support and services they need. A pamphlet outlining the rights of Foster Youth as well as a checklist outlining school responsibilities for enrolling Foster Youth were developed and given to each school site. Several Foster Youth and representatives from the Foster Youth Services Coordinating Program (FYSCP) attended the Foster Youth Summit in April and a part-time Educational Liaison is currently being hired to increase the capacity for case management and reporting needs in the county for Foster Youth.

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

Although the CA School Dashboard does not include data for alternative sites, an analysis of student data indicates that two critical areas of improvement are school attendance and academic achievement. To address attendance, SBCOE is working with two of the districts who refer students to the sites to fund and implement a three-tiered approach that includes establishing a "Parent University" to educate parents on the importance of student attendance and how to access the various programs and systems in the educational arena. Staff will be trained on trauma-informed strategies and how teenagers learn so they can make better connections with students. The Restorative Justice Program, which was introduced this year, will be strengthened with additional training for staff and implementation with students through a Restorative Justice Coordinator. Finally, SBCOE will work with the other districts to hire a Truancy Liaison to develop a systematic process for identifying, tracking and working with families of students who are chronically absent.

To address academic achievement, SBCOE will continue to work with teachers and staff to use the new benchmark assessment system to assess students at regular intervals and use the information to reteach and place students in appropriate interventions and courses. In addition, the bell schedule will be changed to allow additional focused time for teachers to collaborate, analyze data, plan and receive professional learning opportunities each day. Professional Learning around the state standards will also be offered to teachers during the summer and throughout the school year in each subject area.

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?

Currently, the CA School Dashboard does not contain information on the state indicators for alternative schools, so performance gaps as identified in the CA School Dashboard have not been identified.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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.

Students served by the San Benito County Office of Education are enrolled in one of four alternative education programs through a referral process from their district of residence. Referrals are based on credit deficiency, behavior or truancy or a combination of the three. Because their placement in an alternative education program is "above and beyond" the program the students would normally receive, all services are considered to be increased or improved services. The San Benito County Office of Education will focus on increasing the attendance rate and improving academic achievement for the students.

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

\$10,739,541

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$760,269.00

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 total budget for the San Benito County Superintendent of Schools is \$10,739,541. Of that amount, \$9,979,272 is not included in the LCAP because funds are received for specific programs or services, such as migrant education, special education and career technical education, to students whose services, needs, and outcome data are described in school district LCAPs. County office services to support school district operations are funded by the state and not included in the LCAP because the LCAP is defined as describing services to students in county-operated programs.

\$3,998,165

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers will be Highly Qualified.
2. All facilities will meet the requirements as outlined by the Williams Report.
3. Common Core aligned ELA textbooks will be provided for each student by August 2016.
4. Pilot Science curriculum and materials will be used and assessed in 2016-17
5. Students will have access to a broad range of courses, including core courses, intervention courses (as needed) and CTE courses as seen in the Master Schedule and student schedules.
6. Increase CAASPP Balanced scores in ELA and Math by 3%
7. 10% of students will meet the passing rate for Early Assessment Program (EAP)
8. Benchmark scores will demonstrate increased student understanding throughout the year.
9. The percentage of English Learners redesignated as English Proficient will increase by 5%.
10. The percentage of English Learners who show progress towards meeting proficiency by moving up one CELDT level will increase by 5%.
11. Increase the graduation at all sites to 90%.

ACTUAL

1. Due to the changes in the Every Student Succeeds Act (ESSA), teachers were not required to meet the Highly Qualified Teaching. All teachers met the CA state requirements for teacher credentialing.
2. The FIT report rated Santa Ana and Pinnacles Community School as good overall. San Andreas was rated fair, with poor ratings under interior surfaces and restrooms. Structurally, the facility was listed as fair. The entire exterior and interiors of the main office and multi-purpose room at the Santa Ana/San Andreas site were painted. A plan for addressing the other concerns is currently in progress.
3. SpringBoard ELA textbooks, which are Common Core Aligned, were purchased and provided to students in August 2016.
4. Stem Scopes was piloted at the Santa Ana and San Andreas sites as part of the Science curriculum.
5. Master Schedule reflects that students are enrolled in all core subject areas. Electives include Computers, Art, and Options (academic/skill building course) at San Andreas Continuation High School. At Santa Ana Opportunity School, students are enrolled in an Academy class to teach soft-skills and practice basic skills. Intervention Courses include ALEKS Math at all sites and Edmentum (ELD) at San Andreas and Santa Ana. Opportunities for credit recovery are available to high school students at San Andreas, Pinnacles Court and Pinnacles Community Schools through Acellus, an online credit recovery program.

6. San Andreas achieved a 15% increase in ELA standard met or exceeded from 2015-2016 to 2016-2107 CAASPP Scores. Santa Ana decreased by 3% and Pinnacles did not have comparative data. Both Santa Ana and San Andreas did not achieve a 3% increase in Math standard met or exceeded from 2015-2016 and 2016-2017. Again Pinnacles did not have comparative data to report.

7. 2016 Early Assessment Program percentages:

ELA:

Pinnacles: 38%

San Andreas: 19%

Math:

Pinnacles: 0%

San Andreas: 2%

8. STAR 360 was implemented in January 2017. Benchmark scores reflect initial growth and then tapered. All student groups remain in the low predictive (less than 34%) category for meeting benchmark standards.

9. The redesignation process is in flux as the state transitions from the CELDT to the ELPAC. Redesignation criteria for 2016-2017 was realigned to state standards in the spring of 2017.

Percent of redesignations for 2016-2017

Pinnacles: 50% (2 of 4)

San Andreas: 52% (14 of 27)

Santa Ana: 40% (4 of 10)

10. Percent of English Learners that moved up one CELDT level:

Pinnacles: 0%

San Andreas: 4%

Santa Ana: 0%

11. Graduation rates: All campuses increased their graduation rates from 2014-2015:

2015-2016

Pinnacles Community 17%

Pinnacles Court 18%

San Andreas 66%

2014-2015

Pinnacles Community and Court (reported together this year) 16%

San Andreas 60%

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		
Actions/Services	<p>PLANNED</p> <p>Increase the School day from a half day to a full day at Santa Ana Opportunity School:</p> <ul style="list-style-type: none">• Add 15 minutes to each Core class• Add Intervention time for ELD, Math and ELA• Add Soft-skill building course for each grade level	<p>ACTUAL</p> <p>The school Day at Santa Ana was increased to a full day, increasing the staff by one FTE. Students were placed in six 1 hour courses, including each of the 4 core subject areas, one intervention course based on the individual need of each student, and a skill-building course.</p>	
Expenditures	<p>BUDGETED</p> <p>1.0FTE Certificated Salaries Base \$16,700</p> <p>Supplemental and Concentration \$83,400</p> <p>Materials & Supplies Supplemental and Concentration \$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>1.0FTE Certificated Salaries</p> <p>1000-1999: Certificated Personnel Salaries Other \$67,929</p> <p>1.0FTE Certificated Salaries</p> <p>3000-3999: Employee Benefits Other \$12,159</p> <p>Materials and Supplies 4000-4999: Books And Supplies Other \$3,096</p>	
Action	2		
Actions/Services	<p>PLANNED</p> <p>Provide support for new teachers, including the Induction Program for teachers who qualify for the program.</p>	<p>ACTUAL</p> <p>One new teacher was hired at Santa Ana and one teacher was transferred from San Andreas to Pinnacles Court School. Both teachers were experienced instructors and were supported by the Principal and the Lead Teacher. No teachers qualified for the Induction Program.</p>	
Expenditures	<p>BUDGETED</p> <p>Consulting & Operating Expense Base \$3,000</p>	<p>ESTIMATED ACTUAL</p> <p>Consulting and Operating Expense SAOS/SAHS 5800: Professional/Consulting Services And Operating Expenditures Other \$0</p> <p>Consulting and Operating Expense Pinnacles Community and Pinnacles Court</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>	
Action	3		

Actions/Services	PLANNED Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.	ACTUAL LTIS was an option at San Andreas Continuation & Pinnacles Community Schools. 14 students total were served, 1 from Pinnacles Community and 13 from San Andreas.
Expenditures	BUDGETED Certificated Salaries Base \$16,700 Materials & Supplies Supplemental and Concentration \$1,000	ESTIMATED ACTUAL 0.1 FTE Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,630 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1,545 Materials and Supplies 4000-4999: Books And Supplies Base \$212

Action 4

Actions/Services	PLANNED Modify the existing Art course and the current computer (CTE) course to better prepare students for Careers.	ACTUAL Google Accounts and Google Apps for Education was implemented in January 2017. Art classes trialed a 3-D Printer at no cost to the school. A grant was received to purchase software and hardware for video editing through CMAP for the computer class. San Benito Arts Council provided art instruction to students at Pinnacles Court and Community schools through a grant they received to work with students on probation.
Expenditures	BUDGETED Materials & Supplies Base \$5,000	ESTIMATED ACTUAL Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$235 3-D Printer and Curriculum 4000-4999: Books And Supplies Other \$0 Materials and Supplies Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 5

Actions/Services	PLANNED Provide staffing for 2 sections of CTE courses and 2 sections of Art courses.	ACTUAL Staffing was provided for 1 section of CTE (Computer) course. Staffing was provided for 2 sections of art. Art was provided for Pinnacles Court, Pinnacles Community through the San Benito Arts Council at no cost. Art was provided to
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Expenditures

BUDGETED

Certificated Salaries Base \$64,000

students at Santa Ana Opportunity as part of the curriculum so the cost is embedded in the overall salaries.

ESTIMATED ACTUAL

Certificated Salaries Art SAHS 1000-1999: Certificated Personnel Salaries Other \$32,128

Benefits Certificated Personnel Art SAHS 3000-3999: Employee Benefits Other \$5,751

Certificated Salaries CTE SAHS 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$17,021

Benefits Certificated Personnel CTE SAHS 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education \$3,047

Action

6

Actions/Services

PLANNED

Provide appropriate technology so students have access to course content

1. Purchase equipment for classrooms
2. Provide licenses and software for all classrooms
3. Provide licenses and software for CTE courses based on program needs
4. Provide Internet access for each site

ACTUAL

1. Santa Ana and San Andreas have a device to student ratio of 1 device for 2 students and 11 of 15 classrooms have presentation capability. Pinnacles Community School currently provides 3 devices for 1 student and 2 of the 3 classrooms have presentation capability. Pinnacles Court have a 1:1 student to device ratio with presentation capability. Classroom technology was enhanced at San Andreas and Santa Ana by updating the Computers with Neverware, however, devices are in need of replacement.

2. Google Classroom and Google student accounts were established. Additionally, STAR 360 was implemented in January of 2107.

3. Adobe cloud and Quickbooks were provided to San Andreas students.

4. Internet access maintained a 99% up-time throughout the year.

Expenditures

BUDGETED

Equipment Base \$5,000

Discover Ed--Other Software Base \$2,200

Adobe Base \$600

Internet SAHS/SAO Charter INET Base \$21,000

ESTIMATED ACTUAL

Equipment SAOS/SAHS 4000-4999: Books And Supplies Other \$628

Discover Ed 4000-4999: Books And Supplies Other \$2,200

Adobe SAOS/SAHS 4000-4999: Books And Supplies Other \$600

Internet SAHS/ SAOS Charter INET 5000-5999: Services And Other Operating Expenditures Other \$21,309

Pinnacles Community & Pinnacles Court Charter INET
(before ERATE)
Base \$21,000
Other Software Base \$2,000
Other software Subscription--CTE Base \$2,000

Pinnacles Community and Pinnacles Court Charter INET (before ERATE)
5000-5999: Services And Other Operating Expenditures Supplemental and
Concentration \$10,654

Action

7

Actions/Services

PLANNED

Pilot StemScopes for NGSS Science units and lessons.

Research Science Textbooks, when the State Releases
recommendations, for the 2017-18 school year.

ACTUAL

StemScopes was piloted during the fall at no cost. The
program proved to be less than desirable in the classroom
and was forgone in January. Materials were unsustainable.
The program required a significant amount time for planning
and implementation and did not provide a comprehensive
science curriculum.

Teachers were given 2 days of release time for curriculum
planning.

Expenditures

BUDGETED

SAOS/SAHS Materials & Supplies Base \$6,500

Materials& Supplies Title I \$3,500

ESTIMATED ACTUAL

Materials and Supplies SAOS/ SAHS
4000-4999: Books And Supplies Other \$500

Materials and Supplies Pinnacles Community and Pinnacles Court 4000-
4999: Books And Supplies Supplemental and Concentration \$100

Substitutes for Teacher Release time 1000-1999: Certificated Personnel
Salaries Other \$540

Action

8

Actions/Services

PLANNED

Based on assessment of the programs, continue to provide
online Opportunities for Credit Recovery and intervention at
the high school level.

1. Continue Edmentum for ELD
2. Continue ALEKS Math licenses
3. Continue use of Acellus for credit recovery and expand to
Pinnacles

ACTUAL

Participation of courses online remained consistent at
Pinnacles Community, Pinnacles Court and San Andreas.
Subscription licenses were shared among the 3 campuses

ALEKS: 12% average point gain
Acellus: 58 students, 79 courses, 20 course have been
passed, 12 courses are on track to be passed as of May 1,
2017

English Learners:
Edmentum for Pinnacles Communiyt and Court ELD: 50%
(2 of 4) were redesignated

Expenditures

	Edmentum for San Andreas ELD: 52% (14 of 27) were redesignated
BUDGETED	ESTIMATED ACTUAL
Edmentum Supplemental and Concentration \$1,000	Edmentum SAOS/SAHS 4000-4999: Books And Supplies Other \$967
ALEKS Supplemental and Concentration \$2,100	ALEKS SAOS/SAHS 4000-4999: Books And Supplies Other \$1,575
Subscriptions Supplemental and Concentration \$1,400	Subscriptions SAOS/SAHS 4000-4999: Books And Supplies Other \$0
Credit Recovery Title I \$2,000	Credit Recovery SAHS 4000-4999: Books And Supplies Other \$2,000
Subscriptions Supplemental and Concentration \$5,000	Subscriptions Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$0
Subscriptions Supplemental and Concentration \$1,400	Subscriptions 4000-4999: Books And Supplies Other \$0
	STAR 360 SAOS/SAHS 4000-4999: Books And Supplies Other \$5,279
	STAR 360 Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$1,210
	Edmentum Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$967
	ALEKS Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$900
	Acellus Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$1,000

Action

9

Actions/Services

PLANNED	ACTUAL
1. Launch a new series of Professional Development, County-wide, in the following areas of concentration: <ul style="list-style-type: none"> • LCAP workshops/Technical Assistance (8 days) • NGSS (6 Days) • NHD/History/SS (3 days) • Math (4 days) • Instructional Leaders Collaborative (5 days) 	1.New series of Professional Development were offered in 2016-12017 including: LCAP/ EAPLN workshops: 14 sessions NGSS: 8 sessions Math Collaboration:5 sessions Instructional Technology Group: 4 sessions Arts Integration: 7 sessions Courses not offered this year were: NHD/ History/ SS Instructional Leaders Collaborative
2. Continue Offering Professional Development in: <ul style="list-style-type: none"> • Math Talks(8 Days) • CPIN (10 days) 	
3. District Professional Development Consult/Coordination	2. Continued Professional Development offered in 2016-2017: Math Talks: 8 sessions CPIN: 10 sessions

Expenditures		3. District Professional Development Coordination begun in the spring of 2017 with intentions to develop a plan for 2017-2018.
	BUDGETED Materials & Supplies Base \$2,000 Certificated Salaries Base \$8,000	ESTIMATED ACTUAL Materials and Supplies 4000-4999: Books And Supplies Base \$1,620 Certificated Salaries 5800: Professional/Consulting Services And Operating Expenditures Base \$1,300

Action 10

Actions/Services	PLANNED Provide after-school tutoring to students who are below grade-level.	ACTUAL Intervention and Enrichment blocks were provided within the school day for all students of need. After School Tutoring was offered to Migrant and Out of School Youth Students at San Andrea and Santa Ana. 2016-2017 Migrant participants: Santa Ana: 75% (6 of 8) San Andreas: 50% (6 of 12) 2016-2017 Out of School Youth participants: 0% (0 of 14)
	BUDGETED Certificated Salaries Supplemental and Concentration \$3,000 Title I \$3,000	ESTIMATED ACTUAL Classified Salaries paid through Migrant 2000-2999: Classified Personnel Salaries Other \$667 Materials and Supplies fund through Migrant 4000-4999: Books And Supplies Other \$150

Action 11

Actions/Services	PLANNED Provide 1 Instructional Aide to work with students enrolled in Special Education (San Andreas and Santa Ana) and 1 teacher to provide Special Education services to students	ACTUAL One Educational Specialist-Mild to Moderate Special Education Teacher was provided to Santa Ana (.4 FTE) and San Andreas (.6 FTE). One Instructional Aide was provided to Santa Ana (.5 FTE) and San Andreas (.5 FTE). Students served: 2016-2017 Santa Ana: 6 2016-2017 San Andreas: 15

Expenditures

BUDGETED

Certificated Salaries Base \$85,000

Classified Salaries Base \$32,000

ESTIMATED ACTUAL

Certificated Salaries 1000-1999: Certificated Personnel Salaries Special Education \$74,248

Classified Salaries 2000-2999: Classified Personnel Salaries Special Education \$21,107

Employee Benefits 3000-3999: Employee Benefits Special Education \$17,069

Action

12

Actions/Services

PLANNED

Research the ELD materials released from the State recommendations and purchase ELD Materials appropriate for each site

ACTUAL

ELD materials were not purchased this year. Staff and administrator participation is expected in 2017-2018 in the B.E.L.I.E.F. Professional Learning Modules developed by the California ELA/ELD Curriculum and Instruction Subcommittee.

Expenditures

BUDGETED

Books & Reference Materials \$4,500

ESTIMATED ACTUAL

Books and Reference Materials SAOS/SAHS 4000-4999: Books And Supplies Other \$0

Travel and Conference 5000-5999: Services And Other Operating Expenditures Base \$0

Books and Reference Materials Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action

13

Actions/Services

PLANNED

Provide Professional Development to Alternative Education Staff

1. PLCs (Professional Learning Communities)
2. ERWC (Expository Reading and Writing Course)
3. NHD (National History Day (3 Areas: Exhibit, Documentary, and Website)
4. StemScopes (NGSS Pilot Materials)

ACTUAL

Professional Development was provided to Alternative Education Staff in the areas of

1. Professional Learning Community refresher in August and a follow-up on March 30 with Eric Twadell
2. STAR 360 assessment and instructional planning once each month
3. Instructional pacing guide development
4. CAASPP Interim Assessment use for instructional planning once each month

Expenditures

BUDGETED

\$500 per site Materials & Supplies Base \$2000

\$500 per site Travel & Conference Base \$2000

ESTIMATED ACTUAL

Subscriptions 4000-4999: Books And Supplies Other \$0

Travel and Conference 5000-5999: Services And Other Operating Expenditures Base \$0

Substitute costs for planning days at Santa Ana 1000-1999: Certificated Personnel Salaries Other \$405

Substitute costs for planning days at San Andreas 1000-1999: Certificated Personnel Salaries Other \$405

Substitute costs for Planning days at Pinnacles Court and Community 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$405

Action 14

Actions/Services	PLANNED Continue with EADMS system for benchmark exams	ACTUAL STAR 360 was introduced in January and became a baseline benchmark assessment program to guide instruction. Cost of training was embedded into the subscription cost described in Goal 1 Action 8. EADMS was purchased and used for first semester.
Expenditures	BUDGETED Subscriptions Base \$2300	ESTIMATED ACTUAL Subscriptions SAOS/SAHS 4000-4999: Books And Supplies Other \$500 Subscriptions Pinnacles Community and Pinnacles Court 4000-4999: Books And Supplies Supplemental and Concentration \$500

Action 15

Actions/Services	PLANNED Complete CCSS aligned common assessments in Science through StemScopes Assessments	ACTUAL After January STEMscopes was no longer implemented. The program was found to be too demanding of resources to sustain use.
Expenditures	BUDGETED Subscriptions Base \$1000	ESTIMATED ACTUAL Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$0

Action 16

Actions/Services	PLANNED Develop a plan for completing the 'a-g' approval process for courses at San Andreas Continuation High School. Complete the approval process for 2 courses to be approved for the 2017-18 school year.	ACTUAL This action continues to be in progress.
Expenditures	BUDGETED Materials & Supplies Base \$200	ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Other \$0

Action 17

Actions/Services	PLANNED Review and revise the curriculum at Pinnacles Court School	ACTUAL Teachers were given 2 days of release time each to work on curriculum planning. The implementation of STAR 360 assessment will facilitate the future progress on this action. Analyzing individual student data will lead to a more informed decision about curriculum.
Expenditures	BUDGETED Certificated Salaries Base \$3000	ESTIMATED ACTUAL Substitutes for Teacher Release time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$540

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 overall implementation of action and services for Goal 1 was productive. Not every action and service was met as expected but progress towards accomplishing the actions is evident. Within the actions and services many unforeseen avenues were exposed and inadvertently delayed which altered the progress of the actual action and service. For example: In reviewing and revising the curriculum at Pinnacles, it became evident that a common formative assessment was necessary in order for instructors to choose an appropriate curriculum that fit student needs. This realization led to the purchase and implementation of STAR 360. The results from those benchmarks have better prepared instructors to select curriculum. Stemscopes was also piloted at the Santa Ana and San Andreas sites. However, it proved to be costly, required a large amount of time to prep and did not provide a comprehensive science curriculum.

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

Overall the actions and services in Goal 1 demonstrated a commitment to improving student instruction. Although large gains in redesignation and proficiency on the newly implemented benchmarks for ELA and Math were not blatant the path to improvement was paved. Actions begun in 2016-2017 have increased capacity and called out areas of heightened need.

1. Lengthening the school day for Santa Ana has provided more instructional time and increased student engagement without a significantly compromising attendance rates.
2. Support for new teachers was not necessary this year but will be made available for teachers who require Induction in the future.
3. The Long-Term Independent Study Program proved productive for those at San Andreas, with all 14 participants on track to promote or graduate this year. Pinnacles Community had 1 student enrolled in the LTIS program and he is on track to graduate as a result of the program.
4. Although art and computer courses were offered this year, it was evident that courses that prepare students for careers fell short this year, with only the trial of a 3-D printer implemented. The lack of action in this service brings it to the forefront of attention as changes are planned in coming years.
5. This action was partially satisfied with the placement of staff in 3 of 4 desired added sections.

6. The use of technology for instructional purposes was broached through the creation of student Google accounts and the beginning use of Google Classroom. Commitment to modernization of devices will increase access and use among students and staff.
7. StemScopes was abandoned mid-year as results in instruction and learning were less than desirable. This makes the focus on Science even more imperative.
8. The continuation of online courses for credit recovery and academic advancement was beneficial to students. 58 students engaged in 79 courses. 20 courses have been passed, with 12 more anticipated to be completed by the end of the year. Individual growth in each program will need to be more closely monitored to make decisions about whether to sustain program use.
9. Instructional planning and professional development opportunities were diversified and increased this year, not only for County Office staff but for educators countywide. These opportunities were well received and attended as indicated in the attendance report.
10. After school tutoring for Migrant and Out of School Youth (OSY) offered additional support to students. As this service is developed efforts will be evaluated by the number of redesignations, CAASPP scores and benchmark progress.
11. The employment of one aide that serves special education students has facilitated instructional support and individualized access to curriculum. Implementation of consistent benchmarks will better describe the effectiveness of support in coming years.
12. The shortfall of identifying ELD materials this year is evident in the mixed results in redesignations. From 2105-2016, Pinnacles redesignations decreased by 20%. San Andreas increased by 10%, and Santa Ana decreased by 6%. ELD services will need to be address in the coming year.
13. Curriculum planning and collaboration time implemented this year was well received with staff and facilitated a process which can be built upon in the coming years.
14. Teachers discontinued using EADMS this year. The introduction of STAR 360 as a replacement was appreciated, but remains to be an area for expanded use and practice.
15. CCSS aligned common assessments were not completed for all subject areas this year, although common benchmarks in math and ELA were administered to students beginning in January.
16. Pursuing 'a-g' approval for San Andreas Continuation High School was not achieved this year.
17. Pinnacles Court curriculum has begun to be revised through data influenced decisions based on the newly implemented STAR 360. Curricular challenges continue to be a focus, especially when addressing inconsistent enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in the budgeted expenditures and estimated actual expenditures is minor within this goal. No teachers at the county office campuses required Induction so those funds were not incurred. A significant expense was added to action 8 with the purchase of STAR 360. This was an unforeseen purchase that occurred mid-year. Conversely, ELD materials were not purchased this year so the funds in action 12 were not spent. Likewise, no funds were spent to pursue 'a-g' approval but funds will be budgeted for next 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.

Although the majority of actions and services in this goal will be maintained, a renewed focus will be applied to areas such as ELD, NGSS, benchmarks, Multi-tiered System of Supports and technology in the coming year. ELD progress was not sufficient, therefore support features such as teacher training and curricular development will need to be enhanced. Teachers need exposure and planning time with Next Generation Science Standards for improved implementation. Benchmarks will need to be identified for Social Studies and Science to guide instruction. There is a need for continued development of positive behavior systems as it applies to school climate. Developing a Multi-Tiered System of Support will be key to ensuring that student needs are identified and addressed. Modernization of technology devices and instructional practices will also need to become a higher priority in the coming years. Implementing free or low-cost programs such as Google Classroom in place of more costly ones (Adobe, United Streaming) will also need to be explored.

Annual Update

LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Average Daily attendance rate will increase by 2% at each school site.
2. Maintain suspension rates at all sites to less than 5% and expulsion rates to less than 1%.
3. The number of students referred to the office for behavior issues will be reduced by 5%.
4. The CA Healthy Kid Survey will reflect an increase in the number of students who feel safe at school and are making positive choices based on self-reporting on CHKS. On campus, carried weapons reduce from 20% to 10%; use of alcohol reduce from 15% to 10%; use of marijuana reduce from 21% to 10%; feel safe at school increase from 68% to 80% agree/strongly agree.
5. The number of students indicating having suicidal ideations in the last twelve months will decrease from 53% to 48%.
6. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2015-16 school year.
7. Establish a Student Leadership Team to involve students in decisions regarding school policies/rules/ activities and to work with staff to promote activities at the school sites.
8. Aeries parent/student portal will be implemented at San Andreas and Santa Ana with 100% access for students.

ACTUAL

1. The average daily attendance to date compared to 2015-2016 end of the year rates:
Pinnacles increased 2% to 81%
San Andreas declined 10% to 86%
Santa Ana declined by 2% to 87%.
2. The suspension rate increased at San Ana at from 2015-16: 26% to 2016-17: 50% and San Andreas 2015-16: 19% to 2016-17: 27% This is attributed to the realignment of student accountability from the new site administration and a more comprehensive monitoring and data tracking process.
3. The number of students referred to the office increased at Santa Ana from 2015-16: 73 total referrals to 2016-17: 136 total referrals and San Andreas 2015-16: 76 total referrals to 2016-17: 87 total referrals. This increase is partially attributed to the revised student referral documentation process in Aeries and the realignment of student accountability implemented with the new site administration.
4. The CA Healthy Kids survey is only given every other year and will be used for measurement in 2017-18.
5. No data is reported for this outcome as the CA Healthy Kids Survey is only given every other year making it due in 2017-18.
6. End-of-year student and parent surveys reflect that they feel that school engagement and safety has increased from 2015-2016.

7. A student leadership team was established. The team hosted various events throughout the year and enlisted an average participation of 12 students per event.

8. Aeries parent and student portal was implemented and made available to all parents at Santa Ana and San Andreas.

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		
Actions/Services		PLANNED Provide attendance incentives for students (e.g., awards BBQ, field trips)	ACTUAL Attendance incentives such as awards, lunch movie, field trips and treats were offered to students that were present at school and on time. Pinnacles was the only campus that increased their average daily attendance from 2015-2016 by 2%. Santa Ana decreased by 2% and San Andreas decreased by 10% from 2015-2016.
Expenditures		BUDGETED \$500 per site Materials & Supplies Base \$1,500	ESTIMATED ACTUAL \$500 per site Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$109 Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Base \$110
Action	2		
Actions/Services		PLANNED Establish Student Leadership Team focusing on decision-making and promoting school activities	ACTUAL A Student Leadership Team was developed and held an average of 4 members. They hosted several activities that engaged students and provided community service such as lunchtime activities, holiday gift exchange, Cancer bracelet sale and snack sale fundraisers.
Expenditures		BUDGETED \$100 per site Materials & Supplies Base \$300	ESTIMATED ACTUAL \$100 per site Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$100

Action

3

Actions/Services

PLANNED

Meet with each English Learner to review and discuss their:

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

ACTUAL

English Language learners were met with by the School Counselor at least once during the year to discuss their California English Language Test scores.

Expenditures

BUDGETED

\$3500 each site
Certificated Salaries

Supplemental and Concentration \$10,500

ESTIMATED ACTUAL

\$1,293 per site Certificated Salaries SAOS/SAHS 1000-1999: Certificated Personnel Salaries Other \$2,586

\$1,293 Certificated Salaries Pinnacles Community and Pinnacles Court 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,586

Certificated Benefits SAOS/SAHS 3000-3999: Employee Benefits Other \$463

Certificated Benefit Pinnacles Community and Pinnacles Court 3000-3999: Employee Benefits Supplemental and Concentration \$463

Action

4

Actions/Services

PLANNED

Meet with each Foster Youth to review and discuss their:

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

ACTUAL

Two Foster Youth students were enrolled at San Andreas. One was enrolled from 8/11/16 – 1/20/17 and the second from 3/7/17 through 6/2/17. Services were provided to both which included offering transportation assistance, academic check-ins, counseling services, and individualized intervention.

Expenditures

BUDGETED

\$1100 each site
Certificated Salaries

Supplemental and Concentration \$3,300

ESTIMATED ACTUAL

Counselor Salary 1000-1999: Certificated Personnel Salaries Other \$2,216

Certificated Benefits 3000-3999: Employee Benefits Other \$397

Action 5

<p>Actions/Services</p>	<p>PLANNED Review individual transportation needs/challenges and develop a plan for improving attendance for student whom lack of transportation affects. Pay for bus tokens for students with financial need.</p>	<p>ACTUAL Transportation needs for students who were chronically absent were addressed on an individual basis. Neither Foster Youth were in need of transportation. Bus tokens were readily available should the need arise.</p>
<p>Expenditures</p>	<p>BUDGETED \$167 per site Materials & Supplies Base \$500</p>	<p>ESTIMATED ACTUAL Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$0 Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

Action 6

<p>Actions/Services</p>	<p>PLANNED Provide training on the Aeries Student Information System to use the system to monitor attendance more effectively. Develop a more accurate method of reporting the daily attendance rate.</p>	<p>ACTUAL Staff was trained on how to more effectively use the Aeries Student Information System in August. More efficient attendance monitoring continues to be an area for improvement. The attendance letter process was also improved to make sure parents are informed quickly and accurately about how many absences their students have accrued.</p>
<p>Expenditures</p>	<p>BUDGETED \$500 per site Consulting & Operating Base \$1,500</p>	<p>ESTIMATED ACTUAL Consulting and Operating 5000-5999: Services And Other Operating Expenditures Base \$5,500</p>

Action 7

<p>Actions/Services</p>	<p>PLANNED Provide students access to the Aeries student portal so they can view their current grades and absences</p>	<p>ACTUAL Students were provided access to their portal. However, to date no students have taken advantage of this service. Next year, staff will work with students during class to teach them how to use the portal and give students time to access the portal.</p>
<p>Expenditures</p>	<p>BUDGETED Consulting & Operating (SAHS) Base \$1,540 Consulting & Operating (SAOS) Base \$770</p>	<p>ESTIMATED ACTUAL Consulting and Operating Expenditures embedded in Aeries cost in Goal #2 Action #6. 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Consulting & Operating (Pinnacles)
Base \$770

Action 8

Actions/Services

PLANNED

Work closely with the School Attendance and Review Board (SARB) and the community Family Support Organization to increase student attendance in school

ACTUAL

The Alternative Education Principal continued to sit on the School Attendance Review Board.
Truancy rates at Santa Ana remained constant for both 2015-16 and 2016-17 with 40% of students receiving a 3rd Truancy Letter.
34% of San Andreas students received a 3rd Truancy Letter in 2016-17 opposed to 13% in 2015-16.

Expenditures

BUDGETED

\$167 per site Materials & Supplies Base \$500

ESTIMATED ACTUAL

Materials and Supplies for San Benito County SARB meetings and Hearings 4000-4999: Books And Supplies Base \$200

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All planned actions and services were satisfied and have laid a foundation for future expansion of actions. The focus on student attendance and accountability facilitated an increase in educational access, although attendance rates continue to be lower than the goal of 90%. Discipline policies and procedures were revised by the new administration to achieve safer campuses and consistency. An influx of referrals and consequences was apparent in part by improved reporting procedures. Solicitation of parent involvement was meagerly fruitful, with less than 10 parents accessing their student's portal in Aeries, yet the opportunity has been made available for parents to register at any time

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

In general the overall effectiveness of actions and services was productive. As a result of this goal, connections increased between adults and students as well as student to student. English Learners participated in discussions about their academic progress and established focused connections with staff. Student participation in campus activities increased. Attendance did not significantly decline at the Santa Ana site despite the fact that the program was increased to a full day, signaling student engagement and access. Attendance overall continues to be a concern, so additional actions and service will be added next year. Communication opportunities were made readily available to students and parents through the Aeries portal. Unfortunately, fewer parents and students accessed the portal than expected, so changes will be made next year to encourage the use of the portal. In addition, all Foster Youth were served.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures in this goal did not deviate drastically from the budgeted expenditures. There was a minor alleviation of expense without the need to purchase bus tokens for Foster Youth transportation. All other estimated actual expenditures are estimated to echo the budgeted expenditures.

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.

Future action in this goal will include continuation of Student Leadership, enhancement of student engagement and participation in activities, refining attendance incentives, bolstering staff-to-student connections (particularly with English learner students) and continued support of any Foster Youth that enroll. The biennial CA Healthy Kids survey will be administered in 2018 to monitor school safety and climate status. Additional actions to increase student attendance including working with San Benito High School And Aromas San Juan School Districts to hire a Family & Community Engagement Liaison, implement Parent University courses (see goals 3) and bring in additional CTE and vocational courses that are more hands-on (see Goal 1) will be added, depending on grant funding. More communication and time to access the parents and student portal in Aeries will also be explored.

Annual Update

LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. Full School Site Council membership at each school site, including 2 parent and 2 student members.
- 2. Aeries parent/student portal will be implemented at San Andreas Continuation and Santa Ana Opportunity Schools with 95% access for parents.
- 3. Meetings and activities for parents that focus on school processes and academics will be offered with 50% of parents participating.
- 4. 80% of all End-of-Year Parent Surveys will be turned in.
- 5. Meetings and information will be disseminated to 100% of parents of English Learners.

ACTUAL

- 1. Full School Site Council membership was not achieved with 2 parents and only 1 student member.
- 2. Aeries parent and student portal was implemented, with 100% accessibility.
- 3. Meetings and activities were offered to parents throughout the year. Participation failed to satisfy the 50% parent participation goal.
- 4. End of Year surveys were offered online, via email and in paper. To-date 21 parent surveys have been collected.
- 5. Meetings and information was disseminated to all parents of English Learners via parent portal, paper, or phone message.

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

Actions/Services	<p>PLANNED</p> <p>Provide information about student grades and attendance to parents through:</p> <ul style="list-style-type: none"> • Aeries Parent Portal (Santa Ana/San Andreas) • BlackBoard Connect (all sites) 	<p>ACTUAL</p> <p>Aeries Parent Portal was made available to all parents and students at all campuses. A parent computer station was created to facilitate registration and access to the parent portal. To date 4 parents have registered for access and zero students have logged on. Blackboard was consistently each day used at Santa Ana and San Andreas to notify parents of unexcused period absences. Blackboard was also used to communicate school events and information to families.</p>
Expenditures	<p>BUDGETED</p> <p>Aeries (SAHS) Base \$1540</p> <p>Aeries (SAOS) Base \$770</p> <p>Aeries (Pinnacles) Base \$770</p> <p>BlackBoard Connect-\$500 per site Consulting & Operating Base \$1500</p>	<p>ESTIMATED ACTUAL</p> <p>Aeries Parent Portal is embedded in the cost for the Aeries Student Information System found in Goal #2 Action #6. 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>\$500 per site Blackboard Connect Consulting and Operating SAOS/SAHS 5000-5999: Services And Other Operating Expenditures \$1000</p>

Action

2

Actions/Services	<p>PLANNED</p> <p>Provide information about school events and School Site Council to parents through personal and automated phone calls and letters</p>	<p>ACTUAL</p> <p>School information was provided to families of Santa Ana and San Andreas via the auto dialer in Aeries. Additionally, letters and personal phone calls from staff ensured that families stayed informed.</p>
Expenditures	<p>BUDGETED</p> <p>\$100 per site Materials & Supplies Base \$300</p>	<p>ESTIMATED ACTUAL</p> <p>\$100 per site Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$100</p> <p>Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$100</p>

Action

3

Actions/Services	<p>PLANNED</p> <p>Notify parents of EL students through meetings and personal phone calls regarding their child's:</p> <ol style="list-style-type: none"> 1. language level 2. placement, if appropriate, into an EL Program 3. academic status 4. placement and information about interventions 	<p>ACTUAL</p> <p>Parents of English Language Learners were contacted by the school counselor and guidance technician throughout the year. English Language Advisory Committee meetings were held during the year to review the CELDT, discuss English Learners' progress and collect parent input. Those meeting dates were:</p>
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Expenditures	<p>5. expected transition rate and criteria for exiting out of the ELD Program</p> <p>6. how placement in an ELD program meets the child's needs within the annual IEP, if applicable</p>	<p>March 7, 2017 April 26, 2017</p> <p>The cost for this action is embedded in the Counselor's salary found in Goal #2 Action #3.</p>
	<p>BUDGETED</p> <p>\$3500 each site Certificated Salaries</p> <p>Supplemental and Concentration \$10,500</p>	<p>ESTIMATED ACTUAL</p> <p>Counselor Salaries SAOS/SAHS all sites 1000-1999: Certificated Personnel Salaries \$0</p> <p>Certificated Benefits all sites</p> <p>3000-3999: Employee Benefits \$0</p>
Action	4	
Actions/Services	<p>PLANNED</p> <p>Host events that allow parents to learn more about their student's progress and available opportunities. Events will included:</p> <ol style="list-style-type: none"> 1. Back-to-School Night 2. Parent conferences (once each semester) 3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school <p>"Community Knight" focuses on educating families about college and careers</p>	<p>ACTUAL</p> <p>Events hosted this year to help keep families informed included:</p> <p>Back to School Night September 3, 2016 Parent- Teacher conferences November 11, 2016 Community Knight: April 5, 2017 Senior Parent Dinner May 12, 2017</p>
Expenditures	<p>BUDGETED</p> <p>\$300 per site Materials & Supplies Base \$900</p>	<p>ESTIMATED ACTUAL</p> <p>Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$397</p> <p>Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$150</p>
Action	5	
Actions/Services	<p>PLANNED</p> <p>Hold Quarterly Family Nights that include information and training for parents about school processes, student progress, and how to help their students achieve as well as tutoring for students.</p>	<p>ACTUAL</p> <p>This action was not achieved this year for all students. However, parents of English Language learners reviewed this information at the March 7, 2017 ELAC meeting.</p>
Expenditures	<p>BUDGETED</p> <p>\$200 per site Materials & Supplies Base \$600</p>	<p>ESTIMATED ACTUAL</p>

Materials and Supplies SAOS/SAHS 4000-4999: Books And Supplies Other \$0

Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action

6

Actions/Services

PLANNED

Develop a process for soliciting parent volunteers, including a needs assessment of where volunteers are needed.

ACTUAL

This action continues to be in development.

Expenditures

BUDGETED

(Part of regular staff duties) \$0

ESTIMATED ACTUAL

Regular Staff Duties \$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of these actions and services fell short of expectations this year. Opportunities were provided for community and parent participation during the annual Community Knight resource fair, English Learner Advisory Committee meetings, School Site Council meetings, Back-to-School night and parent-teacher conferences. A needs assessment remains to be developed to assess the necessity of volunteers.

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

Overall, the effectiveness of these goals were measured by the participation from parents and community members. It was perceived that Back to School night was well attended, however sign-ins were not collected (this will be rectified next year). Participation from community and parents was encouraging during the annual Community Knight resource fair. Over 10 community service booths were made available to students and families over a span of 4 hours. It is estimated that 15 families attended, supplementing the attendance of most of the 150 alternative education students. Additionally, increased communication was attempted through the Aeries Parent Portal which provides up-to-date information about student progress, attendance and discipline to parents. Despite efforts, only four parents have registered. The same interest is evident in the ELAC and SSC meetings with minimal attendance that falls short of the 50% goal. An increased area of attention will be the development of a volunteer needs assessment and volunteer recruitment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted and estimated actual expenditures in very minor for this goal. No funds were expended for the quarterly parent nights, however, this expense will remain in the coming plan with the anticipation of implementation.

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 continuation of these actions and services will remain in the coming year. Development of a volunteer needs assessment, volunteer recruitment, and increasing attendance at campus events will continue to be a focus. Efforts will be geared to soliciting the use of the parent portal, attendance at ELAC and SSC meetings and implementing quarterly family nights. In addition, SBCOE will be working with the San Benito High School District to begin a Parent University to help parents learn how to help their students academically, transition from middle to high school, learn about college, and promote students safety.

Annual Update

LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Academic options for expelled youth will be improved by identifying gaps in services as outlined in the Countywide Plan for Expelled Students.
2. Increase in CAASPP Balanced from established baseline in ELA and Math by 5%
3. Benchmark scores demonstrate increased student understanding throughout the year by 2% each deployment.
4. Increase graduation rate to 95%.

ACTUAL

1. Districts and SBCOE met on 1/31/17 to review the county-wide plan for expelled youth.
2. Due to the small population number, both probation and expelled youth at Pinnacles are reported. Currently, only 2016-2017 CAASPP baseline scores are available: ELA met or exceed standards: 42%, Math met or exceeded standards: 0%
3. Star 360 assessments growth (January through April)
STAR 360 ELA growth:
Pinnacles: -28%
STAR 360 Math growth:
Pinnacles: -5%
4. The 2015-2016 graduation rate for Pinnacles Community youth was 17% . This is an increase from 16% in 2014-2015. *2014-2015 data include both Pinnacles Community and Pinnacles Court schools because they previously shared a CDS code.

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

Actions/Services

PLANNED

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students

ACTUAL

On January 31, 2017, SBCOE Superintendent of Schools, Assistant Superintendent, Educational & Administrative Services and the Alternative Education met with representatives from Hollister school district, Southside School district, San Benito High School District and North County Joint Union School District to review and revising the plan for expelled students.

Expenditures

BUDGETED

(part of regular staff duties)

\$0

ESTIMATED ACTUAL

Regular Staff Duties \$0

Action

2

Actions/Services

PLANNED

Coordinate with Hollister Hills State Park to provide presentations and information about careers and science to students.

ACTUAL

Staff at Pinnacles Community school worked with Hollister Hills to facilitate presentations in class about science and careers available at their state park. Hollister Hills also took part in Community Knight, where they met with parents and students about state park careers. Hollister Hills donated their time for these activities.

Expenditures

BUDGETED

Materials & Supplies Supplemental and Concentration \$1,000

Title I \$1,000

ESTIMATED ACTUAL

Materials and Supplies all sites 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action

3

Actions/Services

PLANNED

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Research additional outside agencies that provide counseling services and contract with them to provide counseling for expelled youth and youth on probation.

ACTUAL

Substance abuse counseling was made available to those who presented a need with no cost to the sites. Students were referred to counseling by their teacher or the school counselor. Counseling services were provided by Behavioral Mental Health, Hollister Youth Alliance and Victim Witness. Counseling services were provided by the school counselor.

Expenditures

BUDGETED

Certificated Salaries Supplemental and Concentration \$30,000

ESTIMATED ACTUAL

Counselor Certificated Salaries Pinnacles Community 1000-1999:
 Certificated Personnel Salaries Title I \$15,007
 Certificated Benefits 3000-3999: Employee Benefits Title I \$2,686
 Restorative Justice Counselor through Youth Alliance 5800:
 Professional/Consulting Services And Operating Expenditures
 Supplemental and Concentration \$10,000

Action

4

Actions/Services

PLANNED

Work with SELPA to provide counseling services for students in Special Education through ERHMS

ACTUAL

All campuses continued their collaboration with SELPA to provide Educationally related Mental Health Service (ERHMS) for their Special Education Students.

Expenditures

BUDGETED

Supplemental and Concentration \$20,000

ESTIMATED ACTUAL

ERMHS Mental Health Therapist-Funded through SELPA 2000-2999:
 Classified Personnel Salaries \$0
 Benefits for ERMHS Mental Health Therapist-Funded through SELPA
 3000-3999: Employee Benefits \$0

Action

5

Actions/Services

PLANNED

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

ACTUAL

Pinnacles Community school contracted with San Benito Arts Council to implement a mural project program and a poetry unit at Pinnacles Juvenile Court School . The programs entailed over 20 hours and produced several submissions for the San Benito Countywide Arts Showcase. A PE program was also provided to Pinnacle Court School. Both programs were paid for through grants brought in by the San Benito arts Council and the YMCA. Pinnacles Community was not able to participate in the Art's Mural project this year, nor was a PE program implemented.

Expenditures

BUDGETED

Supplemental and Concentration \$2,000

Title I \$2,000

ESTIMATED ACTUAL

Contracted Services Pinnacles Court 5000-5999: Services And Other
 Operating Expenditures Supplemental and Concentration \$0
 Materials and Supplies Pinnacles Court 4000-4999: Books And Supplies
 Supplemental and Concentration \$0

Action

6

Actions/Services	PLANNED Research the implementation of the Restorative Justice Program at Pinnacles Community School.	ACTUAL A Restorative Justice workshop was brought to San Benito County October 25 & 26, 2016. A grant from San Benito County Probation was used to offset the expense of the training. Staff from all sites attended, including staff that serves Pinnacles Community and Court. Follow up training and practice with the staff around the "circles" occurred in the spring semester. Implementation of the Restorative Justice Program will continue over the next three years.
	BUDGETED Materials & Supplies Supplemental and Concentration \$2,000 Title I \$2,000	ESTIMATED ACTUAL Materials and Supplies Pinnacles Community 4000-4999: Books And Supplies Supplemental and Concentration \$200 Conference and Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000
Action 7		
Actions/Services	PLANNED Provide 1 Bilingual Instructional Aide to work with English Learners	ACTUAL One bilingual Instructional Aide was provided to support English Learners. 2016-2017 Pinnacles English Learner Enrollment: 4
	BUDGETED Classified Salaries Supplemental and Concentration \$37,000	ESTIMATED ACTUAL Bilingual Aide Salary Pinnacles Community 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,534 Bilingual Aide Pinnacles Benefits Community 3000-3999: Employee Benefits Supplemental and Concentration \$4,213

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.

Providing expelled students with a rigorous academic environment alongside rehabilitation services and social/emotional support was a fruitful focus this year, as shown in the STAR 360 growth reports. Accomplishment lends to the fact that many actions in this goal were met. Pathways have been paved for enhancement and extension into future actions. Initial connections in the areas of Restorative Justice, Hollister Youth Alliance and public entities, such as Hollister Hills State Park, were forged that are expected to grow and evolve in the coming years.

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

The effectiveness of these actions and services are proving to be successful in the increase of graduation and promotion rates. CAASPP scores jumped tremendously for the Eleventh grade students from prior testing periods. Students are reporting a safer, more welcoming climate at school which can be attributed to the implementation of Restorative Justice, presence of a bilingual aide, mental and special education services and the arts and poetry program. The drop in graduation rates from the prior year is alarming and will be a focus in the coming years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are minor differences between the budgeted and estimated actual expenditures within this goal. Small variations are reflected in the Arts and PE section expense and the counseling service fees. All other expenses were within the expected range noted.

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.

Expelled Students will continue to be a priority for the San Benito County Office of Education. Staff will continue their training in Restorative Justice to ensure proper practice, however, this action will be moved to Goal # 2 because it is targeted to all students at all sites. Consideration of additional outside services (such as Hollister Youth Alliance and YMCA) will be pursued in the coming years to provide a more dynamic community involvement. Expansion of counseling and other expelled student services will also be a focus.

Annual Update

LCAP Year Reviewed: 2016-17

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. Foster Youth across San Benito County will receive a cohesive education that mirrors the general education population.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Foster Youth Services Coordinator contract
2. 90% of the Foster Youth in San Benito County will be provided with Backpacks, School Supply Kits and Personal Hygiene Kits.
3. The percentage of Foster Youth who remain in one school the entire school year will be gathered to determine a baseline.
4. The percent of Foster Youth who successfully meet the transition criteria to transfer from Pinnacles Court & Community School to a less restrictive alternative setting or to a comprehensive setting will increase from 60% to 75%.
5. The percent of Foster Youth who successfully meet the transition criteria from Santa Ana Opportunity School or San Andreas High Continuation High School to a comprehensive setting will increase from 20% to 50%.
6. The percent of Foster Youth who are suspended will decrease from 40% to 20%.
7. The percent of Foster Youth who met their attendance goals will increase from 60% to 75%.

ACTUAL

1. In July, a Director of Special Projects was hired. Part of the duties of the Director of Special Projects is to serve as the program coordinator and oversee the Foster Youth Services Coordinating Program (FYSCP)
2. 19 Foster Youth in San Benito County were provided backpacks, school supply kits and personal hygiene kits.
3. The number of Foster Youth remaining at the same school for an entire school year was unidentified.
4. This year there were no Foster Youth enrolled in Pinnacles Court or Pinnacles Community Schools. One Foster Youth was enrolled at San Andreas Continuation School from 8/11/16 to 1/20/17. One Foster Youth was enrolled at San Andreas Continuation School from 3/7/17 to date.
5. One of the enrolled Foster Youth at San Andreas moved prior to promotion, the other is on track to promote upon completing this year.
6. The percentage of Foster Youth who were suspended from San Andreas increased from 2015-2016: 40% to 2016-2017: 50%.
2016-2017 Foster Youth enrollment at San Andreas was 2.
7. The two enrolled Foster Youth at San Andreas met their attendance goal while enrolled.

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		
Actions/Services		PLANNED Per AB 854, identify a Foster Youth Services Coordinator to collaborate with schools and various agencies, including Child Welfare, Probation and the Juvenile Courts, to ensure requests for information from the juvenile court are processed in a timely manner and to ensure the delivery and coordination of necessary educational services are provided for students in Foster Care in San Benito County. Continue the FYSCP Executive advisory Council and recruit additional membership from community agencies.	ACTUAL For the 2016-2017 fiscal year, SBCOE hired a Director of Special Projects to serve as the program coordinator and oversee the FYSCP. The contract with Frank Beitz was not renewed and instead funds will be used to hire a 0.5 FTE Foster Youth liaison.
Expenditures		BUDGETED Certificated Salaries 2000-2999: Classified Personnel Salaries Foster Youth Grant \$30,000	ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$21,966 Certificated Benefits 3000-3999: Employee Benefits Foster Youth Grant \$3,932
Action	2		
Actions/Services		PLANNED Continue Foster Youth Services Contract for Case Management and to serve as a mentor to districts as direct services become the responsibility of districts.	ACTUAL Director of Special Projects, who served as the program coordinator, oversaw case management and worked with districts to ensure foster youth receive appropriate services. SBCOE is currently in the process of hiring a 0.5 FTE foster youth liaison who will assist with case management.
Expenditures		BUDGETED Consulting & Operating 5800: Professional/Consulting Services And Operating Expenditures Foster Youth Grant \$36,000	ESTIMATED ACTUAL Classified Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$4,500 Classified Benefits 3000-3999: Employee Benefits Foster Youth Grant \$806
Action	3		
Actions/Services		PLANNED	ACTUAL

Expenditures	<p>Collaborate with the FYS Executive advisory council to explore the possibility of hiring a Social Worker to service Foster Youth in the schools in San Benito County.</p> <p>BUDGETED \$0 (part of regular Foster Youth Coordinator duties) \$0</p>	<p>The Director of Special Projects participated in collaboration throughout the year to move towards identifying additional support to service Foster Youth. The result has been the creation of a .5 FTE Foster Youth Coordinator and .5 FTE Educational Liaison to be filled by 2017-2018. Services provided by the director were embedded in the duties listed in goal #5 Action #1.</p> <p>ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Foster Youth Grant \$0</p>
<p>Action 4</p> <p>Actions/Services</p> <p>Expenditures</p>	<p>PLANNED Formalize the Foster Youth Educational Plan/Educational Passport, endorsed by the FYS Advisory Council, to assist agencies in increasing educational outcomes for Foster Youth</p> <p>BUDGETED Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$200</p>	<p>ACTUAL In July the Foster Youth Educational Plan/Educational Passport was finalized and printed.</p> <p>ESTIMATED ACTUAL cost indicated in Goal 5, action 4 Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$0</p>
<p>Action 5</p> <p>Actions/Services</p> <p>Expenditures</p>	<p>PLANNED Continue to provide AB 490 Training & Technical Assistance to all San Benito LEAs and stakeholders to improve pathway/plan of services for Foster Youth. This year's focus will be to continue educating LEAs about the unique needs of foster students and how to address those needs within the school setting. Training will also include ACE (Adverse Childhood Experiences) and how schools and social workers can work together to best serve students with these issues.</p> <p>BUDGETED Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$5,000</p>	<p>ACTUAL The FYSCP Coordinator provided AB 490 Training and Technical Assistance to all San Benito LEAs and stakeholders (FY liaisons, EAC members and community agency partners) to improve pathway/plan of services for Foster Youth by providing technical assistance and professional development opportunities on the following occasions:</p> <ul style="list-style-type: none"> • SBCOE Educational Training to San Benito County Health and Human Services A—January 19, 2017 • SBCOE McKinney Vento Training—February 16, 2016 • MCOE Homeless/Foster Youth Training—March 8, 2016 • Foster Youth Summit—April 18-19, 2017 • SBCOE Foster Youth Liaison training—May 2017 <p>ESTIMATED ACTUAL Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$3,086</p>

Action

6

Actions/Services

PLANNED

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

ACTUAL

In July the Foster Youth Educational Plan/Educational Passport was finalized and printed. In August each school received the passports to place in their front offices to have available for staff and Foster youth as needed.

Expenditures

BUDGETED

Materials & Supplies 4000-4999: Books And Supplies Foster Youth Grant \$1,000

ESTIMATED ACTUAL

Materials & Supplies
4000-4999: Books And Supplies Foster Youth Grant \$105

Action

7

Actions/Services

PLANNED

Partner with community organizations to provide materials and supplies to Foster Youth and Low- Income Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)

ACTUAL

The SBCOE FYSCP partnered with the following community organizations to provide materials and supplies to FY and homeless students:

- Stuff the Bus
- Court Appointed Special Advocates—distributed 19 backpacks and school supply kits (August 2016)
- K2College (January 2017 the company donated 32 school supply kits and 300 dental kits)

Expenditures

BUDGETED

\$500 per site Materials & Supplies 4000-4999: Books And Supplies Other \$1,500

ESTIMATED ACTUAL

Materials & Supplies
4000-4999: Books And Supplies Other \$0

Action

8

Actions/Services

PLANNED

Continue to engage Foster Youth in leadership and training opportunities, in which Foster Youth help present information to the various agencies to gain the Foster youth perspective.

ACTUAL

On April 18 and 19, two Foster Youth attended the Foster Youth Summit in Sacramento. The Foster Youth Educational Advisory Council is planning a Summit in May to provide professional learning for school districts in San Benito County surrounding Foster Youth. An additional opportunity for Foster Youth to engage in leadership and networking is also scheduled for May.

Expenditures

BUDGETED

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

ESTIMATED ACTUAL

Materials & Supplies
4000-4999: Books And Supplies Foster Youth Grant \$1,000

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.

The implementation of these actions and services overall have provided a platform of reform and refocus for how the county office serves San Benito County Foster Youth. Past and current services were evaluated to develop a more inclusive model of services for all Foster Youth in the county.

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

The overall effectiveness of these actions and services is evident through the work of the Foster Youth Advisory Committee on the Foster Youth Passport, hiring of a Foster Youth Liaison and implementation of FOSTER FOCUS in 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budgeted expenditures this year reflect the cancellation of a Foster Youth Services Coordinator contract. Reallocating responsibilities to the Director of Special Projects to satisfy past requirements of a case management mentor imposed a change in expenditures. Finally, sending two Foster Youth students to the Foster Youth Leadership Summit in Sacramento in April went beyond the budgeted expenditure amount. All other actions reflect similar estimated actual amounts to their budgeted amounts.

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.

After reviewing current county Foster Youth needs and moving towards alignment with state, local and regional Foster Youth standards of services, changes are immanent in the coming year. Namely, services from a Foster Youth Service Coordinator will no longer be employed, a Foster Youth Liaison is expected to be hired prior to the 2017-2018 school year, coordination with San Benito County Mental Health Services to provide mental health services to Foster Youth, implementation of FOSTER FOCUS Data Analysis program and enhancing Foster Youth leadership and educational opportunities and networking.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

San Benito County Board of Education

January 19, 2017: Update

May 11, 2017 Update

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

March 7, 2017: reviewed LCAP elements

May 10, 2017: reviewed DRAFT LCAP goals and actions for 2017-2018

State Local Agency System Support Office

February 9, 2016: The County Superintendent, Assistant Superintendent, and Director of Curriculum and Instruction met with the State Local Agency System Support Office, LASSO, to clarify the needs of the 2016-2017 LCAP process and support level of providing technical assistance to the districts in the County.

School Staff at Santa Ana Opportunity School, San Andreas High School, and Pinnacles Community/Court School

March 23, 2017: The Director of Curriculum and Instruction met with all three schools staff; including the Principal, teachers, counselor, and support staff to review the progress 2017-2018 LCAP Plan. Bargaining Unit members were present at the meetings. Staff input was collected in a Google Form.

May 11, 2017: Staff members contributed input on LCAP development

School Students and Parents at Santa Ana Opportunity School, San Andreas High School, and Pinnacles Community/Court School. Parents reviewed the Annual Update.

Parents felt that the school was doing a good job of communicating with them about events. They also suggested looking at other programs, such as the Migrant Program, for additional counseling services, as many of the students are both EL students and in the Migrant Program.

Students provided feedback in May 2017

Parents submitted feedback responses in May 2017

Foster Youth Services Advisory Council

February 15, 2017: presentation of the LCAP 2017-2018 progress and elicit feedback on services

The Assistant Superintendent held meetings to discuss how districts and community organizations could leverage resources to address truancy, especially among 13-17 year-olds. Participants included representatives from school districts, Youth Alliance, SELPA, City Council, probation, Hollister Police Department, District Attorney, San Benito Superior Court. Districts discussed current actions and services in their LCAPs and used the information to guide their LCAP development.

October 17, 2016

November 21, 2016

January 9, 2017

May 22, 2017

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

March 7, 2017: present the LCAP 2017-2018 progress and gather feedback

May 10, 2017: review 2017-2018 LCAP progress and gather feedback

San Benito County Office of Education Cabinet

May 2, 2017: disbursement of the 017-2018 LCAP for review and collection of feedback

May 9, 2017: LCAP feed back opportunity for all departments

Approval Process (dates):

January 19, 2017 Board Of Education Public Hearing

May 10, 2017 LCAP Draft Reviewed by SSC

May 10, 2017 LCAP Draft Reviewed by ELAC

June 8, 2017 Board Of Education LCAP Public Hearing

June 22, 2017 Board Of Education LCAP Approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder groups provided several contributions that resulted in changes to the 2017-2018 LCAP.

San Benito County Board of Education: voiced a need for improved student academic achievement and additional counseling or teacher training at the Alternative Education sites to address truancy and substance abuse. The desire for Increased student achievement is addressed with the inclusion of curriculum and professional development (Goal 1), technology support (Goal 1), and parent involvement Goal 3) in the 2017-2018 LCAP.

Academic progress has begun to be monitored and measured through the LCAP. Stakeholders agree that the focus needs to include a more purposeful approach to interventions for students who are not making enough progress based on the results from the 2016-2017 data. This has been addressed in the LCAP goals, actions, and services (Goal 1-all sites and Goal 4-Pinnacles).

The stakeholders are satisfied with the 2017-2018 LCAP plan to serve English Language Learners, Foster Youth and Expelled Youth. Stakeholders agree that there needs to be an increased focus to address the needs of these student groups that not meeting grade level standards and is reflected in the current LCAP (Goal 1-English Learners; Goal 4-Expelled Youth; Goal 5 Foster Youth)

The SSC and ELAC offered several pieces of feedback which included both validation and the need for improvement in certain service areas. Students and parents validated the positive climate shift of the learning environment, attendance rewards, and Acellus program for credit recovery action steps. There were concerns shared in regards to the rigor involved in the Common Core Standards, an interest to continue personal contact with parents, and additional emotional support, counseling services, for students going through tough situations. These areas are addressed in 2017-18 LCAP Goal 1; Goal 2 and Goal 3.

Teachers, Principal, Counselors, and support staff recommended that there be a continued focus on counseling services for students that go beyond the current substance abuse counselors. In addition, services such as college opportunities and financial aid workshops were suggested. Based on this feedback, implementation of the Restorative Justice Program will be continued; counseling will be provided (Goal 2). Additional services including access to college courses and life/career skills will also be provided (Goal 1 and Goal 4).

The Foster Youth Services Coordinating Program Executive Advisory Council supported the establishment of a Foster Youth Coordinator through San Benito County Office of Education found in 2017-18 LCAP Goal 5.

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.

☐ New ☒ Modified ☐ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

1. Highly Qualified Teachers
2. Clean and well-maintained Facilities
3. Standards-aligned Textbooks and instructional materials in Math, ELA and Science
4. Academic interventions for ELs, students with disabilities, and students not meeting proficiency in ELA and Math as measured by the CAASPP and STAR 360 assessments
5. Access to Career Tech Ed courses
6. Professional Development for staff in the areas of Math, ELA and NGSS instruction, assessment analysis, instructional technology and positive behavior systems

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of Highly Qualified Teachers	1. 100% of teachers are Highly Qualified	1. 100% of teachers will be Highly Qualified.	1. 100% of teachers will be Highly Qualified.	1. 100% of teachers will be Highly Qualified.
2. Facility Inspection Tool (FIT)/Williams Report	2. 100% of facilities meet requirements outlined in the Facility Inspection Tool	2. All facilities will meet the requirements as outlined by the Facility Inspection Tool.	2. All facilities will meet the requirements as outlined by the Facility Inspection Tool.	2. All facilities will meet the requirements as outlined by the Facility Inspection Tool.
3. Percentage of students who have access to Common Core aligned textbooks for Math, ELA and Science	3. 100% of students have Math and ELA textbooks that are Common Core aligned. History/Social Science and Science textbooks have yet to be purchased.	3. Common Core aligned Math and ELA textbooks will be provided for each student by August 2017.	3. Common Core aligned Science curriculum will be provided for each student by August 2017.	3. Common Core-aligned History/Social Science curriculum will be provided for each student by August 2018.
4. Number of courses available to students, whether Common Core, College & Career Readiness, or intervention		4. 2 Elective courses will be offered in addition to courses already in place.	4. 2 additional vocational/CTE courses will be offered in	4. 2 new elective courses will be offered in place based on student need

<p>5. CAASPP scores in Math and ELA</p> <p>6. Early Assessment Program</p> <p>7. STAR 360 growth</p> <p>8. Redesignation Rate</p> <p>9. ELPAC (CELDT for initial assessments) scores</p> <p>10. Graduation Rate</p>	<p>4. Students have access to all Core Courses, PE, Art, Computers, online credit recovery and elective courses</p> <p>5. 2015-16 CAASPP scores: ELA % standard met or exceeded Santa Ana: 8% San Andreas: 19% Pinnacles Community: 38% Math % standard met or exceeded Santa Ana: 8% San Andreas: 2% Pinnacles Community: 0%</p> <p>6. 21% passed the Early Assessment Program</p> <p>7. STAR 360 ELA growth: Santa Ana 8th: +11% Santa Ana 9th: -21% San Andreas 9/10: -3% San Andreas 11th: 0% San Andreas 12th: 0% Pinnacles: -28% STAR 360 Math growth: Santa Ana 8th: 0% Santa Ana 9th: untested San Andreas 9/10: -6% San Andreas 11th: -3% San Andreas 12th: 0% Pinnacles: -5%</p> <p>8. ELs redesignated in 2016-2017: Santa Ana 40% San Andreas 52% Pinnacles 50%</p> <p>9. English Learners CELDT scores and movement Santa Ana Advanced: 13% Early Advanced: 40% Intermediate: 40% Early Intermediate: 40% Beginner: 0% Students that moved up one level: 0%</p>	<p>5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site</p> <p>6. 25% of students will meet the passing rate for Early Assessment Program (EAP)</p> <p>7. 25% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time)</p> <p>8. 5% of English Learners will redesignated to Fluent English Proficient.</p> <p>9. 10% of English Learners will move up one level on the ELPAC (CELDT).</p> <p>10. 75% of students will graduate at all sites.</p>	<p>addition to courses already in place.</p> <p>5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site</p> <p>6. 27% of students will meet the passing rate for Early Assessment Program (EAP)</p> <p>7. 27% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time)</p> <p>8. 7% of English Learners will redesignated to Fluent English Proficient.</p> <p>9. 13% of English Learners will move up one level on the ELPAC</p> <p>10. 80% of students will graduate at all sites.</p>	<p>5. Increase standard met or exceeded on CAASPP in ELA and Math by 3% at each site</p> <p>6. 30% of students will meet the passing rate for Early Assessment Program (EAP)</p> <p>7. 30% of students will demonstrate growth equivalent to enrollment (one month's growth in one month's time)</p> <p>8. 10% of English Learners will redesignated to Fluent English Proficient.</p> <p>9. 15% of English Learners will move up one level on the ELPAC.</p> <p>10. 90% of students will graduate at all sites.</p>
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San Andreas:

Advanced: 0%

Early Advanced: 50%

Intermediate: 45%

Early Intermediate: 5%

Beginner: 0%

Students that moved up one level: 4%

Pinnacles:

none tested in 2016-2017

10. 2015-16 Graduation Rate:

San Andreas: 66%

Pinnacles Community: 17%

Pinnacles Court School: 18%

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☐ All ☐ Students with Disabilities ☐Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served☒ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All Schools ☒ Specific Schools: Santa Ana Opportunity School ☐ Specific Grade spans:ACTIONS/SERVICES

2017-18
☐ New ☒ Modified ☐ Unchanged

Maintain a full day schedule at Santa Ana Opportunity School:

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

2018-19
☐ New ☒ Modified ☐ Unchanged

Maintain a full day schedule at Santa Ana Opportunity School:

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

2019-20
☐ New ☐ Modified ☒ Unchanged

Maintain a full day schedule at Santa Ana Opportunity School:

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$33,939
Source	Other
Budget Reference	3000-3999: Employee Benefits 2.0 FTE Employee Benefits
Amount	\$155,663
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries
Amount	\$2,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2018-19

Amount	\$34,467
Source	Other
Budget Reference	3000-3999: Employee Benefits 2.0 FTE Employee Benefits
Amount	\$158,777
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries
Amount	\$2,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2019-20

Amount	\$35,206
Source	Other
Budget Reference	3000-3999: Employee Benefits 2.0 FTE Employee Benefits
Amount	\$161,952
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Certificated Salaries
Amount	\$2,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action 2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense
Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense

2018-19

Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense
Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense

2019-20

Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAOS Consulting & Operating Expense
Amount	\$1,500
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAHS Consulting & Operating Expense

Action **3**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ San Andreas Continuation and Pinnacles Community Schools ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies

2018-19

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies

2019-20

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community School Materials & Supplies

Amount	\$8,803	Amount	\$8,979	Amount	\$9,159
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.1 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.1 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community School Certificated Salaries (0.1 FTE)
Amount	\$1,576	Amount	\$1,605	Amount	\$1,635
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.1 FTE)	Budget Reference	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.1 FTE)	Budget Reference	3000-3999: Employee Benefits Pinnacles Community School Employee Benefits (0.1 FTE)

Action 4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ San Andreas Continuation School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

San Andreas High School : Maintain access to courses in Art, PE, Computer (CTE) and online recovery to better prepare students for Careers. Maintain 2 sections of Art courses and 1 CTE course section. Add 2 additional elective courses.

☐ New ☐ Modified ☒ Unchanged

San Andreas High School : Maintain access to courses in Art, PE, Computer (CTE) and online recovery to better prepare students for Careers. Maintain 2 sections of Art courses and 1 CTE course section. Add 2 additional Vocational/CTE courses.

☐ New ☐ Modified ☒ Unchanged

San Andreas High School : Maintain access to courses in Art, PE, Computer (CTE) and online recovery to better prepare students for Careers. Maintain 2 sections of Art courses and 1 CTE course section. Review current elective and CTE courses and adjust courses based on student needs.

BUDGETED EXPENDITURES

2017-18

Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$17,361
Source	Carl D. Perkins Career and Technical Education
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)
Amount	\$32,770
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS (0.4 FTE)
Amount	\$3,103
Source	Other

2018-19

Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$17,709
Source	Carl D. Perkins Career and Technical Education
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)
Amount	\$33,426
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS (0.4 FTE)
Amount	\$3,161
Source	Other

2019-20

Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$18,063
Source	Carl D. Perkins Career and Technical Education
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)
Amount	\$34,095
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS (0.4 FTE)
Amount	\$3,219
Source	Other

Budget Reference	3000-3999: Employee Benefits SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)	Budget Reference	3000-3999: Employee Benefits SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)	Budget Reference	3000-3999: Employee Benefits SAHS Carl D. Perkins Career and Technical Education (0.2 FTE)
Amount	\$5,857	Amount	\$5,966	Amount	\$6,076
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS (0.4 FTE)	Budget Reference	3000-3999: Employee Benefits SAHS (0.4 FTE)	Budget Reference	3000-3999: Employee Benefits SAHS (0.4 FTE)

Action 5

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Provide appropriate technology so students have access to course content
1. Update devices for classrooms

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide appropriate technology so students have access to course content
1. Update devices for classrooms

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide appropriate technology so students have access to course content
1. Update devices for classrooms

2. Provide Internet access for each site

2. Provide Internet access for each site

2. Provide Internet access for each site

BUDGETED EXPENDITURES**2017-18**

Amount	\$8,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Chromebooks, storage and access points
Amount	\$8,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Chromebooks, storage and access points
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAOS Charter INET
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAHS Charter INET
Amount	\$11,000
Source	Supplemental and Concentration
Budget Reference	5900: Communications Pinnacles Community Charter INET

2018-19

Amount	\$8,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Chromebooks, storage and access points
Amount	\$8,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community classroom presentation screens and casting
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAOS Charter INET
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAHS Charter INET
Amount	\$11,000
Source	Supplemental and Concentration
Budget Reference	5900: Communications Pinnacles Community & Pinnacles Court Charter INET

2019-20

Amount	\$4,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS classroom presentation screens and casting
Amount	\$2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Chromebooks maintenance and repair
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAOS Charter INET
Amount	\$11,000
Source	Other
Budget Reference	5900: Communications Internet line SAHS Charter INET
Amount	\$11,000
Source	Supplemental and Concentration
Budget Reference	5900: Communications Pinnacles Community Charter INET

Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points	Budget Reference	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points	Budget Reference	4000-4999: Books And Supplies SAHS Chromebooks, storage and access points

Action 6

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1. Replenish Next Generation Science Standards materials and supplies
2. Provide Next Generation Science Standards and Math training for staff

2018-19

☐ New ☒ Modified ☐ Unchanged

1. Replenish Next Generation Science Standards materials and supplies
2. Provide Social Science and ELA training for staff

2019-20

☐ New ☒ Modified ☐ Unchanged

1. Replenish Next Generation Science Standards materials and supplies
2. Provide Standards-based professional learning based on teacher's needs

3. Purchase Math textbooks

3. Purchase ELA textbooks

4. Research and adopt History/Social Science Textbooks

3. Purchase math textbooks

4. Purchase History/Social Science Textbooks

5. Research and adopt Science Textbooks

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies
Amount	\$500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase Next Generation Science Standard materials and supplies
Amount	\$800
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS
Amount	\$400
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School

2018-19

Amount	\$1,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies
Amount	\$500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase Math Curriculum, Replenish Science Materials & Supplies
Amount	\$800
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS
Amount	\$400
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School

2019-20

Amount	\$1,000
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Purchase Next Generation Science Standard materials and supplies
Amount	\$200
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community and Court: Purchase History Curriculum, Replenish Science Materials & Supplies
Amount	\$800
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development SAOS/SAHS
Amount	\$400
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Pinnacles Community School

Amount	\$2,000	Amount	\$1,125	Amount	\$2,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS:Purchase Math textbooks	Budget Reference	4000-4999: Books And Supplies SAOS:Purchase ELA textbooks	Budget Reference	4000-4999: Books And Supplies SAOS:Purchase Math textbooks
Amount	\$4,500	Amount	\$2,500	Amount	\$4,500
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS:Purchase Math textbooks	Budget Reference	4000-4999: Books And Supplies SAHS:Purchase ELA textbooks	Budget Reference	4000-4999: Books And Supplies SAHS:Purchase Math textbooks
Amount	\$800	Amount	\$500	Amount	\$800
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Math textbooks	Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase ELA textbooks	Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Math textbooks
Amount	\$500	Amount	\$2,000	Amount	\$500
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS purchase Social Science textbooks	Budget Reference	4000-4999: Books And Supplies SAOS purchase Science textbooks	Budget Reference	4000-4999: Books And Supplies SAOS purchase Social Science textbooks
Amount	\$2,500	Amount	\$4,500	Amount	\$2,500
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS: purchase Social Science textbooks	Budget Reference	4000-4999: Books And Supplies SAHS: purchase Science textbooks	Budget Reference	4000-4999: Books And Supplies SAHS: purchase Social Science textbooks
Amount	\$500	Amount	\$800	Amount	\$500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Social Science textbooks	Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Science textbooks	Budget Reference	4000-4999: Books And Supplies Pinnacles: purchase Social Science textbooks

Action 7

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$967

2018-19

Amount \$967

2019-20

Amount \$967

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Edmentum	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Edmentum	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Edmentum
Amount	\$900	Amount	\$900	Amount	\$900
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community ALEKS	Budget Reference	4000-4999: Books And Supplies Pinnacles Community ALEKS	Budget Reference	4000-4999: Books And Supplies Pinnacles Community ALEKS
Amount	\$1,211	Amount	\$1,211	Amount	\$1,211
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community STAR 360	Budget Reference	4000-4999: Books And Supplies Pinnacles Community STAR 360	Budget Reference	4000-4999: Books And Supplies Pinnacles Community STAR 360
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus
Amount	\$117	Amount	\$117	Amount	\$117
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Edmentum	Budget Reference	4000-4999: Books And Supplies SAOS Edmentum	Budget Reference	4000-4999: Books And Supplies SAOS Edmentum
Amount	\$450	Amount	\$450	Amount	\$450
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS ALEKS	Budget Reference	4000-4999: Books And Supplies SAOS ALEKS	Budget Reference	4000-4999: Books And Supplies SAOS ALEKS
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Other	Source	Other	Source	Other

Budget Reference	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies SAHS Credit Recovery: Acellus
Amount	\$1,498	Amount	\$1,498	Amount	\$1,498
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS STAR 360	Budget Reference	4000-4999: Books And Supplies SAOS STAR 360	Budget Reference	4000-4999: Books And Supplies SAOS STAR 360
Amount	\$850	Amount	\$850	Amount	\$850
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Edmentum	Budget Reference	4000-4999: Books And Supplies SAHS Edmentum	Budget Reference	4000-4999: Books And Supplies SAHS Edmentum
Amount	\$1,125	Amount	\$1,125	Amount	\$1,125
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS ALEKS	Budget Reference	4000-4999: Books And Supplies SAHS ALEKS	Budget Reference	4000-4999: Books And Supplies SAHS ALEKS
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Credit Recovery: Acellus

Action 8

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners

 ☐ Foster Youth

 ☐ Low Income
Scope of Services
☐ LEA-wide

 ☐ Schoolwide

OR

 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools

 ☐ Specific Schools:

 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New

☒ Modified

☐ Unchanged

1. Continue the Countywide Professional Development series in the following areas:
 LCAP Professional Learning Network
 NGSS
 Math Collaborative
 Arts Workshops
 Math Talks
 CPIN

2. Expand Countywide Professional Development in the areas of
 English Language Learner Strategies
 Instructional Leadership
 Instructional Technology
 Math Summer Institute
 Special Education Series
 MTSS
 UDL

2018-19
☐ New

☒ Modified

☐ Unchanged

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

2. Continue the Countywide Professional Development series in the following areas:
 LCAP Professional Learning Network
 NGSS
 Math Collaborative
 Arts Workshops
 Math Talks
 CPIN
 English Language Learner Strategies
 Instructional Leadership
 Instructional Technology
 Special Education
 MTSS
 UDL

3. Expand Countywide Professional Development to include
 History/ Social Studies
 English Language Arts
 PBIS

2019-20
☐ New

☒ Modified

☐ Unchanged

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

2. Continue the Countywide Professional Development series in the following areas (or based on expressed interest) in:
 LCAP Professional Learning Network
 NGSS
 Math Collaborative
 Arts Workshops
 Math Talks
 CPIN
 English Language Learner Strategies
 MTSS
 UDL
 PBIS

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action 9

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> <u>Santa Ana and San Andreas</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$667
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries After school tutoring
Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

2018-19

Amount	\$667
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries After school tutoring
Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

2019-20

Amount	\$667
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries After school tutoring
Amount	\$500
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action 10

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

Students to be Served

☐ All ☒ Students with Disabilities ☐

Location(s)

☐ All Schools ☒ Specific Schools: Santa Ana Opportunity and San Andreas Continuation High Schools ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New
☒ Modified
☐ Unchanged

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

2018-19
☐ New
☒ Modified
☐ Unchanged

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

2019-20
☐ New
☒ Modified
☐ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$75,735
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$13,534
Source	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$21,527
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)
Amount	\$3,850

2018-19

Amount	\$77,250
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$13,784
Source	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$21,958
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)
Amount	\$3,921

2019-20

Amount	\$78,795
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$14,039
Source	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education Teacher for SAOS (.4 FTE) and SAHS (.6 FTE)
Amount	\$22,397
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)
Amount	\$3,993

Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)	Budget Reference	3000-3999: Employee Benefits Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)	Budget Reference	3000-3999: Employee Benefits Special Education Aide for SAOS (.5 FTE) and SAHS (.5 FTE)

Action 11

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Countywide</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Facilitate participation countywide in the B.E.L.I.E.F. Professional Learning Modules developed by the California ELA/ ELD Curriculum and Instruction Subcommittee.

2018-19

☐ New ☒ Modified ☐ Unchanged

Expand professional development opportunities countywide for educators of English Learner through monthly workshops.

2019-20

☐ New ☐ Modified ☒ Unchanged

Expand professional development opportunities countywide for educators of English Learner through monthly workshops.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$4,500	Amount	\$4,500	Amount	\$4,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action 12

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide Professional Development to Alternative Education Staff

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

Continue Professional Development to Alternative Education Staff

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

Continue Professional Development to Alternative Education Staff

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

BUDGETED EXPENDITURES

2017-18

Amount	\$720
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference
Amount	\$360
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies
Amount	\$70
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Materials and Supplies
Amount	\$70
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

2018-19

Amount	\$720
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference
Amount	\$360
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Materials and Supplies
Amount	\$70
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Materials and Supplies
Amount	\$70
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

2019-20

Amount	\$720
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Travel and Conference
Amount	\$360
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Materials and Supplies
Amount	\$70
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Materials and Supplies
Amount	\$70
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Amount	\$140	Amount	\$140	Amount	\$140
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Travel and Conference
Amount	\$140	Amount	\$140	Amount	\$140
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Travel and Conference

Action 13

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐

[Location\(s\)](#)

☐ All Schools ☒ Specific Schools: San Andreas Continuation High School ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☒ Modified ☐ Unchanged

2019-20

☐ New ☒ Modified ☐ Unchanged

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

Complete the approval process for 2 additional courses to be approved for 'a-g' for the 2018-19 school year.

Complete the approval process for 2 additional courses to be approved for 'a-g' approval for the 2019-20 school year.

BUDGETED EXPENDITURES

2017-18

Amount	\$0
Budget Reference	embedded in regular staff duties

2018-19

Amount	\$0
Budget Reference	embedded in regular staff duties

2019-20

Amount	\$0
Budget Reference	embedded in regular staff duties

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.

☐ New ☐ Modified ☒ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

1. Students need to attend school each day on time.
2. Students need to feel safe at school.
3. All sites need to have clear and consistent discipline policies.
4. Students need to become more involved in the decision-making processes involved in their education

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	2015-2016 Attendance Rates: Santa Ana 87%	1. Average Daily attendance rate will increase by 2% at each school site.	1. Average Daily attendance rate will increase by 2% at each school site.	1. Average Daily attendance rate will increase by 2% at each school site.
Chronic Absenteeism Rate	San Andreas 86%			
Suspension Rate	Pinnacles Community 81%	2. Determine Baseline for Chronic Absenteeism Rate at each site	2. Chronic Absenteeism Rate at each site will be reduced by 2% from baseline.	2. Chronic Absenteeism Rate at each site will be reduced by 4% from baseline.
Expulsion Rate	Currently Chronic Absenteeism Rate is not available	3. Decrease suspension rates at all sites by 5%	3. Decrease suspension rates at all sites by 5%	3. Decrease suspension rates at all sites by 5%
Drop-out Rate	2015-2016 Suspension Rates: Santa Ana 26%	4. Maintain expulsion rates to less than 5 %.	4. Maintain expulsion rates to less than 5 %.	4. Maintain expulsion rates to less than 5%.
Office Referrals	San Andreas 19%	5. Reduce the number of students referred to the office for behavior issues by 5%.	5. Reduce the number of students referred to the office for behavior issues by 5%.	5. Reduce the number of students referred to the office for behavior issues by 5%.
CA Healthy Kids Survey (CHKS) Results	Pinnacles Community 15%	6. The CA Healthy Kid Survey will reflect a 5% increase in the	6. In place of The CA Healthy Kid Survey, students will	6. The CA Healthy Kid Survey will reflect a 5% increase in the
Parent Climate Surveys	2015-2016 Expulsion Rates: Santa Ana 0%			
Aeries student portal use	San Andreas 0%			
	2015-2016 Drop-out Rate: San Andreas 26%			
	Pinnacles Community 83%			

	<p>Pinnacles Court 77%</p> <p>2015-2016 Office referrals: Santa Ana: 73 San Andreas: 76</p> <p>CHKS Results: Percent of students who feel connected to school Santa Ana: 39% San Andreas: 39%</p> <p>Percent of students who feel safe at school Santa Ana: 65% San Andreas: 56%</p> <p>Baseline data for Parent Surveys is currently being collected</p> <p>Student portal accessed: 0%</p>	<p>number of students who feel safe at school and are making positive choices based on self-reporting on CHKS.</p> <p>7. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2015-16 school year.</p> <p>8. 25% of parents and 75% students will access the Aeries parent/student portal at San Andreas and Santa Ana.</p>	<p>respond in the Google Forms Climate survey to gauge the climate and culture of each campus</p> <p>7. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2017-2018 school year.</p> <p>8. 95% students will access the Aeries parent/student portal at San Andreas and Santa Ana.</p>	<p>number of students who feel safe at school and are making positive choices based on self-reporting on CHKS.</p> <p>7. End-of-year surveys to parents and students will reflect an increase in the areas of engagement and feeling safe at school as compared to the 2015-16 school year.</p> <p>8. 100% of students will access the Aeries parent/student portal at San Andreas and Santa Ana.</p>
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☐

Modified

☒

Unchanged

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

2018-19☐

New

☐

Modified

☒

Unchanged

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

2019-20☐

New

☐

Modified

☒

Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$720

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAHS Materials and Supplies

Amount

\$140

Source

Supplemental and Concentration

Budget
Reference4000-4999: Books And Supplies
Pinnacles Community Materials and
supplies

Amount

\$140

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAOS Materials and Supplies**2018-19**

Amount

\$720

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAHS Materials and Supplies

Amount

\$140

Source

Supplemental and Concentration

Budget
Reference4000-4999: Books And Supplies
Pinnacles Community Materials and
supplies

Amount

\$140

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAOS Materials and Supplies**2019-20**

Amount

\$720

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAHS Materials and Supplies

Amount

\$140

Source

Supplemental and Concentration

Budget
Reference4000-4999: Books And Supplies
Pinnacles Community Materials and
supplies

Amount

\$140

Source

Other

Budget
Reference4000-4999: Books And Supplies
SAOS Materials and SuppliesAction **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> <u>Santa Ana and San Andreas</u> <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$100
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$100
Source	Supplemental and Concentration

2018-19

Amount	\$100
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$100
Source	Supplemental and Concentration

2019-20

Amount	\$100
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$100
Source	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$100	Amount	\$100	Amount	\$100
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials & Supplies	Budget Reference	4000-4999: Books And Supplies SAOS Materials & Supplies	Budget Reference	4000-4999: Books And Supplies SAOS Materials & Supplies

Action 3

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$7,385
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.07 FTE)
Amount	\$1,321
Source	Title I
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.07 FTE)
Amount	\$37,980
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.07 FTE)
Amount	\$6,797
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.07 FTE)

2018-19

Amount	\$7,532
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.07 FTE)
Amount	\$1,346
Source	Title I
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.07 FTE)
Amount	\$38,740
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.07 FTE)
Amount	\$6,923
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.07 FTE)

2019-20

Amount	\$7,683
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.07 FTE)
Amount	\$1,371
Source	Title I
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.07 FTE)
Amount	\$39,514
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.07 FTE)
Amount	\$7,051
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.07 FTE)

Amount	\$7,385	Amount	\$7,532	Amount	\$7,683
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (14% of 0.07 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (14% of 0.07 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Certificated Salaries (14% of 0.07 FTE)
Amount	\$1,321	Amount	\$1,346	Amount	\$1,371
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.07 FTE)	Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.07 FTE)	Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.07 FTE)

Action 4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

☐ New ☐ Modified ☒ Unchanged

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

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

☐ New ☐ Modified ☒ Unchanged

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$16,276
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.03 FTE)
Amount	\$2,913
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.03 FTE)
Amount	\$3,165
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)

2018-19

Amount	\$16,601
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.03 FTE)
Amount	\$2,967
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.03 FTE)
Amount	\$3,228
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)

2019-20

Amount	\$16,934
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries SAHS Certificated Salaries (72% of 0.03 FTE)
Amount	\$3,022
Source	Other
Budget Reference	3000-3999: Employee Benefits SAHS Employee Benefits (72% of 0.03 FTE)
Amount	\$3,293
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pinnacles Community Certificated Salaries (14% of 0.03 FTE)

Amount	\$566	Amount	\$576	Amount	\$587
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.03 FTE)	Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.03 FTE)	Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits (14% of 0.03 FTE)
Amount	\$3,165	Amount	\$3,228	Amount	\$3,293
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Classified Salaries (14% of 0.03 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Classified Salaries (14% of 0.03 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries SAOS Classified Salaries (14% of 0.03 FTE)
Amount	\$566	Amount	\$576	Amount	\$587
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.03 FTE)	Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.03 FTE)	Budget Reference	3000-3999: Employee Benefits SAOS Employee Benefits (14% of 0.03 FTE)

Action 5

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

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

2018-19

New



Modified



Unchanged

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

2019-20

New



Modified



Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$500

Source

Foster Youth Grant

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Foster Youth bus tokens for Pinnacles Community, SAOS and SAHS

Amount

\$500

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Migrant bus tokens for Pinnacles Community, SAOS and SAHS

2018-19

Amount

\$500

Source

Foster Youth Grant

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Foster Youth bus tokens for Pinnacles Community, SAOS and SAHS

Amount

\$500

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Migrant bus tokens for Pinnacles Community, SAOS and SAHS

2019-20

Amount

\$500

Source

Foster Youth Grant

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Foster Youth bus tokens for Pinnacles Community, SAOS and SAHS

Amount

\$500

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Migrant bus tokens for Pinnacles Community, SAOS and SAHS

Action 6

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

[Students to be Served](#)

All



Students with Disabilities



Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

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

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1,833
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Aeries
Amount	\$1,833
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries

2018-19

Amount	\$1,833
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Aeries
Amount	\$1,833
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries

2019-20

Amount	\$1,833
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS Aeries
Amount	\$1,833
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community Aeries

Amount	\$1,833	Amount	\$1,833	Amount	\$1,833
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Aeries	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Aeries	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS Aeries

Action 7

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> <u>San Andreas Continuation; Santa Ana Opportunity; Pinnacles Community Schools</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$167
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

2018-19

Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$167
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

2019-20

Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$167
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$167
Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Action 8

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

[ACTIONS/SERVICES](#)**2017-18**

New



Modified



Unchanged

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

2018-19

New



Modified



Unchanged

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

2019-20

New



Modified



Unchanged

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

[BUDGETED EXPENDITURES](#)**2017-18**

Amount

\$50,000

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Training and contracted services for Restorative Justice Coordinator

2018-19

Amount

\$50,000

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Training and contracted services for Restorative Justice Coordinator

2019-20

Amount

\$50,000

Source

Other

Budget
Reference

5000-5999: Services And Other Operating Expenditures
Training and contracted services for Restorative Justice Coordinator

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.

☐ New ☐ Modified ☒ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. School Site Council membership	1. Alternative Education School Site Council membership: student: 1 parent: 2	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.	1. Full School Site Council membership at each school site, including 2 parent and 2 student members.
2. Aeries access				
3. Parent participation at SSC and other school events	2. 100% access to student and parent portal; 4 parents registered	2. 50% of parents will access the Aeries parent/student portal	2. 60% of parents will access the Aeries parent/student portal	2. 65% of parents will access the Aeries parent/student portal
4. Participation of Year-End Survey	3. Attendance at School Site Council (average): 8 Back to School parent attendance: 40 Parent Teacher Conference attendance: 8	3. Meetings and activities for parents that focus on school processes and academics will be offered with 20% of parents participating.	3. Meetings and activities for parents that focus on school processes and academics will be offered with 25% of parents participating.	3. Meetings and activities for parents that focus on school processes and academics will be offered with 30% of parents participating.
5. English Language Learner parent meeting attendance	4. 21 returned Parent End-of-Year surveys	4. 80% of all End-of-Year Parent Surveys will be turned in.	4. 85% of all End-of-Year Parent Surveys will be turned in.	4. 90% of all End-of-Year Parent Surveys will be turned in.
		5. Parent attendance at ELAC will increase by 30%	5. Parent attendance at ELAC will increase by 50% over the baseline	5. Parent attendance at ELAC will increase 75% over the baseline

5. Average parent attendance at ELAC: 6

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Provide information about student grades, attendance, meetings and activities to parents through:
 Aeries Parent Portal
 BlackBoard Connect (auto dialer)
 Email
 Website
 Social Media

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide information about student grades, attendance, meetings and activities to parents through:
 Aeries Parent Portal
 BlackBoard Connect (auto dialer)
 Email
 Website
 Social Media

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide information about student grades, attendance, meetings and activities to parents through:
 Aeries Parent Portal
 BlackBoard Connect (auto dialer)
 Email
 Website
 Social Media

Flyers		Flyers		Flyers	
<u>BUDGETED EXPENDITURES</u>					
2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS/ SAHS Aeries expense identified in Goal 2, action 6	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS/ SAHS Aeries expense identified in Goal 2, action 6	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS/ SAHS Aeries expense identified in Goal 2, action 6
Amount	\$0	Amount	\$0	Amount	\$0
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Aeries expense identified in Goal 2, action 6	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Aeries expense identified in Goal 2, action 6	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Aeries expense identified in Goal 2, action 6
Amount	\$500	Amount	\$500	Amount	\$500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures Pinnacles Community BlackBoard Connect
Amount	\$500	Amount	\$500	Amount	\$500
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures SAHS BlackBoard Connect
Amount	\$216	Amount	\$216	Amount	\$216
Source	Other	Source	Other	Source	Other

Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies	Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies	Budget Reference	4000-4999: Books And Supplies SAHS Materials and Supplies
Amount	\$42	Amount	\$42	Amount	\$42
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials and Supplies
Amount	\$500	Amount	\$500	Amount	\$500
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect	Budget Reference	5000-5999: Services And Other Operating Expenditures SAOS BlackBoard Connect
Amount	\$42	Amount	\$42	Amount	\$42
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies	Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies	Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

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

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$0
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS/ SAHS Certificated Salaries identified in Goal 2, Action 3
Amount	\$0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$0
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS/ SAHS Certificated Salaries identified in Goal 2, Action 3
Amount	\$0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$0
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries SAOS/ SAHS Certificated Salaries identified in Goal 2, Action 3
Amount	\$0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

	Pinnacles Community Certificated Salaries identified in Goal 2, Action 3		Pinnacles Community Certificated Salaries identified in Goal 2, Action 3		Pinnacles Community Certificated Salaries identified in Goal 2, Action 3
Amount	\$0	Amount	\$0	Amount	\$0
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits SAOS/ SAHS Employee Benefits identified in Goal 2, Action 3	Budget Reference	3000-3999: Employee Benefits SAOS/ SAHS Employee Benefits identified in Goal 2, Action 3	Budget Reference	3000-3999: Employee Benefits SAOS/ SAHS Employee Benefits identified in Goal 2, Action 3
Amount	\$0	Amount	\$0	Amount	\$0
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits identified in Goal 2, Action 3	Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits identified in Goal 2, Action 3	Budget Reference	3000-3999: Employee Benefits Pinnacles Community Employee Benefits identified in Goal 2, Action 3

Action 3

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

Host events that allow parents to learn more about their student's progress and available opportunities. Events will included:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
4. "Community Knight" focuses on educating families about college and careers
5. Quarterly Family Nights: information and training for parents about school processes, student progress, and how to help their students achieve as well as tutoring for students.

2018-19
☐ New ☐ Modified ☒ Unchanged

Host events that allow parents to learn more about their student's progress and available opportunities. Events will included:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
4. "Community Knight" focuses on educating families about college and careers
5. Quarterly Family Nights: information and training for parents about school processes, student progress, and how to help their students achieve as well as tutoring for students.

2019-20
☐ New ☐ Modified ☐ Unchanged

Host events that allow parents to learn more about their student's progress and available opportunities. Events will included:

1. Back-to-School Night
2. Parent conferences (once each semester)
3. "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
4. "Community Knight" focuses on educating families about college and careers
5. Quarterly Family Nights: information and training for parents about school processes, student progress, and how to help their students achieve as well as tutoring for students.

BUDGETED EXPENDITURES**2017-18**

Amount	\$1,080
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$210
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$210

2018-19

Amount	\$1,080
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$210
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$210

2019-20

Amount	\$1,080
Source	Other
Budget Reference	4000-4999: Books And Supplies SAHS Materials & Supplies
Amount	\$210
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Pinnacles Community Materials & Supplies
Amount	\$210

Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Source	Other
Budget Reference	4000-4999: Books And Supplies SAOS Materials and Supplies

Action 4

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Develop an assessment for need of volunteers. If a need is identified, solicit volunteers from community and families.

2018-19

☐ New ☒ Modified ☐ Unchanged

Administer a need-for-volunteer assessment. If a need is identified, solicit volunteers from community and families.

2019-20

☐ New ☐ Modified ☒ Unchanged

Administer a need-for-volunteer assessment. If a need is identified, solicit volunteers from community and families.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Budget Reference	Part of regular staff duties	Budget Reference	Part of regular staff duties	Budget Reference	Part of regular staff duties
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Action 5

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input checked="" type="checkbox"/> <u>grades 9-12</u>

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

- Partner with San Benito High School District to implement a Parent University including 1 course in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding

2018-19

☐ New ☐ Modified ☐ Unchanged

- Partner with San Benito High School District to implement a Parent University including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding

2019-20

☐ New ☐ Modified ☐ Unchanged

- Partner with San Benito High School District to implement a Parent University including 4 courses in each of four areas (Academics, College, Parenting Support, Student Safety)--dependent on grant funding

BUDGETED EXPENDITURES

2017-18

Amount \$1,000

2018-19

Amount \$2,000

2019-20

Amount \$4,000

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries

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.

☐ New ☐ Modified ☒ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

Students who are expelled need to be provided with standards-aligned instruction as well as additional supports to address academic gaps and social/emotional needs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. CAASPP scores 2. STAR 360 growth 3. Graduation/ Promotion Rate	1. In 2015-16, 11th grade CAASPP ELA Met or exceeded Standard: 42% In 2015-16, 11th grade CAASPP Math Met or exceeded standard: 0% 2. ELA growth -28% Math growth: -5%% 3. 2015-16 Graduation rate: 17%	1. Academic options for expelled youth will be improved by identifying gaps in services as outlined in the Countywide Plan for Expelled Students. 2. Increase in CAASPP scores from established baseline in ELA and Math by 5% 3. STAR 360 scores demonstrate student percentile growth of 50% or greater. 4. Increase graduation rate to 50%.	1. Academic options for expelled youth will be improved by identifying gaps in services as outlined in the Countywide Plan for Expelled Students. 2. Increase in CAASPP scores from established baseline in ELA and Math by 5% 3. STAR 360 scores demonstrate student percentile growth of 50% or greater. 4. Increase graduation rate to 75%.	1. Academic options for expelled youth will be improved by identifying gaps in services as outlined in the Countywide Plan for Expelled Students. 2. Increase in CAASPP scores from established baseline in ELA and Math by 5% 3. STAR 360 scores demonstrate student percentile growth of 50% or greater. 4. Increase graduation rate to 95%.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Expelled youth</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> <u>Pinnacles Community School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students

2018-19

☐ New ☐ Modified ☐ Unchanged

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students

2019-20

☐ New ☐ Modified ☐ Unchanged

Collaborate with the Alternative School Principal and all districts in San Benito County to review and revise the Countywide Plan for Expelled Students

BUDGETED EXPENDITURES

2017-18

Amount	\$0
Budget Reference	(part of regular staff duties)

2018-19

Amount	\$0
Budget Reference	(part of regular staff duties)

2019-20

Amount	\$0
Budget Reference	(part of staff duties)

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☒ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Pinnacles Community School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Coordinate with 2 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and science to students.

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

Coordinate with 5 community entities (such as Hollister Hills State Park) to provide presentations and information about careers and science to students.

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Amount	\$100	Amount	\$100	Amount	\$100
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Probation Youth Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Probation Youth Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Probation Youth Materials and Supplies
Amount	\$250	Amount	\$250	Amount	\$250
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation
Amount	\$250	Amount	\$250	Amount	\$250
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Probation Youth field trip transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Probation field trip transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Expelled Youth field trip transportation

Action 3

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☒Pinnacles Community School☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☒

Modified

☐

Unchanged

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students and provide training for staff.

2018-19☐

New

☐

Modified

☒

Unchanged

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students and provide training for staff.

2019-20☐

New

☐

Modified

☒

Unchanged

Continue to work with Behavioral Mental Health to provide substance abuse counseling. Contract services through Hollister Youth Alliance to provide a coordinator for Restorative Justice to work with Expelled and Probation students.

BUDGETED EXPENDITURES**2017-18**

Amount

\$10,000

Source

Other

Budget
Reference

5800: Professional/Consulting Services
And Operating Expenditures
Restorative Justice Coordinator from
Hollister Youth Alliance

2018-19

Amount

\$10,000

Source

Other

Budget
Reference

5800: Professional/Consulting Services
And Operating Expenditures
Restorative Justice Coordinator from
Hollister Youth Alliance

2019-20

Amount

\$10,000

Source

Other

Budget
Reference

5800: Professional/Consulting Services
And Operating Expenditures
Restorative Justice Coordinator from
Hollister Youth Alliance

Action

4

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

[Students to be Served](#)☐

All

☒

Students with Disabilities

☐[Location\(s\)](#)☒

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

Work with SELPA to provide counseling services for students in Special Education through ERHMS

2018-19

☐ New ☐ Modified ☒ Unchanged

Work with SELPA to provide counseling services for students in Special Education through ERHMS

2019-20

☐ New ☐ Modified ☒ Unchanged

Work with SELPA to provide counseling services for students in Special Education through ERHMS

BUDGETED EXPENDITURES**2017-18**

Amount \$0

Budget Reference Funded through SELPA

2018-19

Amount \$0

Budget Reference Funded through SELPA

2019-20

Amount \$0

Budget Reference Funded through SELPA

Action **5**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Pinnacles Community and Pinnacles Court Schools ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

2018-19

☐ New ☐ Modified ☒ Unchanged

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

2019-20

☐ New ☐ Modified ☒ Unchanged

Contract with community organizations including YMCA and San Benito Arts Council to provide PE and Art into Pinnacles Court and Pinnacles Community Schools

BUDGETED EXPENDITURES**2017-18**

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services
Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services

2018-19

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services
Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services

2019-20

Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Court and students on Probation services
Amount	\$1,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pinnacles Community services

Action **6**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> <u>Pinnacles Community School</u> <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

☐ New
☐ Modified
☒ Unchanged

Provide 1, 6 hour Bilingual Instructional Aide to work with English Learners

2018-19

☐ New
☐ Modified
☒ Unchanged

Provide 1, 6 hour Bilingual Instructional Aide to work with English Learners

2019-20

☐ New
☐ Modified
☒ Unchanged

Provide 1, 6 hour Bilingual Instructional Aide to work with English Learners

BUDGETED EXPENDITURES

2017-18

Amount	\$23,534
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide
Amount	\$4,213
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community bilingual aide

2018-19

Amount	\$24,005
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide
Amount	\$4,291
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community bilingual aide

2019-20

Amount	\$24,485
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Pinnacles Community bilingual aide
Amount	\$4,370
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Pinnacles Community bilingual aide

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.

☐ New ☒ Modified ☐ Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☒ 10
 LOCAL

Identified Need

1. Foster Youth services need to be coordinated to ensure each Foster Youth receives the services and support necessary to be successful
2. Foster Youth need basic supplies in order to attend school and be academically successful
3. Foster Youth need access to the same academic opportunities that general education students have.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of students served	1. 2015-2016 enrollment: 119; baseline to be determined in 2017-18 when FOSTER FOCUS is implemented	1. 100% of Foster Youth will be identified and served	1. 100% of Foster Youth will be identified and served	1. 100% of Foster Youth will be identified and served
2. Foster Focus implementation and use	2. 0% of districts have used Foster Focus Data System to collect data on Foster Youth	2. 75% of districts will use Foster Focus Data System to collect data on Foster Youth	2. 90% of districts will use Foster Focus Data System to collect data on Foster Youth	2. 100% of districts will use Foster Focus Data System to collect data on Foster Youth
3. School Placement	3. Currently the number of school placements for each Foster Youth is not available.	3. Establish a Baseline for the total number of school placements for Foster Youth.	3. Decrease the overall number of school placements for Foster Youth by 5% from baseline.	3. Decrease the overall number of school placements for Foster Youth by 10% from baseline.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

SBCOE staff (0.2 FTE Foster Youth Services Coordinating Program Coordinator and 0.5 FTE Educational Liaison) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; reduce the number of school placements; facilitate the transfer of school records, transportation, identification of educational rights holder(s) and other key adults advocating on behalf of Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students

2018-19

☐ New ☐ Modified ☒ Unchanged

SBCOE staff (0.2 FTE Foster Youth Services Coordinating Program Coordinator and 0.5 FTE Educational Liaison) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; facilitate the transfer of school records, transportation, identification of educational rights holder(s) and other key adults advocating on behalf of Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.

2019-20

☐ New ☐ Modified ☒ Unchanged

SBCOE staff (0.2 FTE Foster Youth Services Coordinating Program Coordinator and 0.5 FTE Educational Liaison) will collaborate with the California Department of Education, surrounding County Offices of Education, San Benito County districts and schools, and various community/social services agencies (e.g., Health and Human Services, Probation, Juvenile Courts etc.) to build capacity in key stakeholders; provide technical assistance and professional development opportunities; facilitate the transfer of school records, transportation, identification of educational rights holder(s) and other key adults advocating on behalf of Foster Youth; and convene the Foster Youth Services Executive Advisory Council to ensure the delivery and coordination of necessary educational, social and health services for students in Foster Care within the jurisdiction of San Benito County.

in Foster Care within the jurisdiction of San Benito County.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$22,000	Amount	\$22,405	Amount	\$22,853
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE Foster Youth Coordinator Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE Foster Youth Coordinator Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE Foster Youth Coordinator Certificated Salaries
Amount	\$16,998	Amount	\$17,338	Amount	\$17,685
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	2000-2999: Classified Personnel Salaries .5 FTE Foster Youth Liasion	Budget Reference	2000-2999: Classified Personnel Salaries .5 FTE Foster Youth Liasion	Budget Reference	2000-2999: Classified Personnel Salaries .5 FTE Foster Youth Liasion
Amount	\$3,938	Amount	\$4,011	Amount	\$4,085
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	3000-3999: Employee Benefits .2 FTE Foster Youth Coordinator Certificated Benefits	Budget Reference	3000-3999: Employee Benefits .2 FTE Foster Youth Coordinator Certificated Benefits	Budget Reference	3000-3999: Employee Benefits .2 FTE Foster Youth Coordinator Certificated Benefits
Amount	\$3,043	Amount	\$3,301	Amount	\$3,362
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	3000-3999: Employee Benefits .5 FTE Foster Youth Liasion Benefits	Budget Reference	3000-3999: Employee Benefits .5 FTE Foster Youth Liasion Benefits	Budget Reference	3000-3999: Employee Benefits .5 FTE Foster Youth Liasion Benefits

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

1. AB 490 Training
2. Trauma Informed Practices
3. Foster Focus
4. Continuum of Care Reform

2018-19

☐ New ☒ Modified ☐ Unchanged

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

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

2019-20

☐ New ☒ Modified ☐ Unchanged

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

1. AB 490 Training
2. Trauma Informed Practices
3. Foster Youth Educational Toolkit
4. Commercially and Sexually Exploited Children

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Foster Youth Grant

2018-19

Amount	\$1,000
Source	Foster Youth Grant

2019-20

Amount	\$1,000
Source	Federal Funds

Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference

Action 3

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Collaborate with San Benito County Behavioral Mental Health to provide Foster Youth Mental Health Services.

2018-19

☐ New ☐ Modified ☒ Unchanged

Collaborate with San Benito County Behavioral Mental Health to provide Foster Youth Mental Health Services.

2019-20

☐ New ☐ Modified ☒ Unchanged

Collaborate with San Benito County Behavioral Mental Health to provide Foster Youth Mental Health Services.

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action 4

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
The SBCOE Foster youth Services Coordinating Program will partner with the Sacramento County Office of Education to implement the FOSTER FOCUS Data System.		

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
The SBCOE Foster Youth Services Coordinating Program will partner with the Sacramento County Office of Education to provide technical		

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
The SBCOE Foster Youth Services Coordinating Program will partner with the Sacramento County Office of Education to provide technical		

assistance to districts using the FOSTER FOCUS Data System.

assistance to districts using the FOSTER FOCUS Data System.

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting & Operating

2018-19

Amount	\$25,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting & Operating

2019-20

Amount	\$25,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting and Operating

Action **5**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$200
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2018-19

Amount	\$200
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2019-20

Amount	\$200
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

Action **6**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$200
Source	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2018-19

Amount	\$200
Source	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2019-20

Amount	\$200
Source	Foster Youth Grant
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Partner with community organizations to provide materials and supplies to Foster Youth and Low-Income Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)

Partner with community organizations to provide materials and supplies to Foster Youth and Low-Income Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)

Partner with community organizations to provide materials and supplies to Foster Youth and Low-Income Pupils. (Ex, Stuff the Bus Campaign, School Supply Kits with United Way)

BUDGETED EXPENDITURES

2017-18

Amount	\$0
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2018-19

Amount	\$0
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2019-20

Amount	\$0
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

Action 8

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to engage Foster Youth in leadership, networking and educational training opportunities.

Provide bus tokens to Foster Youth to attend school and educational training.

Continue to engage Foster Youth in leadership, networking and educational training opportunities.

Provide bus tokens to Foster Youth to attend school and educational training.

Continue to engage Foster Youth in leadership, networking and educational training opportunities.

Provide bus tokens to Foster Youth to attend school and educational training.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference
Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2018-19

Amount	\$1,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference
Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies

2019-20

Amount	\$1,000
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference
Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies

Action 9

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☒ Limited to Unduplicated Student Group(s)

Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

SBCOE will create and distribute a comprehensive Needs Assessment Survey to all partner agencies, community-based organizations and Foster Youth to identify unmet needs of Foster Youth and gaps in services.

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials & Supplies

2018-19

Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies

2019-20

Amount	\$500
Source	Foster Youth Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$64,668

Percentage to Increase or Improve Services: 2.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The San Benito County Office of Education was fully funded through LCFF in 2014-15 and will receive no additional funds in 2017-18. Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds . In addition to Pinnacles Court and Pinnacles Community Schools, the San Benito County Office of Education serves as the LEA for Santa Ana Opportunity School, and San Andreas Continuation High School. Funding for Santa Ana Opportunity School is received through a bill back model in which each student's district of residence is billed for part of the total program cost. Because San Andreas Continuation School is in the San Benito High School District, funding for San Andreas Continuation School is received as a pass through based on ADA (Average Daily Attendance). Nearly all students at Pinnacles Court and Community Schools meet the Unduplicated criteria. Students who attend Santa Ana and San Andreas schools are referred to the sites due to credit deficiency, behavior or truancy, so the services provided are considered to be increased or improved services. Those dollars are not identified as Supplemental/Concentration grant dollars in the San Benito County Office of Education LCAP, but are identified as such in the district LCAPs.

All students receive an educational program consisting of the following: Courses in the core subject areas (ELA, Math, Science, Social Science); intervention courses including ALEKS (Math) and Edmentum (ELD); and elective courses that are site-dependent. During the regular school day, high school students at all sites have the option to enroll in credit recovery courses through the online Acellus program. (Credit Recovery). All students are assessed in ELA and Math when they enroll and throughout the year through the Renaissance Star 360 Assessment System. Students also complete a career inventory through the Eureka! program. The school counselor provides academic and personal counseling. Additional counseling services are provided through Substance Abuse, Behavioral Mental Health and ERMHS.

Over 45% of the students who attend each of the alternative education schools operated by the San Benito County Office of Education are considered Unduplicated. Students at Pinnacles Court School are incarcerated youth. Those that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Students attending Santa Ana and San Andreas have been referred by their district of residence because they have had multiple behavior infractions, have been chronically truant and/or are behind in credits. As a result virtually all students who enroll at any of the alternative schools arrive with a variety of needs, including being below grade-level in reading, ELA and math; having significant social-emotional needs; and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students LEA-wide and/or Schoolwide. As mentioned above, the Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally normed so the data gathered is comparable to that of all other students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system is easy to use and provides multiple resources to help students in each standard area. ALEKS Math intervention will continue to be utilized because it has proven to be successful in helping students "fill in the gaps" in all levels of mathematics. Professional development for all staff members will be provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. In 2016-17, staff was provided professional development in the Restorative Justice Program, which was chosen because it is research-based and has been effective in other alternative education settings. To coordinate the implementation and provide social-emotional support for our students, SBCOE will contract with an outside trainer and provider for Restorative Justice. Additional training for both staff and students will be provided in 2017-18. To address the significant truancy and chronic absenteeism rates identified, attendance incentives will be offered at all sites excluding Pinnacles Court School. Finally, the San Benito County Office of Education, in collaboration with the San Benito

High School District and the Aromas San Juan School District will develop and offer Parent University courses to parents focusing on how parents can help their students academically, addressing student safety, and preparing students for college and career.

The school counselor and Guidance Technician will continue to meet with English Learners and their parents to discuss their academic progress as well as their progress towards English Proficiency. The Counselor and Guidance Technician will also continue to meet with Foster Youth to ensure services are being provided so that they are successful academically. Students with Disabilities are mainstreamed into regular education classrooms and receive services in a push-in model with a credentialed teacher. A bilingual instructional aide provides services to students enrolled at Pinnacles Community School. English Language Development courses will be offered to English Learners through a blended model that utilizes the online Edmentum Program as well as additional in-class activities.

The San Benito County Office of Education has worked closely with the Foster Youth Services Coordinator to provide monthly meetings and training to districts. As the funding for Foster Youth services has become the responsibility of the districts, SBCOE will continue to coordinate with districts and other agencies to ensure services are provided for each Foster Youth. School supplies and hygiene kits will continue to be given to Foster Youth in each district. In addition, information about the rights of Foster Youth and the responsibilities of schools will be distributed to all schools and Foster Youth in the county. The FYSCP will continue to coordinate and collaborate with districts to provide information and deliver training to districts and agencies and will work with community agencies to reduce the number of transfers Foster Youth make between schools, allowing a more stable academic environment for the students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fq/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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	625,460.00	436,610.00	760,269.00	772,559.00	774,543.00	2,307,371.00
	4,500.00	1,000.00	0.00	0.00	0.00	0.00
Base	316,960.00	8,942.00	3,500.00	3,500.00	3,500.00	10,500.00
Carl D. Perkins Career and Technical Education	0.00	20,068.00	17,361.00	17,709.00	18,063.00	53,133.00
Federal Funds	0.00	0.00	0.00	0.00	1,000.00	1,000.00
Foster Youth Grant	72,400.00	35,395.00	90,879.00	91,955.00	91,885.00	274,719.00
Other	1,500.00	165,391.00	440,140.00	431,139.00	434,474.00	1,305,753.00
Special Education	0.00	112,424.00	114,646.00	116,913.00	119,224.00	350,783.00
Supplemental and Concentration	216,600.00	75,697.00	85,037.00	102,465.00	97,343.00	284,845.00
Title I	13,500.00	17,693.00	8,706.00	8,878.00	9,054.00	26,638.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	625,460.00	436,610.00	760,269.00	772,559.00	774,543.00	2,307,371.00
	551,560.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	251,112.00	388,688.00	397,407.00	407,317.00	1,193,412.00
2000-2999: Classified Personnel Salaries	30,000.00	45,308.00	62,726.00	63,968.00	65,234.00	191,928.00
3000-3999: Employee Benefits	0.00	52,531.00	86,537.00	88,601.00	90,334.00	265,472.00
4000-4999: Books And Supplies	7,900.00	29,896.00	62,919.00	63,184.00	52,259.00	178,362.00
5000-5999: Services And Other Operating Expenditures	0.00	46,463.00	95,899.00	95,899.00	95,899.00	287,697.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00	11,300.00	30,500.00	30,500.00	30,500.00	91,500.00
5900: Communications	0.00	0.00	33,000.00	33,000.00	33,000.00	99,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	625,460.00	436,610.00	760,269.00	772,559.00	774,543.00	2,307,371.00
		4,500.00	0.00	0.00	0.00	0.00	0.00
	Base	316,960.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	216,600.00	0.00	0.00	0.00	0.00	0.00
	Title I	13,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Carl D. Perkins Career and Technical Education	0.00	17,021.00	17,361.00	17,709.00	18,063.00	53,133.00
1000-1999: Certificated Personnel Salaries	Foster Youth Grant	0.00	26,466.00	22,000.00	22,405.00	22,853.00	67,258.00
1000-1999: Certificated Personnel Salaries	Other	0.00	106,209.00	254,239.00	243,703.00	250,537.00	748,479.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	74,248.00	75,735.00	77,250.00	78,795.00	231,780.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	12,161.00	11,968.00	28,808.00	29,386.00	70,162.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	15,007.00	7,385.00	7,532.00	7,683.00	22,600.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Foster Youth Grant	30,000.00	0.00	16,998.00	17,338.00	17,685.00	52,021.00
2000-2999: Classified Personnel Salaries	Other	0.00	667.00	667.00	667.00	667.00	2,001.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	21,107.00	21,527.00	21,958.00	22,397.00	65,882.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	23,534.00	23,534.00	24,005.00	24,485.00	72,024.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Carl D. Perkins Career and Technical Education	0.00	3,047.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Foster Youth Grant	0.00	4,738.00	6,981.00	7,312.00	7,447.00	21,740.00
3000-3999: Employee Benefits	Other	0.00	18,770.00	54,496.00	55,766.00	56,892.00	167,154.00
3000-3999: Employee Benefits	Special Education	0.00	17,069.00	17,384.00	17,705.00	18,032.00	53,121.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	6,221.00	6,355.00	6,472.00	6,592.00	19,419.00
3000-3999: Employee Benefits	Title I	0.00	2,686.00	1,321.00	1,346.00	1,371.00	4,038.00
4000-4999: Books And Supplies	Base	0.00	2,142.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Foster Youth Grant	6,400.00	4,191.00	200.00	200.00	200.00	600.00
4000-4999: Books And Supplies	Other	1,500.00	18,436.00	38,912.00	39,177.00	34,552.00	112,641.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	5,127.00	21,807.00	21,807.00	15,507.00	59,121.00
5000-5999: Services And Other Operating Expenditures		0.00	1,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	5,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	0.00	0.00	1,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Foster Youth Grant	0.00	0.00	31,700.00	31,700.00	30,700.00	94,100.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	21,309.00	56,826.00	56,826.00	56,826.00	170,478.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	18,654.00	7,373.00	7,373.00	7,373.00	22,119.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	1,300.00	1,500.00	1,500.00	1,500.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Foster Youth Grant	36,000.00	0.00	13,000.00	13,000.00	13,000.00	39,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	13,000.00	13,000.00	13,000.00	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	10,000.00	3,000.00	3,000.00	3,000.00	9,000.00
5900: Communications	Other	0.00	0.00	22,000.00	22,000.00	22,000.00	66,000.00
5900: Communications	Supplemental and Concentration	0.00	0.00	11,000.00	11,000.00	11,000.00	33,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	477,003.00	484,913.00	481,614.00	1,443,530.00
Goal 2	147,140.00	148,895.00	150,689.00	446,724.00
Goal 3	4,300.00	5,300.00	7,300.00	16,900.00
Goal 4	41,447.00	41,996.00	42,555.00	125,998.00
Goal 5	90,379.00	91,455.00	92,385.00	274,219.00

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