

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito HSD

CDS Code: 35675380000000

School Year: 2025-26

LEA contact information:

Elaine Klauer

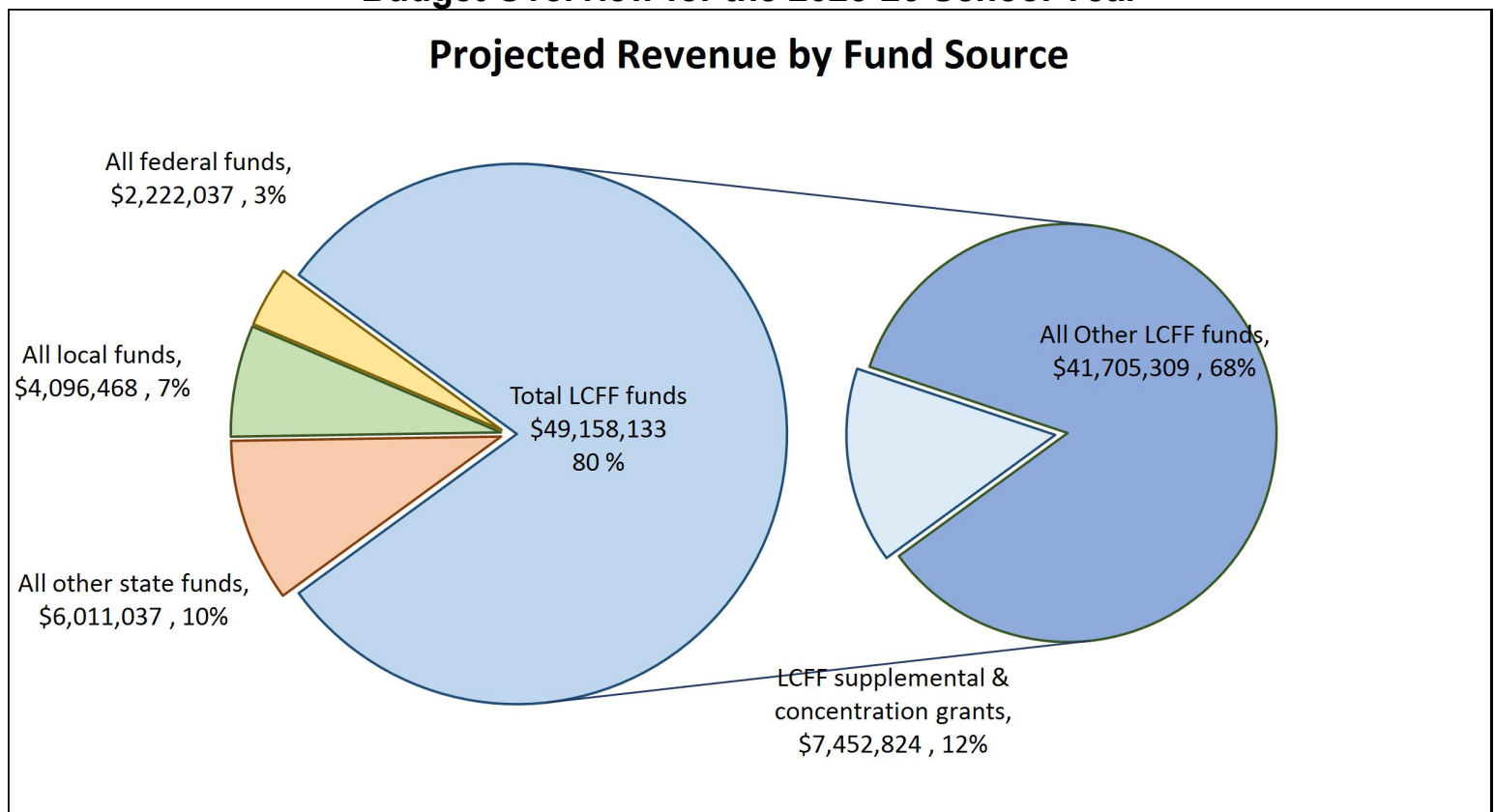
Asst. Superintendent, Academics & Instructional Programs

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

Budget Overview for the 2025-26 School Year

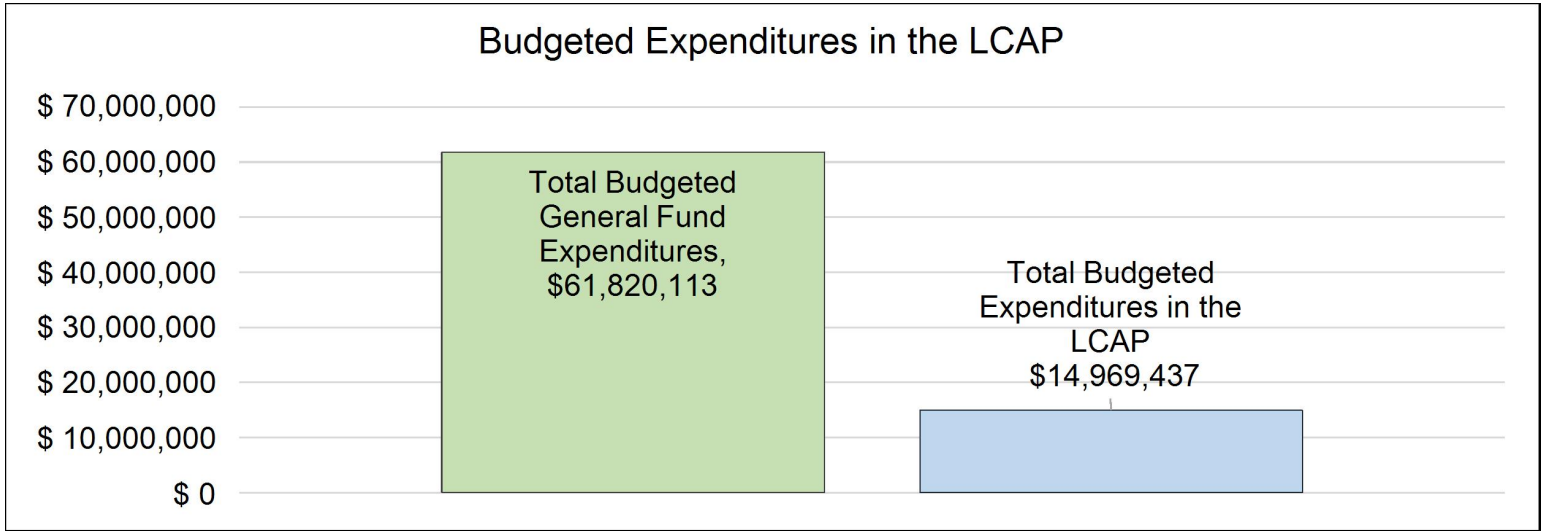


This chart shows the total general purpose revenue San Benito HSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Benito HSD is \$61,487,675, of which \$49,158,133 is Local Control Funding Formula (LCFF), \$6,011,037 is other state funds, \$4,096,468 is local funds, and \$2,222,037 is federal funds. Of the \$49,158,133 in LCFF Funds, \$7,452,824 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Benito HSD plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Benito HSD plans to spend \$61,820,113 for the 2025-26 school year. Of that amount, \$14,969,437 is tied to actions/services in the LCAP and \$46,850,676 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

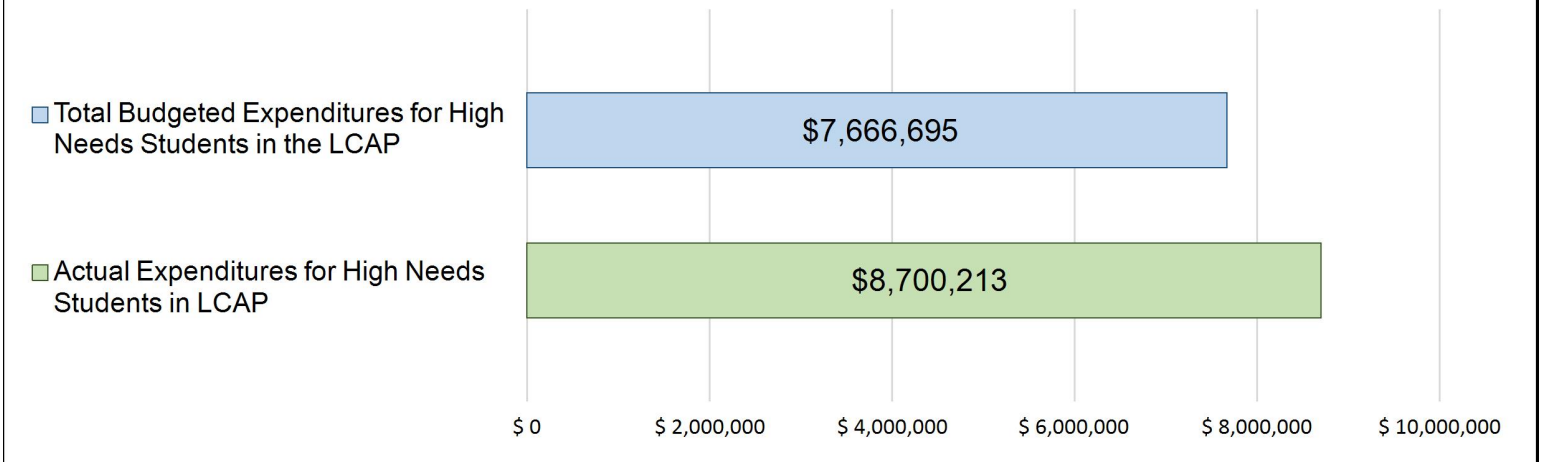
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Benito HSD is projecting it will receive \$7,452,824 based on the enrollment of foster youth, English learner, and low-income students. San Benito HSD must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito HSD plans to spend \$8,590,913 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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



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

The text description of the above chart is as follows: In 2024-25, San Benito HSD's LCAP budgeted \$7,666,695 for planned actions to increase or improve services for high needs students. San Benito HSD actually spent \$8,700,213 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

San Benito High School District (SBHSD) serves students in grades 9–12 and is located in Hollister, a growing community in San Benito County nestled between the Salinas Valley and Silicon Valley. The district has deep historical roots, with San Benito High School, now Hollister High School (HHS), first opening its doors in 1875. Hollister, once primarily an agricultural and ranching hub, has experienced significant transformation over the last decade, evolving into a vibrant and fast-growing residential area due to its proximity to the Bay Area and San Jose. This growth has introduced both opportunity and complexity in addressing the diverse and evolving needs of our student population.

CALPADS 2024-25 reported district enrollment at 3390, with 3316 students served at Hollister High School (HHS) and 74 students served at San Andreas Continuation High (SACH) School, which is run by the San Benito County Office of Education per an MOU between the agencies. Subgroup enrollments at SBHSD were reported to CALPADS as follows: Free and Reduced Meal Program participants: 2044 (60%), English Learners: 395 (12%), Foster Youth: 5 (<1%), Homeless: 154 (4.5%), Migrant: 413 (12%) making up the total unduplicated of total 2181 (64%). The district’s student body reflects a rich diversity and includes significant populations of historically underserved students. This diversity calls for targeted and equitable support systems that ensure access and success for all learners.

SBHSD employs over 300 certificated and classified staff who work collaboratively to support student learning. The district has adopted a graduation policy aligned with the a–g admission requirements for the University of California and California State University systems. This

policy ensures all students, including those pursuing Career Technical Education (CTE) pathways, are equipped to graduate with college and career readiness.

The district offers a selection of academic and elective programs, including 22 honors and Advanced Placement (AP) courses across core subjects and VAPA (Visual and Performing Arts). CTE is a key pillar of post-secondary preparation, with 14 distinct pathways across 9 industry sectors. SBHSD also provides dual enrollment opportunities through a partnership with Gavilan College, enhancing early college access.

To serve students with disabilities, SBHSD provides a full continuum of services, including co-taught classes that promote inclusive access to general education. Students with Individualized Education Programs (IEPs) benefit from settings that are designed to maximize access to rigorous instruction. Low-incidence services are delivered in partnership with the County Office of Education to meet specific needs such as visual impairment or occupational therapy.

Our English Learner program is designed to ensure both language development and academic achievement. Designated ELD courses for ELs at levels 1–4 are supplemented by integrated ELD in mainstream core classes. Co-taught Long-Term English Learner (LTEL) sections, coaching cycles for co-teachers, and a dedicated EL Program Specialist and Case Managers ensure that students receive personalized support. An EL Family Liaison and Data Specialist further engages families and helps remove barriers to academic success.

SBHSD maintains a partnership with the San Benito County Office of Education to operate San Andreas Continuation High School, which now qualifies for Equity Multiplier funding for the 2024–25 school year. These funds will be strategically used to address systemic barriers and expand services for the most vulnerable students. For the 2025–26 school year, San Andreas Continuation School was identified as receiving Equity Multiplier funding. This designation is based on its enrollment of students who qualify under the state’s criteria for the Equity Multiplier. The LCAP includes a dedicated focus goal (Goal 4) that outlines specific supports and services implemented to address the needs of historically underserved students at San Andreas.

The district’s current Strategic Plan is the foundation for LCAP goal development and guides the work of staff, students, and community partners. Anchored in equity and continuous improvement, the plan focuses on building a Multi-Tiered System of Support (MTSS) to ensure academic success and well-being for all students. Our LCAP is designed to reflect and advance these priorities, particularly in closing opportunity and achievement gaps through thoughtful budgeting, collaboration, and accountability.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Successes

San Benito High School District (SBHSD) continues to demonstrate meaningful progress in several key areas, as evidenced by the 2024 California School Dashboard and mid-year local data. In English Language Arts (ELA), the district achieved a Green performance level, with students scoring 10.1 points above the standard and showing a 33.1-point increase from the previous year. This improvement reflects the

district's continued efforts to align curriculum with standards, support teacher collaboration through Professional Learning Communities (PLCs), and provide high-quality instructional materials and technology.

English Learner progress also improved to a Green rating from a red indicator, with 47.7 percent of English Learners making growth on the ELPAC. This represents a 6.1 percent increase from the prior year and demonstrates the impact of designated ELD instruction, co-taught courses for Long-Term English Learners (LTELs), and focused professional development for teachers. The LTEL reclassification rate increased significantly from 8.1% (12/149) in 2022-23 to 24.5% (90/367) in 2024-25, further indicating that recent instructional shifts are contributing to meaningful gains for this student group.

Students with Disabilities (SWD) showed notable improvements as well. The percentage of SWD meeting or exceeding standards in ELA increased from 10.7% to 16.49%, in Mathematics increased from 0.96% to 3.33%, and performance on the California Science Test reached 2.78% proficient. Graduation rates for this group rose from 75.0 percent to 81.7 percent, which reflects efforts to increase access to inclusive general education settings, strengthen case management structures, and enhance support services across content areas.

College and Career Readiness efforts continue to expand. Participation in Career Technical Education (CTE) grew from 27.8 percent to 34.8 percent of the student body, with notable increases among English Learners, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities. The number of students enrolled in dual enrollment courses rose from 452 to 542. Advanced Placement pass rates increased to 77 percent, including 89.3 percent of English Learners and 60 percent of Students with Disabilities earning a score of 3 or higher. These gains reflect the district's commitment to access and rigor for all students. Additionally, the district successfully planned for the launch of the Early College Academy (ECA) and Academy of Health Sciences (AoHS), both of which successfully began in the 2024–25 school year. These academies provide students, many of whom are first-generation college-goers, with access to dual enrollment, articulated CTE pathways, and industry-recognized certifications.

Additionally, SBHSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year, which are being used to support co-teaching in special education classrooms (Goal 2, Action 7). These research-based practices align with the allowable uses under EC Section 32526(c)(2) and are designed to provide targeted instructional support, improve access to grade-level content, and address identified needs from our local needs assessment. Specifically, special education co-teaching supports are focused on improving A–D passing rates and academic outcomes for students with disabilities. The progress of these actions is measured through metric 2.15 SPED co-teaching, which is a local indicator, and 3.7 Graduation rates for SWD.

Reflections: Identified Need

Despite these achievements, significant challenges remain. The district continues to qualify for Differentiated Assistance based on outcomes for several student groups. According to the 2023 Dashboard, the following student groups received the lowest performance level (Red) on specific state indicators:

- EL - Priority 4, Pupil Achievement & Priority 6 School Climate (Suspension rate)
- Hispanic - Priority 4, Pupil Achievement & Priority 6 School Climate (Suspension rate)
- SED - Priority 4, Pupil Achievement & Priority 6, School Climate (Suspension rate)
- SWD - Priority 4, Pupil Achievement Priority 6, School Climate (Suspension rate) & Priority 8, Outcomes in a Broad Course of Study

These results reinforce the district's commitment to targeted actions that address student engagement, instructional access, and equitable support systems for these identified groups. Students with Disabilities remain in the Red performance level across three state priorities: Pupil Achievement, School Climate, and Outcomes in a Broad Course of Study. These students perform far below standard in math and science, experience a suspension rate of 13.4 percent, and have lower success in A-G coursework and the College and Career Indicator. Homeless students are also now identified in the Red performance level for School Climate, due to a suspension rate of 54.5 percent. This student group joins Students with Disabilities as a focus of the district's differentiated assistance work moving forward.

English learners continue to require targeted support in terms of both academic achievement and school climate. Although their ELPAC growth rate improved, math proficiency remains critically low at zero percent. The A-D pass rate for LTELs declined from 83.1 to 76.3 percent, underscoring the need to strengthen support within co-taught classrooms and ensure consistent access to academic and language development strategies.

Hispanic students remain in the Orange or Red performance levels for both Pupil Achievement and School Climate. This group represents the majority of the student population, and their outcomes in math and suspension rates point to systemic concerns that need to be addressed through culturally responsive and social-emotional learning practices and ongoing monitoring.

Socioeconomically Disadvantaged students also continue to face barriers to success. These students are currently in the Orange or Red range for academic performance and school climate, with an 8.8 percent suspension rate and only 32.7 percent identified as college and career-ready. Although attendance and chronic absenteeism have improved, achievement gaps persist.

In addition, the district's overall performance on the College and Career Indicator declined to 37.2 percent prepared, placing the district in the Orange category. Disaggregated data reveals significant equity gaps, particularly for Students with Disabilities at 5.3 percent prepared, English Learners at 11.9 percent, and SED students at 32.7 percent. These results highlight the need to expand and strengthen academic interventions, and align supports with post-secondary pathways.

To address the persistent disparities outlined in the California School Dashboard above, SBHSD continues to implement and refine a range of actions targeted at supporting English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), Hispanic students, and now Homeless students, who collectively represent key subgroups in need of focused intervention. Each subgroup is addressed through integrated and designated strategies within the LCAP goals and actions, ensuring that the supports are both targeted and monitored.

1) For English Learners, including Long-Term English Learners (LTELs), the district has outlined robust supports under Goal 2, Action 6. These include daily designated and integrated English Language Development (ELD), co-taught courses in core academic areas such as Algebra I, Geometry, English 9 and 10, and U.S. History, instructional aide support, a full-time EL Program Specialist, and two EL Case Managers. Additionally, EL students benefit from instructional technology supports, math interventions via a partnership with California Educational Partners, and credit recovery options offered through summer school.

2) Students with Disabilities (SWD) receive targeted services under Goal 2, Action 7, including inclusive co-teaching models across 14 sections, professional development in Universal Design for Learning (UDL), trauma-informed practices, and curriculum refinement support for

basic classes. A research-based reading support course and Lexia intervention software address foundational skill gaps, while behavioral supports are embedded within the district’s Multi-Tiered Systems of Support (MTSS) and monitored using the Panorama platform.

3) For Homeless students, SBHSD’s comprehensive engagement efforts are detailed in Goal 3, Action 7. This includes collaboration with the San Benito County Office of Education to enhance student and family engagement through restorative practices, two-way communication via the Aeries portal, and direct outreach through student and parent events. These strategies support both academic and social-emotional development.

4) Socioeconomically Disadvantaged students are supported through multiple actions. Goal 2, Action 5 outlines AVID program supports including elective teachers, field trips, and college readiness bootcamps. Additionally, Haybaler Support Time (Goal 2, Action 9) provides built-in academic intervention during the school day, and Goal 2, Action 10 ensures data-driven decision-making to identify and address achievement gaps. MTSS and restorative practices under Goal 3, Actions 4 and 5 are crucial in fostering student engagement and improving school climate, particularly in light of the updated “Red” designation for SWD and Homeless students in school climate metrics.

5) Hispanic students, who make up the largest subgroup at SBHSD and are identified for Differentiated Assistance, benefit from all aforementioned supports given their representation within the unduplicated student population. These include academic interventions, inclusive classroom practices, culturally responsive teaching, and access to college readiness programs such as AVID and Career Technical Education (CTE) pathways.

Through these aligned and intentional actions, SBHSD continues to prioritize equity and access, ensuring that all students, especially those identified through dashboard indicators, receive the support necessary to succeed academically and socially. These efforts will be evaluated continuously through metrics embedded in each LCAP goal and monitored for effectiveness to guide future adjustments. SBHSD will continue its collaborative work through the Differentiated Assistance process to monitor progress, analyze data, and implement targeted supports that address persistent disparities for our identified student groups.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

San Benito High School District (SBHSD) continues to be eligible for Differentiated Assistance (DA) based on performance outcomes for specific student groups identified on the 2024 California School Dashboard. In alignment with Education Code sections 52071 and 52072, technical assistance is provided to support sustained improvement efforts for the following student groups and state priorities: English Learners (Priority 4 – Pupil Achievement and Priority 6 – School Climate), Hispanic students (Priority 4 and 6), Socioeconomically Disadvantaged students (Priority 4 and 6), and Students with Disabilities (Priority 4 – Pupil Achievement, Priority 6 – School Climate, and Priority 8 – Outcomes in a Broad Course of Study). In the most recent CA Dashboard update, Homeless students were also identified in the Red performance level for School Climate and have now been included in the district’s Differentiated Assistance work.

Throughout the 2023–24 and 2024–25 school years, SBHSD continued to engage in a multi-agency technical assistance model with the SBCOE, Tulare County Office of Education (TCOE), Hollister Elementary School District (HESD), and Aromas-San Juan Unified School District (ASJUSD). This collaborative partnership has supported cross-district planning, documentation of improvement activities, thought

partnership, facilitation coaching, and alignment of differentiated assistance efforts within the LCAP. The focus of this work has remained centered on improving school climate outcomes and increasing student achievement in mathematics, particularly for English Learners and LTEL students transitioning from 8th to 9th grade. Technical assistance has included joint data reviews of Dashboard and local indicators, identification of root causes using protocols from TCOE, and cross-district PLC sessions focused on student group performance in math and school climate. These structures have supported shared strategies and continuous improvement cycles across districts. The focus of this work has remained centered on improving school climate outcomes and increasing student achievement in mathematics, particularly for English Learners and LTEL students transitioning from 8th to 9th grade. For example, DA-supported activities in math include the use of common diagnostic assessments in Algebra I, ongoing progress monitoring of on-track rates, and targeted reteach/reassess cycles through Haybaler Support Time (Goal 2, Action 9). In school climate, DA efforts have emphasized expanding restorative practices and monitoring suspension data monthly through the Panorama platform, with progress reviewed in ILT and DA meetings.

These priorities are reflected in several ongoing LCAP actions. Under Goal 2, Action 6, the district continues its collaboration with California Education Partners to improve on-track math performance in 9th grade with a specific focus on EL, LTEL, and SED students. This collaboration also supports the integration of instructional coaching and co-teaching strategies that address language development and academic content simultaneously. In addition, Goal 3, Action 5 provides tiered restorative practices to support school climate and behavior, including the placement of an on-campus intervention teacher to facilitate restorative circles, support conflict resolution, and reduce suspensions, particularly for SWD and Homeless youth, as identified on the most recent CA Dashboard.

A number of actions also directly support progress in key dashboard indicators. For English Learners and LTELs in ELA, ELPI, and the CCI, these include Actions 2.1 (Access to core academic courses and A–G aligned pathways), 2.4 (AVID expansion), 2.5 (CTE and dual enrollment pathways), 2.6 (collaboration on math and EL achievement), and 2.9 (Haybaler Support Time and targeted intervention). For Students with Disabilities, related actions include 2.7 (inclusive support services and progress monitoring), and 2.9 (interventions and case management through Haybaler Support Time (HST)).

The district's engagement in Differentiated Assistance has already yielded measurable improvements. Internal behavior data show that suspension rates have decreased overall and across all identified student groups, signaling progress in our school climate goals. Additionally, the monitoring of OCI recidivism and other restorative practice measures demonstrates that interventions are reducing repeated referrals and strengthening positive student-teacher relationships. These outcomes, combined with cross-district technical assistance and targeted SEL instructional strategies, reflect the district's sustained commitment to continuous improvement and ensuring that every student group benefits from a safe, supportive, and academically rigorous learning environment.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Reviewed goals, actions, and metrics from the LCAP: March 12, 2025
DELAC Parents	One hour meeting to review goals, actions, and metrics from the LCAP: May 28, 2025
Student Advisory	Meeting with student representatives to discuss goals, actions, and metrics from the LCAP: April 23, 2025 Superintendent's Council Student discussions held at San Andreas to support input from our Equity Multiplier School.
Parent and Community Survey	The survey was distributed electronically to over 10,000 subscribers of the Weekly SBHSD communication. Additionally, the survey was shared on social media platforms (Instagram, Facebook, X, LinkedIn, district website). May 8, 2025 and May 15, 2025
Migrant PAC	One hour meeting to review goals, actions, and metrics from the LCAP: March 20, 2025
Certificated Staff	One-hour meeting to review goals, actions, and metrics from the LCAP with department chairs March 24, 2025. DCs presented to departments regarding LCAP input on March 27, 2025. Survey distributed.
Classified Staff	One-hour meeting to review goals, actions, and metrics from the LCAP with classified staff on March 27, 2025. Survey was distributed.
Differentiated Assistance Team	Four meetings with teachers, SPED staff, site administration, behavioral support staff, and classified staff. Sept 25, Dec 4th, Feb 5th, and April 9th.

Educational Partner(s)	Process for Engagement
SELPA	Selpa Consultation June 12, 2025
San Andreas Continuation School	Parent, Staff, Student Meetings - Presentation/Survey Dates -May 7-9, 2025, May 12-15, 2025, May 19-20, 2025. Parent and family input and feedback were obtained through phone calls and Google Form survey. Survey Dates: April 30, 2025, May 1, 2025, and May 23-25, 2025 Phone calls: May 13 to 24, 2025
CSEA and SBHSDTA Unions	One hour meeting June 5, 2025

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2024–25 school year, San Benito High School District engaged educational partners through three primary channels: school site meetings, a districtwide bilingual community survey, and parent advisory sessions in both English and Spanish. These engagements served as a foundation for continuous feedback, shaping the goals, actions, and priorities of the 2025–26 LCAP. Below are the primary themes that emerged from the feedback, which helped shape the LCAP.

The School Site Council (SSC) emphasized the need to improve responses to severe student behavior and continue investing in the Baler Bridges program. They also advocated for increased support focused on Tier 1 behavioral interventions to support a proactive approach to student engagement. This feedback directly influenced the continuation and refinement of restorative practices under Goal 3, as well as the expansion of Tier 2 and Tier 3 supports aligned with our Multi-Tiered System of Supports (MTSS).

DELAC parents identified several ongoing concerns, including the need for additional counseling staff, more after-school tutoring opportunities, and expanded bus transportation for students. These concerns reinforced the district’s commitment to strengthening family engagement and wellness services, particularly through Goal 3, Action 7, and the continued investment in EL supports under Goal 2, Action 6.

Our Student Advisory group shared perspectives on the accessibility and usability of textbooks and the need for wellness supports to be focused more directly on students. In response, the district is maintaining a hybrid approach to textbook access and investing in both physical and digital materials (Goal 1, Action 2). Additionally, wellness center programming is being revised to include more responsive services for students during school hours, and tutoring services will be expanded through Haybaler Support Time and summer credit recovery options.

Survey responses collected from families and staff strongly reaffirmed the need to maintain core LCAP actions such as support for new and experienced teachers, curriculum collaboration time, PLC development, instructional coaching, and access to instructional technology. College and career readiness initiatives, including the AVID program, CTE pathways, AP courses, and dual enrollment, were also widely affirmed as top priorities. Many respondents encouraged deeper support for students with disabilities and English Learners, particularly in inclusive settings and co-taught classrooms, which aligned with the continued investment in Actions 2.6 and 2.7.

Migrant PAC and parent feedback emphasized the need for more nutritious food options with shorter wait times, enhanced counseling access, and increased opportunities for parent workshops and technology training. As a result, SBHSD has expanded its partnership with food services and is offering additional family engagement events, including Aeries parent trainings and mental health workshops in both English and Spanish.

Classified and certificated staff contributed feedback urging reduced class sizes, an adjustment to the structure of Haybaler Support Time, and earlier academic intervention for struggling students. These ideas reinforced our investment in early identification through Panorama and WABA data tracking, continued professional learning, and strengthened core instruction supported by MTSS.

San Andreas student input and feedback were obtained through classroom presentation and a Google Form survey. A short overview of the why and how of the plan was provided. Parent and family input and feedback were obtained through phone calls and a Google Form survey.

Feedback collected from our educational partners directly informed shifts in this year's LCAP. For example, input from families and community partners led to the inclusion of expanded after-school academic support for English Learners and Students with Disabilities (Goal 2, Action 6). Input from staff and site administrators emphasized the need for clearer grading calibration practices, which informed our decision to add professional development opportunities to the DC/PLC workshop for rubric-aligned assessment practices in Goal 1. Additionally, classified and certificated staff input during engagement sessions contributed to the development of the On-Campus Intervention Specialist role to support MTSS implementation (Goal 3, Action 6). These examples reflect the way partner feedback shaped actions and funding priorities across the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 - Provide high-quality teaching and learning environments for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

San Benito High School District is required to meet state mandates related to fully credentialed teachers, textbook sufficiency, and clean, safe facilities. 100% fully credentialed teachers have been a challenge due to a teacher shortage. Many new teachers are entering on a PIP, STIP, or as an intern. The district goal is to support all non-fully credentialed teachers to attain 100% fully credentialed teachers. Additionally, SBHSD provides all students with instructional materials and textbooks while maintaining the overall facilities in good repair. SBHSD provides ongoing professional development each year and dedicates time to identifying essential standards in each course with the lens of supporting EL students with the ELD standards. Additional professional development opportunities have included identifying essential standards, assessment and grading practices, and content-specific workshops. Curriculum workdays are provided for all departments, and work is stored online with content standards attached. The PLC framework has been adopted by the SBHSD board. At the same time, the site administration team monitors the PLC process each year through the Instructional Leadership team meetings which include Department Chairs (DCs) and Professional Learning Community (PLC) leads.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly credentialed teachers (Local Indicator)	23-24 96% of teachers are appropriately credentialed and assigned.	24-25 98% of teachers are appropriately credentialed and assigned.		26-27 100% of teachers are appropriately credentialed and assigned.	The percentage increased by 2 percentage points from 96% in 2023–24 to 98% in 2024–25.
1.2	Student access to instructional materials,	23-24:	24-25:		26-27	The percentage remained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Maintain Textbook Sufficiency (Board Policy)	100% of students have access to board-adopted materials and instructional supplies	100% of students have access to board-adopted materials and instructional supplies		100% of students have access to board-adopted materials and instructional supplies	consistent at 100% from 2023–24 to 2024–25.
1.3	Facilities in good repair (FIT assessment)	23-24 Facilities Inspection Tool Report shows 97.8% with a "good" rating.	24-25 Facilities Inspection Tool Report shows 97% with a "good" rating		26-27 Facilities Inspection Tool Report shows 98% with a "good" rating.	The percentage decreased slightly by 0.8 percentage points, from 97.8% in 2023–24 to 97% in 2024–25.
1.4	Implementation of academic and essential content standards in core subjects (Local Indicator)	23-24: 100% of PLCs in core subjects have identified their academic content standards.	24-25 100% of PLCs in core subjects have identified their academic content standards. 100% of PLCs in core subjects have identified essential standards.		26-27 100% of PLCs in core subjects have identified their academic content standards and revisit the identified standards twice each school year.	The percentage remained at 100%, with an added improvement in 2024–25 as 100% also identified essential standards.
1.5	EL access to CA standards including ELD standards (Local Indicator)	23-24 30% of PLCs have integrated ELD standards within content areas	24-25 30% of PLCs have integrated ELD standards within content areas, and schoolwide integration of Speaking and Listening		26-27 70% of PLCs have integrated ELD standards within content areas	The percentage of PLCs integrating ELD standards within content areas remained consistent at 30%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards was implemented.			
1.6	CTE pathways have integrity to prepare students for becoming CCI ready (Local Indicator)	23-24 Total completers: 221 60% Hispanic 31% White 10% Other 10% SPED 3% EL 52% SED	24-25 Total completers: 238 60% Hispanic 32% White 8% Other 11% SPED 2% EL 58% SED		26-27 Increase total completers by 10% each year (294 by 26-27)	The total completers increased by 17 students.
1.7	PLCs use of data to provide students with intervention (Local Indicator)	23-24 50% of PLCs have self-identified using the PLC process as at least "progressing."	24-25 55% of PLCs have self-identified their use of the PLC process as at least "progressing"		26-27 80% of PLCs have self-identified using the PLC process as at least "progressing."	The percentage increased by 5 percentage points, from 50% in 2023–24 to 55% in 2024–25.
1.8	Student access to technology (Local Indicator)	23-24: 100% of students have access to a school Chromebook and charger	24-25 100% of students have access to a school Chromebook and charger		26-27: 100% of students have access to a school Chromebook and charger	The percentage remained consistent at 100% from 2023–24 to 2024–25.
1.9	Participation with professional development	23-24 96% of teachers participated in the	24-25 95% of teachers took part in		26-27 100% of teachers participated in the	The percentage decreased slightly by 1 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator)	district's professional development days.	professional development days provided by the district.		district's professional development days.	point, from 96% in 2023–24 to 95% in 2024–25.
1.10	Collaboration meetings with San Andreas (Local Indicator)	23-24 4 non-scheduled meetings were had between SBHSD and SBCOE	24-25 0 non-scheduled meetings were had between SBHSD and SBCOE		26-27 Quarterly, agendized meetings between SBHSD and SBCOE	The number of non-scheduled collaboration meetings between SBHSD and SBCOE decreased from 4 in 2022–23 to 0 in 2024–25.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024–25, San Benito High School District remained committed to implementing Goal 1 by maintaining a strong focus on teacher support, curriculum development, and equitable access to instructional resources and technology. The goal was largely implemented as planned, with all nine actions progressing or completed. While the district faced some operational challenges, most planned initiatives were executed with fidelity.

Goal 1 Successes

Action 1.1 focused on supporting new and experienced teachers. Over 20 new educators participated in the New Teacher Academy in August, receiving onboarding on Aeries, classroom management, and inclusive instructional practices. Throughout the year, these teachers were paired with mentor teachers and received continued coaching and support.

Action 1.2, textbook adoption efforts were successful. New materials were adopted, and all students had access to e-textbooks through Clever. The district significantly invested in these resources, as reflected in the increased expenditure (\$395,834), signaling a district-wide commitment to curricular access.

Action 1.7, PLC work, continued to be a cornerstone of instructional improvement. All PLCs in core subjects identified both academic content standards and essential standards through the development and update of the Essential Standards Guide (ESG). PLCs used 6-week data cycles to guide reteach and enrichment during Haybaler Support Time (HST), promoting timely, differentiated instruction.

Action 1.8 ensured that every student had access to a Chromebook and the district's digital learning platforms. Instructional technology was actively used across classrooms for formative assessment and student engagement.

Significantly, all students continued to have access to facilities in good repair (Action 1.3), and the district met its textbook sufficiency goal. Additionally, 100% of PLCs reported integration of Speaking and Listening ELD standards, showing the effectiveness of alignment efforts between academic and language development standards.

Goal 1 Challenges

Despite these successes, the district encountered recurring challenges related to staffing and substitute availability. This shortage impacted the delivery of several key actions. For instance, under Action 1.5, fewer teachers were released for full-day curriculum development. Much of the essential standards work and collaborative planning occurred after school, during prep periods, or on Saturdays, requiring significant teacher flexibility and commitment.

Professional development (Action 1.6) also faced participation limitations due to sub shortages. As a result, the district relied on a “train-the-trainer” approach by utilizing Instructional Leadership Team (ILT) members and teacher-led sessions to disseminate PD content. While this strategy allowed for internal capacity building, it limited full exposure to external learning opportunities.

The PLC process continues to be an area in need of growth, with only 55% of PLCs self-identifying as progressing in their data-driven intervention practices, a slight 5% increase from the previous year, highlighting the need for additional support in using data effectively, designing targeted interventions, and monitoring their impact.

While formal collaboration meetings with SBCOE did not occur in 2024–25 (Action 1.9), SBHSD continued to implement and monitor actions to support students in alternative education settings. This approach allowed programming to move forward and ensured that metrics were tracked consistently, though opportunities for deeper cross-agency collaboration remain an area for future growth.

In summary, Goal 1 implementation demonstrated strong alignment to the district's priorities, particularly in access to materials, instructional technology, and new teacher support. Curriculum development and professional learning were partially impacted by staffing constraints, but the district adapted its strategies to maintain momentum. Continued efforts will focus on deepening PLC capacity, supporting substitutes and release time, and ensuring the sustainability of instructional improvements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures in excess of budgeted amounts for the following contributing actions:

Action 1.2: Textbook Adoptions — budgeted \$145,000; estimated actuals \$395,834. The significant increase was due to the full adoption of new instructional materials in Academy and Dual Enrollment courses, including both print and digital access resources for all students. The additional costs were related to the timing of final purchase approvals and expanded licensing.

Expenditures less than budgeted amounts for the following contributing actions:

Action 1.1: New and Experienced Teacher Supports — budgeted \$389,116; estimated actuals \$268,552. The variance is in anticipated mentor and support provider numbers for new teachers.

Action 1.3: Maintain Facilities — budgeted \$1,521,907; estimated actuals \$1,476,220. The variance in actual expenditures was lower than projected.

Action 1.5: Curriculum & Content Area Release Days — budgeted \$50,400; estimated actuals \$31,656. The ongoing substitute teacher shortage limited the number of full-day release opportunities for curriculum development. Teachers instead utilized prep periods and after-school hours with stipends to complete collaborative work.

Action 1.6: Professional Development — budgeted \$130,839; estimated actuals \$108,247. Participation in both on-campus and off-campus training sessions was lower than expected.

Action 1.8: Instructional Technology Curriculum & Supports — budgeted \$504,281; estimated actuals \$435,509. The variance is primarily due to lower-than-expected spending on software licenses and digital subscriptions, as well as some delays in planned professional development.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions outlined in Goal 1 have been effective in supporting progress toward the district's goal of providing high-quality teaching and learning environments for all students. Action 1.1, focused on supporting new and experienced teachers, continued to serve as a foundational strategy. More than 20 new teachers participated in the New Teacher Academy in August, with each receiving onboarding and mentorship throughout the school year. Internal retention data reflects a strong return rate among new staff, demonstrating the program's positive impact.

Action 1.2 was implemented effectively, with the district purchasing new instructional materials for all new Academy courses. All students accessed materials through Clever, ensuring 100% textbook sufficiency and instructional access across content areas.

Action 1.3, focused on maintaining facilities, remained effective, with 97% of facilities rated as "good" on the Facilities Inspection Tool, just a slight decrease from the previous year. Students continued to learn in clean, safe, and well-maintained environments.

Action 1.4, which provides program specialists and teacher coaching supports, was also effective. Specialists and coaches provided targeted support to PLC leads, department chairs, and teachers throughout the year. Notably, a strong emphasis on English Learner supports was

embedded into coaching cycles and professional development sessions. This focus directly contributed to improved Dashboard outcomes for English Learners, including an increase in the ELPAC progress indicator from 42.4% to 48.4%.

Action 1.5 was partially implemented due to substitute shortages. Although the number of full-day curriculum release opportunities was limited, teachers completed essential standards work during prep time, after school, and on weekends, and received stipends for their efforts. Despite the challenge, the district achieved its target, with 100% of PLCs identifying both academic and essential standards.

Action 1.6, which funded professional development across content areas, was effective in adjusted form. While fewer teachers attended off-site events due to limited sub availability, the district implemented a “train-the-trainer” model. Instructional Leadership Team (ILT) members and teacher leaders delivered focused PD sessions on campus, many of which centered on language-rich instruction, integrated ELD strategies, and SEL strategies.

Action 1.7, supporting PLC development, was effective. Teachers used six-week data cycles to drive instruction, and 55% of PLCs self-identified as “progressing” in their use of the data-informed PLC process, a modest increase from the prior year. The Office of Academics and Instructional Programs continued to provide tools, coaching, and facilitation to guide the implementation of effective team structures.

Action 1.8, which supports instructional technology, was fully effective. All students had access to Chromebooks, chargers, and Google Classroom. Teachers integrated technology into formative and summative assessments and daily instruction, maintaining digital equity and enhancing classroom engagement.

Action 1.9, focused on instructional supports for Alternative Education, was also implemented effectively. While the number of unscheduled collaboration meetings between SBHSD and San Andreas decreased this year, formal instructional supports and staffing for Alternative Education were sustained. Students in these settings continued to receive appropriate academic interventions, technology access, and curricular resources aligned to district goals.

In summary, Goal 1 actions were effectively implemented, with most meeting or exceeding expectations. Where challenges occurred, particularly in curriculum release time and PD access, adaptive solutions were employed to maintain progress. The integration of EL-focused supports across multiple actions has directly contributed to gains on the state dashboard, reinforcing the district’s commitment to equity and instructional excellence. As a result of implementation this year, the district has determined that all Goal 1 actions will either be adopted in their current form or adapted for improved delivery next year. No actions under this goal will be abandoned, as each continues to contribute meaningfully to the goal of providing high-quality teaching and learning environments for all students.

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

Based on reflections from the 2024–25 school year, the majority of actions outlined in Goal 1 will be maintained, with targeted adaptations designed to strengthen implementation and build on progress made. The district will continue supporting teacher collaboration and curriculum

alignment while also refining Essential Standards Guides (ESGs), especially within PLCs focused on inclusive practices for English Learners and Students with Disabilities.

Each year, SBHSD has exceeded its expenditures on textbooks. For the 2025-26 school year, the allocation was increased by \$100,000 to better meet the needs of a growing student population and to account for the ongoing replacement of lost or damaged books

The district will sustain its investment in instructional technology and digital access to ensure students are engaged and supported across content areas. Instructional coaching will remain in place for English, Science, and Mathematics, with expanded collaboration across departments to better align support with PLC needs. This will include a 0.2 increase in FTE with a coaching lead. Additionally, a Program Specialist position will increase from 0.8 FTE to 1.0 FTE. This equates to a 0.4 FTE increase in action 1.4.

One major area of adaptation for the 2025–26 school year will be a deeper emphasis on English Learner-focused professional development. The district will partner with an outside consultant to support integrated and designated ELD strategies across all content areas. Building on the progress made this year in listening and speaking instruction, professional learning will now begin to incorporate reading and writing standards as part of a comprehensive language development approach for EL students.

In mathematics, Hollister High School teachers will continue their summer coaching and professional learning series in collaboration with the San Benito County Office of Education (SBCOE), which focuses on improving pedagogy and lesson design through content-specific workshops. Separately, the district will also maintain its ongoing partnership with California Education Partners, which supports a broader improvement initiative centered on data-informed practices, equitable access to math learning, and long-term strategy development to improve math outcomes, particularly for English Learners and Socioeconomically Disadvantaged students.

For action 9, the district will continue to work collaboratively with SBCOE through quarterly meetings with representatives of San Andreas Continuation School. To meet the 4 scheduled meetings outlined in metric 1.10, the district will calendar all meetings in the fall to accommodate both school sites and maintain agenda/notes for each meeting to guide and document progress.

Additionally, the district will continue its commitment to safe and supportive learning environments by providing all staff with annual safety and security training at the start of the school year. This includes specialized sessions for campus supervisors and continued professional development for all certificated staff on best practices for Tier I behavior interventions and classroom management strategies. All teachers will attend these trainings in both August and January to ensure consistent and proactive approaches to school-wide behavior support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support New and Experienced Teachers	San Benito High School District (SBHSD) will implement a comprehensive strategy to attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees. The district will ensure that all hired staff possess the appropriate credentials and certificates, enabling them to provide exceptional educational services to all students. This initiative aims to create a diverse and dynamic workforce that reflects the community, promotes educational equity, and enhances the overall quality of education within the district.	\$367,495.00	Yes
1.2	Textbook Adoptions	The Department of Academics and Instructional Programs will continue implementing textbook/material adoption to ensure access to core instructional materials, including all Common Core State Standards (CCSS) adoptions and implementing Next Generation Science Standards (NGSS) and Integrated ELD Standards districtwide.	\$245,000.00	No
1.3	Maintain Facilities	Maintain SBHSD and supporting facilities in good repair to increase safety and security for all students and employees.	\$1,401,339.00	No
1.4	Program Specialists and Teacher Coaching and Supports	<p>Program Specialists will deliver targeted support and professional learning opportunities for all staff to enhance academic support for underperforming and disadvantaged students. This initiative provides tailored assistance to English learners, socioeconomically disadvantaged students, and homeless/foster students, ensuring they receive the high-quality education and resources needed to succeed. Through specialized training and ongoing professional development, staff will be equipped with the skills and strategies to effectively address the diverse needs of these student populations.</p> <p>-High-quality coaching (1.4 FTE) -Program Specialist (1.0 FTE) -Stipend for State Civic Seal and STEM (2 stipends)</p>	\$399,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Curriculum & Content Area Release Days	<p>The Department of Academics and Instructional Programs will continue to provide additional time for teachers to plan support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students.</p> <ul style="list-style-type: none"> • Embed ELA literacy standards and ELD standards to provide relevance to students • Implementation of Essential Standards Curriculum Guides for each content area with a focus on equitable grading and quality assessments (rubrics). • Implementation of Universal Design for Learning (UDL) principles • Embed Culturally Relevant Teaching Practices • Focused Math coaching for all math courses 	\$43,733.00	Yes
1.6	Professional Development	<p>The Department of Academics and Instructional Programs will deliver comprehensive professional development and ongoing support for teachers and administrators to ensure the successful implementation of district initiatives. These initiatives are designed based on disaggregated data and tailored to address the specific needs of diverse student groups, including English learners, socioeconomically disadvantaged students, and students with special needs. This strategic approach aims to enhance instructional practices, foster educational equity, and improve student outcomes across the district.</p> <ul style="list-style-type: none"> -Multi-Tiered Systems of Support (MTSS) -Positive Behavior Supports -Focused Multilingual Learner PD for all Staff -PLC Framework -Equitable, Standards-based grading practices -SEL and Trauma-Informed Practices -College and Career Readiness for all students -Campus Safety 	\$161,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	PLC Framework	San Benito High School District (SBHSD) will offer comprehensive professional learning and support for teachers and site administrators to implement research-based best practices within Professional Learning Communities (PLCs). The initiative aims to enhance the effectiveness of PLCs by equipping lead teachers with the skills to disaggregate data, utilize intervention software, and design targeted intervention and enrichment sessions. This focused approach will address the needs of diverse student groups, including English learners (EL), students with disabilities (SPED), and students with 504 plans, ensuring that all students receive the support necessary to succeed.	\$142,306.00	Yes
1.8	Instructional Technology Curriculum & Supports	<p>The Department of Academics and Instructional Programs in conjunction with the Information, Technology & Accountability Department will provide professional learning and services to increase the integration of technology into daily teaching and learning, primarily focused on unduplicated student groups.</p> <ul style="list-style-type: none"> -Utilization of research-based instructional strategies that support all learners -Provide hardware and software to support curriculum and assessment -Purchase instructional technology curriculum and supports -Library Personnel to support the implementation of Chromebooks 	\$667,231.00	No
1.9	Instructional Supports for Alternative Education	<p>San Benito County Office of Education (SBCOE) will provide high quality teaching and learning environments.</p> <ul style="list-style-type: none"> -provide Induction Program -provide Independent Study Program -ensure state standards-aligned curriculum and technology -provide targeted intervention -professional development to staff 	\$231,900.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 - Prepare all students to be college, career, and world-ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After reviewing SBAC data and Dashboard Indicators, SBHSD has identified a critical need for the continued support of implementing academic standards to improve conditions of learning for all students, with a specific focus on English Learners (EL) and students with disabilities. The Smarter Balanced Assessment data in ELA and Math reveal significant achievement gaps for English Language Learners, students with disabilities, Hispanic and socioeconomically disadvantaged students compared to the overall student population. The data indicate a substantial need to enhance educational support and opportunities for these student groups. SBHSD aims to ensure that all students, regardless of background, have access to, opportunity for, and support in courses and programs that will prepare them for a broad range of college and career options.

The recent 2023-2024 CA School Dashboard highlights several critical areas of concern for our district, particularly in Academic Performance. Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD), along with English Learner (EL) students, all scored in the red indicator for academic performance in Mathematics. Furthermore, EL students are in the red indicator for academic performance in English Language Arts (ELA). The San Andreas and Hollister High students with disabilities are both in the Very Low indicator on the College and Career Indicator (CCI) for college and career readiness.

The district is committed to implementing targeted actions to support these student groups and enhance their academic achievement, specifically aiming for higher scores on the CA CAASPP assessment. Specifically, the district has participated in Differentiated Assistance (DA). The district has transitioned to a collaborative support system with Hollister Elementary School District (HESD), Aromas-San Juan School District (ASJUSD), and Tulare County Office of Education (TCOE). This collaborative support system will help identify root causes, monitor Plan-Do-Study-Act (PDSA) cycles, and focus on continuous improvement through the improvement science lens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments	2022-23	2023-24		2026-27	ELA (SBAC):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAASPP Assessments) and Early Assessment Program (EAP)	<p>SBAC data, % met or exceeds standards:</p> <p>ELA - HHS Overall: 45.1% SPED: 10.4% EL: 6.1% Homeless: 35.7% Low Income: 40.8%</p> <p>ELA - SBHSD Overall: 44.3% SPED: 10.7% EL: 6.1% Homeless: 31.3% Low Income: 40.2%</p> <p>Math - HHS Overall: 19.5% SPED: 1.0% EL: 0.0% Homeless: 0.0% Low Income: 15.3%</p> <p>Math - SBHSD Overall: 18.6% SPED: 1.0% EL: 0.0% Homeless: 0.0% Low Income: 14.3%</p> <p>CST - HHS Overall: 27.3% SPED: 2.6% EL: 0.0% Homeless: 8.3% Low Income: 23.2%</p>	<p>SBAC data, % met or exceeds standards:</p> <p>ELA - HHS Overall: 57.8% SPED: 16.9% EL: 8.7% Homeless: 43.8% Low Income: 52.9%</p> <p>ELA - SBHSD Overall: 56.9% SPED: 16.5% EL: 8.2% Homeless: 38.9% Low Income: 51.8%</p> <p>Math - HHS Overall: 20.7% SPED: 3.4% EL: 0.00% Homeless: 25% Low Income: 16.6%</p> <p>Math - SBHSD Overall: 20.1% SPED: 3.3% EL: 0.0% Homeless: 22.2% Low Income: 15.9%</p>		<p>SBAC data, % met or exceeds standards:</p> <p>Increase met and exceeds standards by 10% for all student groups</p> <p>EAP: Increase by 10%</p>	<p>The overall ELA proficiency rate increased by 12.73 percentage points, from 45.07% to 57.8% for HHS and increase by 12.6% for SBHSD.</p> <p>Math (SBAC): The overall Math proficiency rate increased slightly by 1.21 percentage points, from 19.49% to 20.7% for HHS and increase by 1.5% by SBHSD.</p> <p>CST – Science: The overall Science proficiency rate increased by 3.45 percentage points, from 27.25% to 30.7% for HHS and increase by 0.7% by SBHSD.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CST - SBHSD Overall: 26.5% SPED: 2.5% EL: 0.0% Homeless: 7.7% Low Income: 22.2%	CST-Science - HHS Overall: 28.1% SPED: 2.8% EL: 0.0% Homeless: 25.0% Low Income: 23.7% CST - SBHSD Overall: 27.2% SPED: 2.8% EL: 0.0% Homeless: 22.7% Low Income: 22.7%			
2.2	Total and percentage of English Learner pupils who have made progress towards English proficiency on the ELPAC (CA Dashboard - ELPI)	2022-23 HHS Result EL progress indicator on the CA dashboard: 42.4% making progress towards English proficiency SBHSD Results EL progress indicator on the CA dashboard: 44.1% making progress towards English proficiency	2023-24 HHS Result EL progress indicator on the CA dashboard: 48.4% making progress towards English proficiency SBHSD Results EL progress indicator on the CA dashboard: 47.7% making progress towards English proficiency		2026-27 EL progress indicator on the dashboard: Increase to 65% or higher	The percentage increased by 5.3 percentage points, from 42.4% in 2022–23 to 47.7% in 2024–25 for HHS and increased by 3.6% for SBHSD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learner Reclassification Rate (Local Indicator)	2022-23 Overall: 104/533 19.5% LTEL: 12/149 8.1%	2023-24 Overall: 96/497 19.3% LTEL: 90/367 24.5%		2026-27 Increase the Overall and LTEL reclassification rates by 10% 26-27 Overall: 29.5% LTEL: 18.1%	The overall English Learner reclassification rate remained stable, decreasing slightly from 19.5% to 19.3%, while the Long-Term English Learner (LTEL) reclassification rate showed a significant increase of 16.4%.
2.4	LTEL Co-Taught Courses (Local Indicator)	2023-24 Students completing Semester 1 grades with a C or better 39%	2024-25 Students completing Semester 1 grades with a C or better 43.2%		2026-27 Increase C or better pass rate by 10%	The C or better completion rate increased by 4.2%
2.5	Total and percentage of pupils who have successfully completed CSU/UC eligibility requirements (Data Quest)	2022-23 HHS CSU/UC Qualification - Overall: 385 51.1% SPED: 8 11.1% EL: 22 19.6% Foster: * *% SED: 230 43.7% SBHSD CSU/UC Qualification - Overall: 385 45.2% SPED: 8 7.8% EL: 22 15.4% Foster: * SED: 230 37.4%	2023-24 HHS CSU/UC Qualification - Overall: 383 46.8% SPED: 13 12.1% EL: 32 19.9% Foster: * *% SED: 252 42.8% SBHSD CSU/UC Qualification - Overall: 383 41.5% SPED: 13 11.8% EL: 32 18.6%		2026-27 Ensure all groups have increased by 10%.	The overall percentage of students completing CSU/UC eligibility requirements decreased by 4.3 percentage points, from 51.1% to 46.8% for HHS and decreased by 3.7% for SBHSD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Foster: * SED: 252 40.6% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			
2.6	Total and percentage of pupils who are enrolled in a CTE concentrator/capstone course (Local Indicator)	2022-23 Overall: 944, 27.8% SPED: 123, 28.2% EL: 73, 21.1% Foster: * *% SED: 553, 26.5% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2023-24 Overall: 1150 34.8% SPED: 137 33% EL: 98 30.3% Foster: * *% SED: 692 34.3% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.		2026-27 Sustain CTE enrollment in each student group.	The overall percentage of students enrolled in a CTE concentrator or capstone course increased by 7 percentage points, from 27.8% to 34.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Work-based learning Gold Standard for SBHSD (Local Indicator)	2023-24 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL: <ul style="list-style-type: none"> • 50 guest speakers • 15 industry tours • 10 college tours • 5 internships 	2024-25 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL: <ul style="list-style-type: none"> • 50 guest speakers • 15 industry tours • 10 college tours • 5 internships 		2026-27 Increase all WBL experiences (doubled) WBL: -100 guest speakers -30 industry tours -20 college tours -10 internships	The Gold Standard for WBL remained consistent from 2023–24 to 2024–25.
2.8	Total and percentage of pupils demonstrating college preparedness as measured by the College Career Readiness Indicator (CA Dashboard)	2022-23 College/Career Overall: 338 41.9% SPED: 5 5.2% EL: 16 12.9% Foster: N/A SED: 202 35.3%	2023-24 Overall: 325 37.2% SPED: 7 5.3% EL: 22 11.9% Foster: N/A 0 Foster Youth in Cohort SED: 208 32.7%		2026-27 Improve each group's college/career readiness by 10%	The overall percentage of students demonstrating college preparedness declined by 4.7 percentage points, from 41.9% to 37.2%.
2.9	Total and percentage of pupils who are enrolled in a dual enrollment course (Local Indicator)	2023-24 452 student enrollment 87.2% accrued college credit	2024-25 # students enrollment - 532 65.2% accrued college credit		2026-27 Increase enrollment by 10% (497 or higher) Increase accrued credit to 90% or higher	In 2024–25, student enrollment in dual enrollment courses increased by 80 students, credit accrual decreased by 22%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of pupils who passed the AP exam with a score of 3 or higher (College Board)	2022-23 Overall: 346 65.7% SPED: 1 25.0% EL: 8 57.1% Foster: N/A SED: 105 76.1%	2023-24 Overall: 492 77.0% SPED: 9 60.0% EL: 25 89.3% Foster: N/A 0 Foster Youth in Cohort SED: 278 75.7%		2026-27 Increase the number of overall students who passed with a 3 or higher by 10%	The overall AP pass rate increased by 11.3 percentage points, from 65.7% to 77.0%.
2.12	Access to / Enrollment in a broad course of study and/or programs/services developed and provided to unduplicated pupils and/or individuals with exceptional needs (Local Indicator)	2023-24 100% of students have access to a broad course of study and/or programs/services	24-25 100% of students have access to a broad course of study and/or programs/services		2026-27 100% of students have access to a broad course of study and/or programs/services	The percentage of students with access to a broad course of study and/or programs and services remained consistent at 100% from 2023–24 to 2024–25.
2.13	Summer School / Credit recovery (Local Indicator)	2022-23 # and % of students successfully recovering credits via Summer School 22-23 Overall: 1133, 98.3% SPED: 168, 99.4% EL: 175, 94.7% Foster: 2, 100% SED: 578, 98.8%	2023-24 Overall: 1076, 89.3% SPED: 172, 88.4% EL: 216, 90.8% Foster: 2, 50% SED: 715, 87.0%		2025-2026 # and % of students successfully recovering credits via Summer School Sustain credit accrual needs and sustain credit recovery options.	The overall credit recovery success rate declined by 9 percentage points, from 98.3% to 89.3%.
2.14	AVID program (Local Indicator)	2022-23 % of students with post-secondary intentions,	2023-24		2026-27	The percentage of AVID students with post-secondary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>i.e. college, trade school, etc.</p> <p>Overall: 137, 100% SPED: 100% EL: 100% Foster: 100% SED: 100%</p>	<p>% of students with post-secondary intentions</p> <p>Overall: 128, 100% EL 100% SPED: 100% Foster: 100% SED: 100%</p>		<p>Sustain AVID post-secondary intentions (100%)</p>	<p>intentions remained consistently at 100% across all student groups from 2022–23 to 2024–25.</p>
2.15	SPED / co-teaching (Local Indicator)	<p>2022-23</p> <p>54.4% of SWD have 80% or more of their time in Gen.Ed. courses</p>	<p>2023-24</p> <p>54.6% of SWD have 80% or more of their time in Gen.Ed. courses</p>		<p>2026-27</p> <p>Sustain % of SWD having 80% or more of their time in Gen Ed courses</p>	<p>The percentage of Students with Disabilities (SWD) spending 80% or more of their time in general education settings increased slightly by 0.2 percentage points.</p>
2.16	Foster Youth (Data Quest)	<p>2022-23</p> <p>Grad Rate: * CSU/UC Qualified Rate: * College/Career Readiness: *</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>	<p>2023-24</p> <p>Grad Rate: * CSU/UC Qualified Rate: * College/Career Readiness: *</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population</p>		<p>2026-27</p> <p>Foster Youth: graduation rate: > 90% a:g qualified rate: > 90% College / Career ready rate: >50%</p>	<p>Foster youth data remains unavailable for both 2022–23 and 2024–25, as there were 0 Foster Youth in the cohort each year.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(cohort students) is 10 or less.			
2.17	Haybaler Support Time (Local Indicator)	2023-24 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	24-25 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.		2026-27 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	The dynamic scheduler offering Haybaler Support Time remained consistent from 2023–24 to 2024–25, providing all students with access to intervention, retakes, enrichment, and study halls four days a week.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services for Goal 2 were largely implemented as planned during the 2024–25 school year. The district maintained a strong focus on improving college and career readiness through structured programming, enhanced CTE access, AVID expansion, and support for Long-Term English Learners (LTELs) and Students with Disabilities (SWD). Key metrics reflect a mix of progress and gaps, particularly in math and College and Career Indicator (CCI) outcomes, especially among English Learners.

Goal 2 Successes

Action 2.1 supported a range of college and career readiness efforts, including senior portfolio development, job and college applications, resume building, and FAFSA completion. The district’s College and Career Coordinator led a range of activities, including the Senior Launch project, which provided capstone students with authentic, real-world career readiness experiences. Events such as mentor breakfasts, informational interviews, and the CTE Student Advisory enhanced alignment between classroom learning and future career paths.

Additionally, the district supported the rollout of the California College Guidance Initiative (CCGI) platform for all high school students. In its first year, the CCGI rollout has been a major success, significantly enhancing our ability to support students in the college application process. Real-time tracking showed that 195 students submitted 643 UC applications and 301 students submitted 1,303 CSU applications, clear evidence of increased access and engagement. Additionally, over 2,600 students completed the Interest Profiler activity, and training efforts reached 29 staff members across key student support areas, laying a strong foundation for continued implementation.

Action 2.2, which supports the Advanced Placement (AP) Program, continued to show strong growth. In 2024, 77% of AP students earned a score of 3 or higher, up from 72% in 2023. The school also maintained its AP Access Award and Bronze Honor Roll distinction. Notably, 89.3% of English Learners and 60% of SWD passed their AP exams, reinforcing the effectiveness of inclusive access and support systems.

Action 2.3, focused on CTE program supports, was also effectively implemented. The number of CTE concentrators increased from 944 to 1,150 students, with strong gains among EL (30.3%), SWD (33%), and SED (34.3%) subgroups. All 14 pathways maintained Gold Standard work-based learning (WBL) alignment, and Career Technical Student Organizations (CTSOs) such as HOSA, FFA, and SkillsUSA continued to provide robust leadership opportunities.

Action 2.5 supported continued growth of the AVID program, with enrollment reaching 704 students, up from 584 the previous year. AVID seniors (128 students) had a 100% graduation rate and 100% post-secondary plans, with 50% attending a 4-year college, 45% attending a 2-year college, and 5% entering the military or workforce. The program continues to embed a college-going culture across all grade levels.

Action 2.9, which maintains Haybaler Support Time (HST), continued to provide daily access to reteach, reassessment, and academic support for all students. Teachers used HST to implement targeted interventions based on data gathered through PLCs and grade-level trends.

Action 2.10, focusing on data-driven decision-making, was implemented through expanded use of WABA, grade analysis protocols, and Panorama. These tools allowed staff to better identify struggling students and align support across systems.

Action 2.11, supporting alternative education students through College and Career Readiness activities, was fully implemented. Students in these programs had access to coursework, career exploration, and credit recovery options aligned with graduation and post-secondary goals.

Goal 2 Challenges

Action 2.4, focused on credit recovery through summer school and virtual Edgenuity courses, remains an area of concern. While 1,076 students participated in summer school in 2024, slightly down from 1,133 in 2023, the credit recovery rate dropped to 89.3% overall. Notably, the success rate for Foster Youth decreased significantly to 50%, and while EL students maintained a high participation rate, only 90.8% successfully recovered credits. Reducing credit deficiencies prior to graduation remains a priority.

Action 2.6, supporting English Learners and LTELs, showed mixed results. The reclassification rate for LTELs improved dramatically from 8.1% to 24.5%, and 48.4% of EL students made progress on the ELPAC, up from 42.4% the previous year. However, the LTEL A–C pass rate dropped from 83.1% to 76.3%, and EL students remained at 0% proficiency in math. Co-taught courses in English 9, Algebra I,

Geometry, World Studies, and U.S. History provided targeted support, but outcomes show that further attention is needed to strengthen instructional strategies and improve EL academic outcomes.

Several actions, such as 2.7 (Supports for SWD) and 2.9 (Haybaler Support Time), continue to provide foundational structures to support students' academic progress. However, more targeted intervention and integration of socio-emotional learning are needed to increase A–G eligibility rates and improve the CCI, which declined overall from 41.9% to 37.2%. Action 2.7, which provides targeted supports for Students with Disabilities (SWD), was implemented with an emphasis on co-taught courses and inclusive service models. There were positive gains, including an increase in AP pass rates for SWD from 50% to 60%, and a modest improvement in the percentage of SWD spending 80% or more of their time in general education, rising from 54.4% to 54.6%. However, the A–D pass rate for SWD dropped from 88.0% to 82.2%, highlighting a need for more individualized academic intervention and stronger alignment between co-teaching practices and student learning outcomes.

Action 2.8, supporting Foster Youth, was implemented, though outcomes show challenges. While Foster Youth participation in summer school remained stable, only 50% successfully recovered credits, emphasizing the need for individualized supports moving forward.

In summary, Goal 2 actions were implemented with fidelity and resulted in meaningful progress in AP performance, CTE enrollment, and EL reclassification. However, achievement and preparedness gaps persist, especially for EL and SWD student groups. Addressing these challenges will require continued investment in academic interventions, inclusive practices, and intentional focus on improving math instruction and A–G success for underrepresented students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures in excess of budgeted amounts for the following contributing actions:

Action 2.5: AVID College Readiness Program — Budgeted: \$554,180; Estimated Actuals: \$748,319. The increase is due to expanded AVID section offerings and associated staffing costs, including additional AVID elective sections and higher participation in AVID field trips and summer institutes.

Action 2.10: Data-Driven Decision Making – Supporting Student Outcomes — Budgeted: \$43,518; Estimated Actuals: \$80,896. This overage is due to expanded use of Panorama and increased investment in assessment tools and analytics platforms to support early identification and intervention planning aligned with MTSS.

Expenditures less than budgeted amounts for the following contributing actions:

Action 2.1: College and Career Readiness — Budgeted: \$721,410; Estimated Actuals: \$651,342. The variance is primarily due to lower-than-anticipated costs for contracted services.

Action 2.4: Credit Recovery – Summer School & Virtual Support — Budgeted: \$501,675; Estimated Actuals: \$472,225. The reduction is due to the summer school program being condensed to four weeks.

Action 2.7: Supports for Students with Disabilities — Budgeted: \$2,777,499; Estimated Actuals: \$ 2,024,149. The difference is due to a combination of varied step and column staffing positions and lower contracted service costs for specialized support providers during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions outlined in Goal 2 have largely been effective in supporting the district’s goal of preparing all students to be college, career, and world-ready upon graduation. While there were clear successes in AP performance, CTE expansion, and AVID outcomes, data also revealed persistent achievement and preparedness gaps for English Learners and Students with Disabilities, especially in math and the College and Career Indicator (CCI).

Action 2.1: College and Career Readiness – Effective

This action was effectively implemented. The combination of hands-on student support (e.g., FAFSA completion, resume building), innovative programming like Senior Launch, and the successful CCGI rollout has led to measurable outcomes, including a significant number of college applications submitted and increased student engagement with career planning tools. The strong participation in CTE-related events and the broad training of staff across programs indicate that the action is making meaningful progress toward the goal of ensuring all students are prepared for post-secondary success. Although the overall CCI dropped slightly from 41.9% to 37.2%, increased student engagement in portfolio, career exploration activities, and CCGI activities suggests that implementation was strong and aligned to student needs.

Action 2.2: Advanced Placement Program – Effective

The AP program was highly effective. The percentage of students scoring a 3 or higher rose to 77% overall, with significant gains for English Learners (89.3%) and Students with Disabilities (60%). Enrollment and participation remained strong, and Hollister High School retained its AP Access Award and Bronze School Honor Roll distinction for the second consecutive year.

Action 2.3: CTE Program Supports – Effective

This action was effective, with strong growth across all measured groups. The number of concentrators increased from 944 to 1,150 students. Hispanic students made up over 60% of completers, while SWD (33%) and EL (30.3%) participation also increased. All 14 pathways are on track to maintain Work-Based Learning Gold Standard alignment.

Action 2.4: Credit Recovery – Summer School & Virtual Support – Partially effective and In Progress

This action was partially effective but ultimately ineffective in meeting its intended impact. While 1,076 students participated, the credit recovery success rate dropped to 89.3%. The shortened summer school session and lower virtual engagement contributed to reduced success.

Action 2.5: AVID College Readiness Program – Effective

This action was effective, with enrollment growing to 704 students, including strong representation from EL and SED subgroups. AVID seniors maintained a 100% graduation rate and 100% post-secondary plan participation. The program continued to support equity and access through academic and social-emotional preparation.

Action 2.6: English Learner and LTEL Supports – Partially Effective and In Progress

This action was effective in improving reclassification and ELPAC outcomes. The LTEL reclassification rate jumped from 8.1% to 24.5%, and 48.4% of ELs made growth on the ELPAC (up from 42.4%). However, the LTEL A–C pass rate declined from 83.1% to 76.3%, and math proficiency for ELs remains at 0%. While the overall implementation was strong, continued refinement is needed to ensure academic performance matches language development gains.

Action 2.7: Supports for Students with Disabilities – Partially Effective

This action was partially effective. Students with Disabilities showed growth in AP performance (60%) and slight increases in general education access (from 54.4% to 54.6%). However, the A–D pass rate declined from 88% to 82.2%, and CCI preparedness remained very low at 5.3%. The district has strong inclusive structures, but must increase individualized academic interventions and alignment of co-teaching supports.

Action 2.8: Foster Youth Supports – Partially Effective

Due to low enrollment and participation, this action was partially effective in improving outcomes. Only two Foster Youth participated in summer school, and only one successfully recovered credits. While structures exist, the limited scope of impact suggests the need for more targeted outreach and engagement.

Action 2.9: Haybaler Support Time (HST) – Effective

This action was effective. The dynamic HST scheduler operated four days a week and was used to provide students with intervention, enrichment, and support aligned to PLC data. While not all subgroup outcomes improved, HST remains a critical Tier 1 and Tier 2 intervention space, especially for EL and SWD support.

Action 2.10: Data-Driven Decision Making – Effective

This action was effective in strengthening early identification and intervention systems. Panorama data tools, WABA, and grade-level tracking were expanded to help staff monitor academic and behavioral trends. These tools were instrumental in guiding how students were supported through HST and targeted academic recovery.

Action 2.11: College and Career Readiness for Alternative Education – Effective

This action was effective and implemented as planned. Students at San Andreas Continuation School and within alternative programs received access to graduation-aligned coursework, work-based learning, and college and career exploration. Equity Multiplier funds supported additional planning for long-term impact.

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

The majority of Goal 2 actions will remain the same, as they continue to support the district’s mission “to educate all students to their highest potential so they will have the greatest range of personal options upon graduation.” Each action within this goal is foundational to expanding college, career, and world-readiness for all students.

One key area of continued expansion is dual enrollment. In 2025–26, the district will build on the early success of the Early College Academy (ECA) and the Academy of Health Sciences (AoHS), both launched in 2024–25. More students will have access to college-level coursework while in high school through expanded offerings in partnership with Gavilan College, with a focus on increasing post-secondary credit accumulation among historically underserved groups.

Additionally, the district recognizes the need for continued and enhanced support for English Learners (ELs), particularly Long-Term English Learners (LTELs), in mathematics. SBHSD will continue its partnership with California Education Partners to strengthen the use of on-track indicators in 8th and 9th grade math, with a goal of improving Algebra I success rates. Simultaneously, cross-district collaboration with Hollister Elementary School District (HESD) will continue, creating a seamless math transition between middle and high school. This work will be supported through the Differentiated Assistance process and progress will be monitored regularly through district- and site-level improvement cycles.

New for 2025–26, the district will increase after-school tutorial hours to provide additional access points for students needing academic support. The Haybaler Support Time (HST) system will also be enhanced to ensure it remains a robust and equitable Tier 1 and Tier 2 intervention structure. Staff will receive guidance and monitoring tools to ensure students are being matched effectively to appropriate supports.

The AVID program will expand with additional elective sections. Given its 100% graduation and post-secondary placement rate, AVID remains a central strategy in the district’s college readiness efforts.

The district will also sustain co-teaching sections for both Students with Disabilities (SWD) and LTELs across core content areas. To strengthen the quality of these co-taught classes, SBHSD will work with an outside consultant to provide specialized professional development focused on EL and LTEL instructional strategies, including integrated ELD, and academic language scaffolding.

To further strengthen our continuous improvement work, SBHSD increased the data support position to 1.0 FTE, ensuring dedicated capacity to manage internal data systems, support continuous improvement cycles, and provide the analysis needed every six weeks for PLC teams across all content areas.

These adjustments for the coming year are grounded in both student performance data and educational partner feedback and represent a focused effort to scale what is working, refine where gaps persist, and ensure every student graduates with meaningful choices for their future.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 College and Career Readiness	<p>San Benito High School District (SBHSD), with support from Student Services, will enhance and expand its College and Career Programs to foster college, career, and world readiness. This initiative is dedicated to maintaining and improving equitable student support programs, ensuring that underrepresented and unduplicated students in all grades receive comprehensive educational and social-emotional support. By targeting staffing and activities that address the specific needs of these students, SBHSD aims to increase a-g course attainment and prepare all students for success in higher education and future careers.</p> <ul style="list-style-type: none"> -Director, College and Career (1.0 FTE) -Career Center staff (1.0 FTE) -Work-based learning Specialist supporting CTE pathways (1.0 FTE) -Migrant Program Specialist (1.0 FTE) -CalSOAP support, Foster youth focus -PSAT, SAT, and ACT support -School-wide FAFSA applications -Senior Portfolio Completion (Resume, Job Application, College Application) -Career Exploration, CA Career Zone -College and Career Fairs -Early College Academy and Academy of Health Sciences -Increased Dual Enrollment Opportunities 	\$767,660.00	Yes
2.2	2.2 Advanced Placement Program	<p>School site administrators will enhance the Advanced Placement (AP) program to offer a rigorous and inclusive academic experience for all students, with a particular focus on underrepresented and unduplicated student groups. This initiative aims to reduce opportunity gaps and increase college credit eligibility by providing comprehensive tutoring and additional support services. By ensuring equitable access to challenging coursework and fostering an environment that supports academic</p>	\$57,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>excellence, the AP program will prepare students for success in higher education and beyond.</p> <ul style="list-style-type: none"> -AP tutorials -AP fee assistance -AP workshops for teachers 		
2.3	2.3 CTE Program Supports	<p>The Department of Academics and Instructional Programs will enhance and sustain Career Technical Education (CTE) programs to foster college, career, and global readiness among students. This initiative aims to provide students with comprehensive two and three-year course pathways that lead to industry certifications, robust partnerships with industry leaders, and practical work-based learning experiences. By aligning CTE programs with industry standards and emerging career opportunities, the department will ensure that students acquire the technical skills, academic knowledge, and real-world experience necessary to excel in the modern workforce and pursue post-secondary education.</p> <ul style="list-style-type: none"> • CTE teachers (6.0 FTE) • CTE Instructional aide (1.0 FTE) • Industry certifications 	\$1,038,913.00	Yes
2.4	2.4 Credit Recovery-Summer School & Virtual Support	<p>San Benito High School District (SBHSD) will implement a comprehensive credit recovery program designed to close the achievement gap for underperforming students and provide increased opportunities for students to recover course credits. This initiative aims to ensure that all students, particularly those who are at risk of falling behind, stay on track for graduation and are prepared for post-secondary success.</p> <ul style="list-style-type: none"> -ELD Summer Seminar -Summer School -Virtual Edgenuity Credit Recovery Courses 	\$338,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	2.5 AVID College Readiness Program	<p>San Benito High School District (SBHSD) will continue to enhance the AVID (Advancement Via Individual Determination) program to close opportunity gaps and promote college and career readiness for middle-of-the-road students. The program will focus on providing these students with the skills, support, and resources needed to succeed in advanced and AP courses and pursue higher education at 4-year colleges and universities. Additionally, the program will offer targeted interventions to support unduplicated students to ensure equitable access to college and career pathways.</p> <ul style="list-style-type: none"> -AVID Elective Teachers (4.4 FTE) -AVID co-coordinator stipends (2) -AVID professional development -AVID field trips -AVID senior boot camp supports -Online portfolio platform 	\$782,242.00	Yes
2.6	2.6 English Learner and LTEL Supports	<p>SBHSD will provide English learners with daily integrated and designated English Language Development (ELD) in all grades. Additional support and monitoring will be implemented to increase language proficiency and academic performance. A specific focus will be placed on supporting Long-Term English Learners (LTELs) to ensure they receive the necessary resources and instruction to succeed academically with the ultimate goal of reclassification.</p> <ul style="list-style-type: none"> -Use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Re-designated Fluent English Proficient (RFEP) students. -Instructional aides support (3.0 FTE IAs) -EL Program Specialist (1.0 FTE) -EL case manager assistance with progress monitoring (2.0 FTE EL CM) -EL Program Family Personnel (1.0 FTE) -LTEL co-taught courses, 7 sections (1.4 FTE) -Instructional technology support -Math support through collaboration with CA Educational Partners 	\$1,179,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	2.7 Support for Students with Disabilities (SWD)	<p>SBHSD will increase collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families.</p> <p>This action is supported in part by LREBG funds. Research supports co-teaching as an effective strategy to improve access to content and learning outcomes for SWD. Progress will be measured through metrics already embedded in the LCAP, including proficiency rates in CAASPP ELA and Math for SWD, and graduation rates.</p> <ul style="list-style-type: none"> • Academy RS/SC course (6 sections, 1.2 FTE) • Co-teach model and professional development (14.0 FTE) • Researched-based Reading Support course • Reading Intervention Software (Lexia) 	\$3,062,479.00	No
2.8	2.8 Foster Youth Supports	<p>SBHSD will provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth.</p> <p>-Establish policies to ensure equitable access (including priority access, as appropriate) to academic support (such as tutoring, summer school, extended learning time) and opportunities (such as AP and a-g enrollment) for youth in foster care.</p> <p>-Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, site-based) regarding the needs of youth in foster care.</p>	\$2,000.00	No
2.9	2.9 Haybaler Support Time, HST	<p>San Benito High School District (SBHSD) will expand learning opportunities for all students to accelerate progress in closing learning gaps by implementing Haybaler Support Time (HST). This initiative will provide dedicated, in-school support sessions four times a week for 30</p>	\$97,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>minutes each, ensuring that students receive the targeted academic assistance they need within the regular school day. HST aims to offer personalized support, enhance student engagement, and promote academic excellence for all learners.</p> <p>-Intervention software -School clerk support for HST (1.0 FTE)</p>		
2.10	2.10 Data-Driven Decision Making-Supporting Student Outcomes	<p>Information Systems Lead improves the accuracy and quality of student demographic and assessment information in district data management systems to facilitate site-level, data-driven decisions to increase student outcomes especially to close the unduplicated student group gaps leading to college, career and world readiness. (1.0 FTE)</p>	\$138,000.00	Yes
2.11	2.11 Career and College Readiness for Alternative Education	<p>SBCOE will provide support to alternative education students for success in career and college upon graduation.</p> <ul style="list-style-type: none"> -providing extended learning opportunities -expanding laboratory classroom -providing high-interest opportunities through field trips -professional development around SEL and Trauma-Informed Practices -implement college and career-aligned software 	\$134,300.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SBHSD has worked diligently to increase parent engagement in all activities at school, including academics, parent meetings, and social events. SBHSD currently has over 20,000 family and community members who receive the district/school's weekly electronic email with important recognition and district updates. The communication Officer and Stakeholder Engagement/Strategic Plan Coordinator have provided more stakeholder engagement with a variety of students and families through social media platforms and Zoom workshops.

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

Additionally, this goal is driven by the need to address significant challenges in student behavior, attendance, and overall school culture. This goal is designed to create a more supportive and engaging educational environment, which is critical for improving student outcomes and reducing disciplinary actions.

Per the CA Dashboard, suspension rates among Socioeconomically Disadvantaged (SED), English Learners (EL), Hispanic, and Special Education (SPED) students will be the continued focus. The previous year's data showed a suspension rate of 4.6%, nearly doubling in the 22-23 school year to 8.5% and increasing slightly to 8.8%. This increase highlights a need for interventions focusing on behavior management and student engagement. This CA Dashboard metric is a part of our Differentiated Assistance work in collaboration with Tulare County Office of Education (TCOE), Hollister Elementary School District (HESD), and San Juan Aromas School District (ASJUSD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) (Local Indicator)	2023-24 100% of district governance groups are compliant and solicit parent input per meeting invites, sign in sheets, and agendas/notes.	2024-25 100% of district governance groups are compliant and solicit parent input per meeting invites, sign in sheets, and agendas/notes.		2026-27 100% of district governance groups are compliant and solicit parent input	The percentage of district governance groups that are compliant and actively solicit parent input remained consistent at 100% from 2023–24 to 2024–25.
3.2	Pupil suspension rate (Data Quest)	2022-23 HHS Results Overall: 8.5% SPED: 12.9% EL: 14.8% Foster: 25.0% Low Income: 11.0% SBHSD Results Overall: 8.4% SPED: 12.8% EL: 14.3% Foster: 25.0% Low Income: 10.8%	2023-24 HHS Results Overall: 8.8% SPED: 13.4% EL: 12.8% Foster: 54.5% Low Income: 9.8% SBHSD Results Overall: 8.8% SPED: 13.5% EL: 12.4% Foster: 54.5% Low Income: 9.7%		2026-27 Ensure each student group's CA School Dashboard is in yellow indicator or above.	The overall suspension rate increased slightly by 0.3 percentage points, from 8.5% to 8.8% for HHS and 0.4 % for SBHSD.
3.3	Pupil expulsion rate (Data Quest)	2022-23 HHS Results Overall: 0.7% SPED: 1.5% EL: 2.4%	2023-24 HHS Results Overall: 0.6% SPED: 0.9% EL: 1.2%		2026-27 Maintain an expulsion rate of 0.1% or lower.	The overall expulsion rate decreased slightly by 0.1 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 8.3% Low Income: 0.9%	Foster: 0.0% Low Income: 0.6%			points, from 0.7% to 0.6%.
		SBHSD Results Overall: 0.7% SPED: 1.5% EL: 2.2% Foster: 8.3% Low Income: 0.9%	SBHSD Results Overall: 0.6% SPED: 0.9% EL: 1.2% Foster: 0.0% Low Income: 0.6%			
3.4	School Climate - Perceptions of the school's overall social and learning climate by parents and students. (Panorama Survey)	2023-24 Panorama Survey: Perceptions of the school's overall social and learning climate by parents and students. Students - baseline TBD in 24-25 Parents - 40% favorable (380 responses)	2024-25 Panorama Survey indicates 50% of parents reported favorable perceptions of the overall social and learning climate at Hollister High School, which matches the district average.		2026-27 Increase of 10% for perceptions of the overall social and learning climate of the school by both parents and students.	The current favorable response rate is 50%, which reflects a 10 percentage point increase from the baseline of 40%.
3.5	MTSS / Interventions (Local Indicator)	2023-24 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. Panorama Data : 6.7% of students need a team or integrated SST 17% of students need support in one area	2024-25 Panorama Data Semester 1 Academics - 70% on track Attendance - 88% on track Behavior - 99% on track SEL - 83% on track		2026-27 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. 90% of students are successful in Tier I 10% of students receive integrated	Academics: Decreased 7 percentage points. Attendance: Improved by 8.4 percentage points. Behavior: sustained under 1% off track. Wellness (SEL): Reflects a decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • 0.4% in Behavior • 2.4% in Wellness • 3.6% in attendance • 10.2% in Academics <p>77% of students are “successful” in Tier I</p>			or one area of support within WABA	of 14.6 percentage points.
3.6	Attendance rate (Local Indicator)	2022-23 Overall: 92.4% SPED: 88.2% EL: 89.9% Foster: 93.6% SED: 91.1%	2023-24 Overall: 93.1% SPED: 89.3% EL: 90.1% Foster: 93.2% SED: 93.0%		2026-27 Increase the attendance rate of each group to 90% or higher.	The overall attendance rate increased by 0.7 percentage points, from 92.4% to 93.1%.
3.7	Graduation rate (Data Quest)	2022-23 HHS Results Overall: 93.7% SPED: 75.0% EL: 90.3% Foster: N/A 0 Foster Youth in Cohort SED: 92% SBHSD Result Overall: 92.4% SPED: 73.5% EL: 87.4% Foster: * Low Income: 90.4%	2023-24 HHS Results Overall: 93.6% SPED: 81.7% EL: 87.0% Foster: N/A 0 Foster Youth in Cohort SED: 92.5% SBHSD Result Overall: 92.2% SPED: 82.1% EL: 85.6% Foster: *		2026-27 Increase each group's graduation rate to 92% or higher.	The overall graduation rate remained virtually unchanged, with a slight decrease of 0.1 percentage points, from 93.7% to 93.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Low Income: 90.6% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			
3.8	Dropout rate (Data Quest)	<p>2022-23 HHS Results Overall: 5.3% SPED: 22.9% EL: 8.1% Foster: N/A SED: 6.8%</p> <p>SBHSD Result Overall: 6.3% SPED: 23.5% EL: 10.5% Foster: * Low Income: 8.0%</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>	<p>2023-24 HHS Results Overall: 3.0% SPED: 6.9% EL: 5.9% Foster: N/A SED: 3.3%</p> <p>SBHSD Result Overall: 3.9% SPED: 6.7% EL: 6.5% Foster: * Low Income: 4.5%</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population</p>		2026-27 Lower the individual group's rates to 5% or lower.	The overall dropout rate decreased by 2.3 percentage points, from 5.3% to 3.0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(cohort students) is 10 or less.			
3.9	Chronic Absentism (Data Quest)	<p>2022-23 HHS Results Overall: 24.8% SPED: 37.5% EL: 32.5% Foster: 36.4% SED: 29.1%</p> <p>SBHSD Result Overall: 26.8% SPED: 37.9% EL: 36.2% Foster: 36.4% Low Income: 32.2%</p>	<p>2023-24 HHS Results Overall: 20.6% SPED: 32.3% EL: 27.8% Foster: * SED: 22.9%</p> <p>SBHSD Result Overall: 22.3% SPED: 33.0% EL: 31.0% Foster: * Low Income: 25.2%</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>		2026-27 Lower the chronic absenteeism rate of individual groups to 10% or below.	The overall chronic absenteeism rate decreased by 4.2 percentage points, from 24.8% to 20.6%.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services aligned with Goal 3 were implemented as planned during the 2024–25 school year, with focused efforts to improve school climate, family engagement, and wellness supports. While key structures were maintained and enhanced, challenges with student behavior, Tier 2 and 3 interventions, and growing demands for alternative education placement highlighted the need for continued attention and refinement.

Goal 3 Successes

Action 3.1, which outlines student and family engagement, was implemented effectively. The district expanded parent access and support through Aeries Parent Portal assistance, interpretation services, and bilingual staff support for Student Study Team meetings, IEPs, and family engagement events. Families received regular communication and were supported in understanding student progress, attendance, and behavior through both in-person and virtual interactions.

Action 3.3, Communication to Stakeholders, continued to be implemented through newsletters, website updates, and targeted outreach to families. The district maintained its goal of ensuring that all district governance committees (DELAC, SSC, and Migrant PAC) met and sought input from parents, with meetings held in both English and Spanish. Participation remained consistent, though efforts will continue to increase turnout and meaningful participation.

Action 3.4, Multi-Tiered Systems of Support (MTSS), was executed with a focus on student wellness and mental health. Panorama data from Semester 1 indicated that 83% of students were on track with social-emotional learning (SEL) indicators, 88% on track for attendance, and 70% on track academically. Wellness Center utilization continued to increase, with a notable rise in Tier 3 student needs related to anxiety, depression, and crisis response. The district responded by strengthening internal counseling supports and coordinating with outside agencies.

Action 3.5, Tiered Restorative Practices, was partially implemented with the support of an On-Campus Intervention (OCI) teacher and contracted behavioral specialists. However, behavioral data showed a slight increase in the overall suspension rate from 8.5% to 8.8%, with Students with Disabilities (13.4%) and Homeless students (54.5%) disproportionately represented. While individual student supports improved, the district recognized the need to continue professional learning for Tier 1 strategies, particularly around de-escalation and preventative classroom management, and to ensure consistency in implementation across staff. Additionally, the district has expanded supports through the Baler Bridges Program. The Baler Bridges Program provides at-risk students with an alternative hybrid pathway that combines on-campus wraparound supports with at-home independent study. This program creates a structured opportunity for students to reengage academically and socially, with the goal of bridging back into full participation in campus life and activities.

Action 3.6 provided additional targeted supports for students, including access to mental health counseling, behavior intervention, and academic mentoring. Student check-ins and referrals continued to increase, and service providers reported steady engagement with students across grade levels and demographic groups. In addition, the district provides Leadership sections at HHS with a specific focus on engaging

historically underrepresented students (ELs, SWD, and low-income), creating opportunities for these students to build connections to school and develop leadership capacity. SBHSD also collaborated with SBCOE to support the appropriate transition of at-promise students to San Andreas, ensuring students and families were connected with needed services during placement changes.

Action 3.7, which supports student involvement and placement coordination with San Andreas alternative education programs, was fully implemented. SBCOE implemented restorative practices, expanded use of the Aeries portal for two-way communication, and hosted student and parent engagement events. These efforts provided families with greater access to information and opportunities to connect with school staff. Continued focus on strengthening restorative practices and family engagement activities will further support positive outcomes for alternative education students.

Action 3.8, the district's contract with the School Resource Officer (SRO) through the Hollister Police Department, was fulfilled and remained a critical support, especially during high-need incidents and crisis response. The SRO provided a visible presence on campus and helped support a safer environment while also participating in restorative conversations and site-wide debriefs following student conflicts.

Goal 3 Challenges

Despite these successes, key challenges persist. Behavioral incidents, particularly suspensions and chronic absenteeism, continue to impact key student groups. Suspension rates rose slightly overall, and while expulsion rates declined slightly from 0.7% to 0.6%, disproportionality remains for students with disabilities and homeless students. Chronic absenteeism showed improvement overall (down to 20.6%), but EL (27.8%) and SWD (32.3%) rates remain high and will need to be addressed more proactively through attendance-focused intervention efforts. While Tier 3 supports are strong, Tier 1 prevention efforts, classroom-level engagement, and adult response strategies require continued refinement.

In summary, Goal 3 was carried out with fidelity and responsiveness. However, behavioral data and staff feedback point to the need for continued investment in preventative structures and more streamlined support for students who demonstrate signs of disengagement or elevated need.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures in excess of budgeted amounts for the following contributing actions:

Action 3.1: Student and Parent Engagement — Budgeted: \$720,793; Estimated Actuals: \$722,174. The overage was due to increased staffing costs, including expanded hours for outreach to support a growing number of SST meetings, IEPs, and parent engagement events.

Action 3.4: Multi-Tiered Systems of Support for Students (MTSS) — Budgeted: \$722,217; Estimated Actuals: \$835,331. The variance was the result of expanded use of contracted services to support Tier 2 and Tier 3 student wellness needs, including mental health counseling, SEL curriculum expansion, and Panorama implementation supports.

Action 3.8: Contract with School Resource Officer (SRO) — Budgeted: \$85,000; Estimated Actuals: \$110,000. The increase was due to adjustments in the service agreement with the Hollister Police Department.

Expenditures less than budgeted amounts for the following contributing actions:

Action 3.3: Communication to Stakeholders — Budgeted: \$285,204; Estimated Actuals: \$233,999. The reduced expenditure is primarily due to adjustments related to step and column placement on the salary schedule.

Action 3.5: Tiered Restorative Practices / School Climate — Budgeted: \$634,996; Estimated Actuals: \$597,963. The variance reflects delays in onboarding some contracted behavior intervention specialists for Tier 2 & 3 services. In addition, professional development for de-escalation and SEL practices was delivered in-house for portions of the year, reducing reliance on external providers.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions outlined in Goal 3 have been implemented with fidelity and reflect a continued commitment to “fully engaging students, parents, and the community in support of short- and long-term educational outcomes.” Progress in student wellness supports, parent outreach, and Tiered Systems of Support was notable.

Action 3.1: Student and Parent Engagement – Effective

This action was effective in maintaining and enhancing districtwide communication with families. The Aeries Parent Portal continued to be supported by bilingual staff, and parent events such as SST meetings, IEPs, and information nights were well-attended, especially due to the ongoing presence of interpreters. Increased use of in-person and virtual meetings helped improve access and flexibility for families, particularly those from unduplicated student groups.

Action 3.2: Parent Involvement - Effective

This action was fully effective in providing parents with meaningful opportunities to participate in district decision-making processes. SBHSD offered trainings, workshops, and consistent access to advisory groups, including DELAC, School Site Council (SSC), and the Migrant Parent Advisory Committee (PAC). These meetings were well-attended (sign-in sheets) and provided parents with structured opportunities to share input (agenda/notes), build leadership capacity, and contribute to decisions that directly support student achievement and school improvement.

Action 3.3: Communication to Stakeholders – Effective

This action was also effective, despite slightly reduced expenditures. Newsletters, website updates, and announcements were consistently shared with families, and governance groups such as DELAC, SSC, and the Migrant PAC met requirements for meetings and parent engagement. The district maintained 100% compliance with state requirements for educational partner input. Efforts to strengthen two-way communication, especially in Spanish, continued to show strong alignment with community needs.

Action 3.4: Multi-Tiered Systems of Support (MTSS) – Effective

This action was effective in establishing structures that identify and respond to students' academic, behavioral, attendance, and wellness (WABA) needs. Panorama SEL data showed favorable responses in self-management (80%), supportive relationships (85%), and challenging feelings (60%). Additionally, WABA data informed interventions at the Alpha Team level, allowing for early and strategic intervention. Semester 1 metrics indicated 70% of students were on track academically, 88% with attendance, and 99% for behavior. The WABA and MTSS systems continue to be core tools that help staff respond holistically to student needs.

Action 3.5: Tiered Restorative Practices / School Climate – Partially Effective

This action was partially effective. The district maintained an On-Campus Intervention (OCI) teacher and partnered with Empowering Our Community for Success (EOCS) for small-group Tier 2/3 behavioral interventions. While some students benefited from restorative practices and targeted support, the suspension rate increased slightly to 8.8%, with persistent disproportionality for SWD (13.4%) and Homeless students (54.5%). While the foundation is in place, greater investment in Tier 1 staff training and universal behavioral expectations is needed to improve climate outcomes for all student groups.

Action 3.6: Additional Supports for Students – Effective

This action was effective, with continued access to mental health and behavior support services. Students accessed counseling, mentoring, and intervention services through referrals, self-check-ins, and staff identification. Increased demand on wellness staff (noted by rising Tier 3 needs) reflects both the accessibility and necessity of these supports. As the year progressed, staff reported more efficient referral systems and student responsiveness to available services.

Action 3.7: Engagement and Involvement for Alternative Education – Effective

This action was effective in engaging students and families in the San Andreas continuation program. SBCOE implemented restorative practices, expanded use of the Aeries portal for two-way communication, and hosted student and parent engagement events. These efforts provided families with greater access to information and opportunities to connect with school staff. Continued focus on strengthening restorative practices and family engagement activities will further support positive outcomes for alternative education students.

Action 3.8: Contract with School Resource Officer (SRO) – Effective

This action was effective in helping maintain a visible security presence and in supporting site staff during behavioral escalations, investigations, and emergency response. The SRO also contributed to student engagement by participating in debrief circles and campus walkthroughs. The increase in expenditures reflected extended hours and additional responsibilities in response to increased student needs.

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

The majority of actions outlined in Goal 3 will remain the same for the 2025–26 school year, as they continue to effectively support student engagement, wellness, and behavior. SBHSD will maintain its commitment to fully engaging students, staff, and families in the school community through access to restorative practices, wellness supports, and clear systems of communication and intervention.

Building on the success of this year's implementation, the On-Campus Intervention (OCI) position will be sustained as a critical support within the Multi-Tiered System of Supports (MTSS) structure. For the coming year, the OCI role will be more intentionally aligned to behavior,

attendance, and wellness case management, with structured data reviews occurring at regular Alpha Team and site leadership meetings. The position will continue to serve as a first point of Tier 2 support for students struggling with behavior and social-emotional regulation and will partner closely with counselors and case managers. Additionally, the district team has refined SEL survey questions administered through Panorama to better identify SEL needs of students and the perception of parents regarding school climate.

One area of refinement based on staff and stakeholder feedback is the need to expand access and clarity around referrals to the Baler Bridges program. As behavior and social-emotional needs rise, teachers and administrators have expressed a need for more clearly defined entry points to alternative placement supports. In response, the district will develop streamlined referral protocols and communicate them more clearly across departments. These efforts aim to reduce classroom disruption, ensure timely placement when necessary, and maintain strong alignment between behavioral interventions and academic recovery opportunities.

As part of the ongoing Differentiated Assistance (DA) process, the SBHSD team will continue to monitor its school climate aim statement: to reduce the overall suspension rate by 3% annually and ensure that no student group remains in the red indicator for suspensions by the end of 2025–26. This goal will be measured through dashboard data, internal metrics, and iterative Plan-Do-Study-Act (PDSA) cycles that guide professional learning and systems improvement.

Through this work, the district remains committed to creating inclusive, responsive, and supportive environments where all students can thrive socially, emotionally, and academically.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Student and Parent Engagement	<p>Student Services will provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their students by enhancing their parenting capacity, increasing connections to school/community, engaging in the IEP process for Students with Disabilities, and promoting parent leadership development.</p> <ul style="list-style-type: none"> -Hold parent information meetings (all grades) -Aeries parent portal -Additional counselors (4.0 FTE) -Language Translator and Bilingual School Clerk (2.0 FTE) 	\$744,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	3.2 Parent Involvement	<p>SBHSD will provide trainings, workshops, and opportunities for parents to get involved in district decision-making processes in order to build their capacity.</p> <ul style="list-style-type: none"> -DELAC meetings -SSC meetings -Migrant PAC meetings 	\$0.00	No
3.3	3.3 Communication to Stakeholders	<p>SBHSD will implement a strategic communications plan to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families.</p> <ul style="list-style-type: none"> -Communication Officer (1.0 FTE) -Parent and Community Engagement/Strategic Plan Coordinator (0.6 FTE) 	\$255,792.00	Yes
3.4	3.4 Multi-Tiered Systems of Support for Students	<p>MTSS Team develops sustainable, site-level, equity-embedded MTSS frameworks focused on the foundational structures while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans, and (4) evaluate progress while focusing on disadvantaged (unduplicated) and underserved students. The comprehensive support within the Multi-Tiered System of Supports (MTSS), known as WABA, integrates Wellness, Attendance, Behavior, and Academics to ensure a holistic approach to student success, addressing their diverse needs and promoting overall well-being and achievement.</p> <ul style="list-style-type: none"> -MTSS Lead (1.0 FTE) -MTSS counselor (1.0 FTE) -School Social Workers (2.0 FTE) -Intervention Coordinator (1.0 FTE) -Panorama SEL universal screener 	\$870,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	<p>Site administrators will implement Restorative Practices with integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), and trauma-informed practices. The team will focus on disadvantaged (unduplicated) and underserved students.</p> <ul style="list-style-type: none"> -Tier 2 and Tier 3 Behavioral Supports -Safety and Security Supervisor (1.0 FTE) -Restorative Practices Personnel (1.0 FTE) -On Campus Intervention (OCI) Teacher (1.0 FTE) <ul style="list-style-type: none"> • Professional Development for all Tiers 	\$605,906.00	Yes
3.6	3.6 Additional Supports for Students	<p>SBHSD will provide additional support to increase student engagement for underrepresented and struggling students, connectedness to school and community, and promote a safe and productive school environment.</p> <ul style="list-style-type: none"> -Collaborate with SBCOE on the appropriate transition of at-promise students to San Andreas -Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, SPED, Low-income) (0.6 FTE) 	\$915,852.00	Yes
3.7	3.7 Engagement and Involvement for Alternative Education	<p>SBCOE will fully engage alternative education students, family, and the community in support of educational outcomes.</p> <ul style="list-style-type: none"> -implement Restorative Practices -provide information using two-way communication using the Aeries portal -hosting student and parent events 	\$101,050.00	Yes
3.8	3.8 Contracted Services	Contract with Hollister Police Department for School Resource Officer	\$110,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To reduce suspensions and office referrals at San Andreas Continuation School, the San Benito County Office of Education will hire a Board Certified Behavior Analyst to work with students, staff, and parents on strategies to regulate student behaviors and develop strategies to better handle triggering situations that may lead to office referrals and/or suspensions for students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Most students are referred or placed at San Andreas Continuation School due to behavior. Those behaviors can be poor school attendance, academic performance, suspension or expulsion from school, or a combination of these identified behaviors by the students. San Andreas Continuation School has prior-year non-stability rates of greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent, which makes this a required goal.

By hiring a Board-Certified Behavior Analyst, San Andreas will be able to address the Tier 2 and Tier 3 student behaviors that led to their placement at San Andreas and work with the students and staff to develop the tools and strategies so that students will make better choices and decisions and be able to recognize when they are being triggered. These tools and strategies will benefit the students when they transition to their home school or another educational setting or graduate from college or career. Action 4.1 and 4.2 will aim to lower the suspension and office referral rates for all students, especially socioeconomically disadvantaged and Hispanic students at San Andreas, as this is a required action for the school and student groups to address the suspension rate based on the 2023 dashboard.

The staff will also be better equipped to understand what tools and strategies will support each student in a one-on-one setting and a classroom setting. The actions identified in this goal will be measured by suspension rates and office referrals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate (CA Dashbaord)	CA Dashbaord Suspension Rate Data 2023	2024 Dashbaord CA Dashboard Suspension rate:		CA Dashbaord Suspension Rate	2024 Dashboard CA Dashboard Suspension rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Yellow Indicator 6.6% suspended at least one day Declined 9.7%</p> <p>English Learners - 6.8% SED - 7.2% Hispanic - 7.3%</p>	<p>Orange Indicator 7.9% suspended at least one day EL - green indicator SED 7.1% Hispanic - 8.3%</p>		Sustain all student groups in the yellow indicator or better for suspension rates.	<p>Orange Indicator 7.9% suspended at least one day, increased by 1.3%</p> <p>EL - green indicator SED 7.1%, decreased by 0.1% Hispanic - 8.3%, increased by 1.0%</p>
4.2	Student Office Referrals (Local Indicator)	<p>Baseline to be established in the 2024-2025 school year</p> <p>0% - 2023-24</p>	<p>24-25 17.4% of students have been referred to the office at least one time</p>		Decrease office referrals to 10% or less	<p>24-25 17.4% of students have been referred to the office at least one time with a difference of 17.4% from the 0% baseline.</p>

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The goal to reduce suspensions and office referrals at San Andreas Continuation School was implemented as planned. The San Benito County Office of Education contracted with a Board-Certified Behavior Analyst (BCBA), who began working directly with students, staff, and families to build capacity around behavior regulation strategies and interventions aimed at preventing suspensions and office referrals. The BCBA provided targeted support to students through coaching, one-on-one interventions, and facilitated professional learning sessions for staff. While the partnership was successful in providing initial training and support, a key challenge was the limited availability of the contracted BCBA, which restricted the depth and consistency of support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted and actual expenditures, nor between the planned and actual percentages of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The contracted BCBA support helped initiate foundational work in behavior intervention and awareness, contributing to targeted progress for specific student groups, such as English Learners. However, the overall suspension rate increased from 6.6% to 7.9%, and office referral data revealed that 17.4% of students were referred at least once. While the groundwork was laid for long-term improvement, these results indicate that the actions to date have had limited effectiveness in reducing suspensions and office referrals at the schoolwide level and must be expanded for broader impact.

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

Based on reflection and analysis, the planned action will shift from a full-time FTE behavior specialist to hiring a BCBA. This change is intended to provide more consistent, embedded support for staff and students, allowing for more sustained and proactive implementation of intervention strategies throughout the school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Hire a Board Certified Behavior Analyst (BCBA)	Contracting with a BCBA will allow students and staff to benefit from their expertise in addressing student behaviors that may be contributing to suspensions or office referrals. This action will also allow tools and strategies to be developed with students to better handle their emotions and decisions that have led them to their current placement.	\$107,052.00	No
4.2	Behavior Intervention Plans for Students	Students identified as having Tier 2 and Tier 3 behaviors will be placed on a Behavior Intervention Plan to monitor the frequency and possible reduction of identified behaviors that have resulted in suspensions or office referrals. These plans and the time needed to develop and monitor them is captured in the cost of Action 4.1.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,452,824	\$516,924

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.123%	0.000%	\$0.00	18.123%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Support New and Experienced Teachers</p> <p>Need: Unduplicated students, which include English Learners (EL), low-income students, foster youth, and students with disabilities, have demonstrated significant gaps in academic achievement, particularly in English Language Arts (ELA) and Math. Additionally, these students face higher rates of absenteeism,</p>	<p>The actions taken to support new and veteran teachers and provide mentors for teacher support address the identified needs of unduplicated students by enhancing the overall quality of instruction and support services across the district. These actions include professional development, mentorship support, and support for veteran and new teachers.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 1.1, 1.5, 1.9.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>behavior issues, and lower graduation rates compared to their peers. The need for targeted academic support, professional development for teachers, and enhanced mentorship for both new and veteran teachers is critical to address these disparities and ensure equitable educational opportunities for all students.</p> <p>Scope: Schoolwide</p>		
1.4	<p>Action: Program Specialists and Teacher Coaching and Supports</p> <p>Need: Unduplicated students, which include English learners, socioeconomically disadvantaged students, and homeless/foster students, face significant challenges in academic performance, particularly in core subjects such as mathematics, science, social science, and English. These students often require additional academic support, targeted instruction, and equitable educational practices to overcome barriers to learning and achieve academic success. There is a critical need for high-quality coaching and professional development for teachers to effectively address the diverse needs of these students and to implement inclusive and equitable teaching practices.</p> <p>Scope:</p>	<p>The actions to provide support and professional learning opportunities through Program Specialists address the identified needs of unduplicated students by enhancing the instructional capacity of all staff across the district. These actions include: High-Quality Coaching and Professional Learning, High-quality coaching and guidance on implementing English Language Development (ELD) standards across all content areas, Professional development in standards-based curriculum development and essential standards work.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 1.4, 1.5, 1.7, 1.9.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	<p>Action: Curriculum & Content Area Release Days</p> <p>Need: Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, face significant challenges in academic performance and well-being. These students often lag behind their peers in core academic areas such as English Language Arts (ELA) and Mathematics and require additional support to achieve grade-level proficiency. There is a critical need for targeted instructional strategies, equitable grading practices, and culturally relevant teaching to address these disparities and ensure all students have access to high-quality education.</p> <p>Scope: Schoolwide</p>	<p>The Department of Academics and Instructional Programs will continue to provide additional planning time for teachers to focus on student learning and well-being, addressing the needs of unduplicated students through the following actions: Embedding ELA Literacy and ELD Standards, Implementation of Essential Standards Curriculum Guides, Implementation of Universal Design for Learning (UDL) Principles, Embedding Culturally Relevant Teaching Practices, and Focused Math Coaching for All Math Courses.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 1.4, 1.5, 1.7, 1.9.</p>
1.6	<p>Action: Professional Development</p> <p>Need: Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, face substantial challenges in academic performance, social-emotional well-being, and college and career readiness. These students</p>	<p>The Department of Academics and Instructional Programs will provide teachers and administrators with professional development and ongoing support in the implementation of district initiatives, addressing the needs of unduplicated students through the following actions: Implementing MTSS, PLC Framework, Equitable, Standards-Based Grading Practices, Social-Emotional Learning (SEL) and Trauma-Informed Practices,</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 1.9.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>often require additional support to achieve academic proficiency, navigate trauma, and prepare for post-secondary opportunities. There is a critical need for effective interventions, equitable grading practices, and comprehensive support systems to address these disparities and ensure that all students receive a high-quality education.</p> <p>Scope: Schoolwide</p>	<p>College and Career Readiness for All Students, and Campus Safety.</p>	
<p>1.7</p>	<p>Action: PLC Framework</p> <p>Need: Unduplicated students, including English learners (EL), students with disabilities (SPED), socioeconomically disadvantaged students, and homeless/foster youth, often face significant challenges in achieving academic success. These students require targeted interventions and support to address gaps in learning, improve academic performance, and ensure equitable access to educational opportunities. There is a critical need for systematic data analysis and structured intervention strategies to support these students effectively.</p> <p>Scope: Schoolwide</p>	<p>SBHSD will provide professional learning and support to teachers and site administration on researched-based best practices for the implementation of Professional Learning Communities (PLCs). These actions address the needs of unduplicated students by focusing on the following: Providing teachers and administrators with training on effective PLC practices, Disaggregation of Data, Assignment of Sessions in Intervention Software, and Design of Intervention/Enrichment Sessions.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 1.7.</p>
<p>1.9</p>	<p>Action:</p>	<p>The San Benito County Office of Education (SBCOE) will implement several actions to</p>	<p>To monitor the effectiveness of these</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Instructional Supports for Alternative Education</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, face significant challenges in achieving academic success. These students often require additional academic support, access to state standards-aligned curriculum and technology, and high-quality teaching and learning environments. There is a critical need for targeted interventions, professional development for staff, and enhanced learning facilities to support the educational needs of these students and ensure they have equitable access to high-quality education.</p> <p>Scope: Schoolwide</p>	<p>address the needs of unduplicated pupils and provide high-quality teaching and learning environments: Provide Induction Program, Provide Independent Study Program, Ensure State Standards-Aligned Curriculum and Technology, Provide Targeted Intervention, Professional Development to Staff.</p>	<p>actions, the following metrics will be used: 1.10.</p>
<p>2.1</p>	<p>Action: 2.1 College and Career Readiness</p> <p>Need: Unduplicated pupils, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to academic success and post-secondary opportunities. These students require additional academic support, access to college and career readiness programs, and social-emotional support to overcome these barriers. Specific needs include increasing A-G course attainment, providing career</p>	<p>SBHSD, with support from Student Services, will continue to design and expand College and Career Programs to promote college, career, and world readiness by maintaining equitable student support programs. These actions address the needs of unduplicated students through the following: College and Career Coordinator, Career Center staffing, Work-based learning Specialist supporting CTE pathways, CalSOAP support with a Foster youth focus, PSAT, SAT, and ACT support, school-wide FAFSA applications, Senior Portfolio Completion, Career Exploration via CA Career Zone, College and Career Fairs, Early College Academy and Academy of Health</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.4, 2.5, 2.7, 2.8, 2.12, 2.13, 2.14</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>exploration opportunities, and ensuring equitable access to college admissions tests and financial aid resources.</p> <p>Scope: Schoolwide</p>	<p>Sciences, and increased dual enrollment opportunities.</p>	
<p>2.2</p>	<p>Action: 2.2 Advanced Placement Program</p> <p>Need: Unduplicated pupils, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to accessing and succeeding in Advanced Placement (AP) courses. These barriers include financial constraints, limited academic support, and a lack of resources. There is a critical need to decrease the opportunity gap and increase college credit eligibility for these underrepresented student groups.</p> <p>Scope: Schoolwide</p>	<p>School site administrators will implement a robust AP program designed to support all students, with a specific focus on unduplicated students. The actions taken to address their needs include: AP tutorials, AP fee assistance, AP workshops for teachers.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.8, 2.12</p>
<p>2.3</p>	<p>Action: 2.3 CTE Program Supports</p> <p>Need: Unduplicated students, including English learners, socioeconomically disadvantaged students, and homeless/foster youth, often face challenges in accessing quality career and technical education opportunities that</p>	<p>The Department of Academics and Instructional Programs will continue to design and expand Career Technical Education (CTE) programs to promote college, career, and world readiness. These actions specifically address the needs of unduplicated students through: Hiring high quality CTE teachers, CTE Instructional Aide, and Industry Certifications.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.5, 2.7, 2.12, 2.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>prepare them for post-secondary success. These students need targeted support to engage in Career Technical Education (CTE) programs, gain industry certifications, and participate in work-based learning experiences to bridge the gap between school and career readiness.</p> <p>Scope: Schoolwide</p>		
<p>2.4</p>	<p>Action: 2.4 Credit Recovery- Summer School & Virtual Support</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face academic challenges that put them at risk of falling behind and not graduating on time. These students require additional support and opportunities to recover course credits to stay on track for graduation and close the achievement gap.</p> <p>Scope: Schoolwide</p>	<p>SBHSD will provide credit recovery support through various programs designed to help underperforming students regain lost credits and stay on track for graduation. These actions address the needs of unduplicated students through offering ELD Summer Seminar, Summer School, and Virtual Edgenuity Credit Recovery Courses.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.13, 2.17</p>
<p>2.5</p>	<p>Action: 2.5 AVID College Readiness Program</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically</p>	<p>SBHSD will continue implementing the AVID program to close opportunity gaps for middle-of-the-road students, focusing on those who may take advanced and AP courses and attend 4-year colleges and universities. These actions address the needs of unduplicated students through: Hiring</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.4, 2.7, 2.12, 2.14.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disadvantaged students, and homeless/foster youth, often face opportunity gaps that limit their access to advanced courses and post-secondary education. These students need additional support to develop the skills and confidence required to succeed in advanced and AP courses, as well as to navigate the college application process and succeed in higher education.</p> <p>Scope: Schoolwide</p>	<p>of AVID Elective Teachers, AVID co-coordinator stipends, AVID professional development, AVID field trips, AVID senior boot camp supports, Online portfolio platform.</p>	
<p>2.9</p>	<p>Action: 2.9 Haybaler Support Time, HST</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant learning gaps due to various socio-economic and language barriers. These students need additional instructional time and targeted support to help close these gaps and ensure they achieve academic proficiency. There is a critical need for structured intervention during the school day to provide timely academic assistance and support.</p> <p>Scope: Schoolwide</p>	<p>SBHSD will expand learning time for all students by providing during-the-day Haybaler Support Time (HST) four times a week for 30 minutes. These actions specifically address the needs of unduplicated students through Intervention Software and HST Support from the School Clerk.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.17</p>
<p>2.10</p>	<p>Action:</p>	<p>The district's focus on Data-Driven Decision Making aims to support student outcomes by</p>	<p>To monitor the effectiveness of these</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2.10 Data-Driven Decision Making- Supporting Student Outcomes</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often experience significant achievement gaps compared to their peers. These gaps are influenced by various socio-economic and language barriers. There is a critical need for accurate and timely data to inform targeted interventions and support strategies that address these gaps and improve student outcomes.</p> <p>Scope: Schoolwide</p>	<p>improving the accuracy and quality of student demographic and assessment information. These actions specifically address the needs of unduplicated pupils through the support of the Information Systems Lead, Accuracy and Quality of Data, Data-Driven Decisions at site and district level.</p>	<p>actions, the following metrics will be used: 2.1, 2.17</p>
2.11	<p>Action: 2.11 Career and College Readiness for Alternative Education</p> <p>Need: Unduplicated students in alternative education settings, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant barriers to career and college readiness. These students require additional support to engage in extended learning opportunities, access high-quality education, and participate in enriching activities that enhance their academic and social-emotional development. There is also a need for professional development for staff to better</p>	<p>The San Benito County Office of Education (SBCOE) will provide comprehensive support to alternative education students to ensure success in career and college upon graduation. These actions specifically address the needs of unduplicated pupils through: providing extended learning opportunities, expanding laboratory classroom, providing high interest opportunities through field trips, professional development around SEL and Trauma-Informed Practices, implement college and career-aligned software.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: Student Achievement Data, Professional Development Outcomes, College and Career Readiness Indicators, Student and Teacher Feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support students with trauma-informed practices and social-emotional learning (SEL).</p> <p>Scope: Schoolwide</p>		
<p>3.1</p>	<p>Action: 3.1 Student and Parent Engagement</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers that limit their families' engagement in their education. These barriers include language differences, lack of access to school information, and limited opportunities for meaningful involvement. Enhancing family engagement is crucial for supporting the academic and social-emotional development of these students.</p> <p>Scope: Schoolwide</p>	<p>Student Services will provide inclusive and accessible family engagement programming designed to empower parents/guardians to fully participate in their students' education. These actions specifically address the needs of unduplicated students through holding parent information meetings, Aeries parent portal, Additional counselors, Language Translators, and Bilingual School Clerks.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.1, 3.4, 3.6, 3.7.</p>
<p>3.3</p>	<p>Action: 3.3 Communication to Stakeholders</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often experience barriers to effective communication and engagement with their schools. Their families may lack access to</p>	<p>SBHSD will implement a strategic communications plan to increase community engagement and facilitate two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community, focusing on disadvantaged (unduplicated) and underserved students and their families. These actions specifically address the needs of unduplicated students through the continued daily communication by the Communications Officer</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.1, 3.4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>information, feel disconnected from school decision-making processes, or face language barriers that prevent them from fully participating in their children's education. There is a critical need to improve two-way communication and community engagement to support the educational success of these students.</p> <p>Scope: Schoolwide</p>	<p>and the Strategic Plan Coordinator, who work directly with staff, students, and families.</p>	
<p>3.4</p>	<p>Action: 3.4 Multi-Tiered Systems of Support for Students</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face significant barriers that impact their academic and social-emotional development. These barriers can include language challenges, financial instability, and trauma. There is a critical need for a comprehensive and equity-embedded Multi-Tiered Systems of Support (MTSS) framework to address these challenges, provide targeted interventions, and support the overall well-being of these students.</p> <p>Scope: Schoolwide</p>	<p>The MTSS Team will develop sustainable, site-level, equity-embedded MTSS frameworks focused on foundational structures and capacity building. These actions specifically address the needs of unduplicated students through the MTSS Lead, MTSS Counselor, School social workers, Intervention Coordinator, and use of the Panorama Platform.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.5</p>	<p>Action: 3.5 Tiered Restorative Practices to Support Student Behavior and Wellness</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face behavioral and social-emotional challenges that can hinder their academic success. These students need supportive and inclusive environments that address their unique needs through culturally responsive teaching, restorative practices, social-emotional learning (SEL), and trauma-informed practices. There is a critical need for targeted behavioral supports and interventions to promote positive behavior and academic engagement.</p> <p>Scope: Schoolwide</p>	<p>Site administrators will implement Restorative Practices with integrated training for staff in universal design for learning, culturally responsive teaching, SEL, and trauma-informed practices. These actions specifically address the needs of unduplicated students through Tier 2 and 3 Supports, Safety and Security Supervisor, Restorative Practices Personnel, On Campus Intervention Teacher.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5.</p>
<p>3.6</p>	<p>Action: 3.6 Additional Supports for Students</p> <p>Need: Unduplicated students, including English learners (EL), students with disabilities (SPED), and low-income students, often face challenges in school engagement and connectedness. These students may feel disconnected from their school community, leading to lower academic performance, higher absenteeism, and increased dropout rates. There is a critical need to enhance</p>	<p>SBHSD will provide additional support to increase student engagement and connectedness for underrepresented and struggling students, promoting a safe and productive school environment. These actions specifically address the needs of unduplicated students through additional sections of leadership and collaboration with SBCOE and Alternative Education placements.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student engagement and connectedness to promote a safe, inclusive, and productive school environment.</p> <p>Scope: Schoolwide</p>		
<p>3.7</p>	<p>Action: 3.7 Engagement and Involvement for Alternative Education</p> <p>Need: Unduplicated students, including English learners (EL), socioeconomically disadvantaged students, and homeless/foster youth, often face barriers to effective engagement and communication with their schools. These students and their families may feel disconnected from the educational community, leading to lower academic performance and decreased support for educational outcomes. There is a critical need to enhance engagement and communication to support these students' academic and social-emotional development.</p> <p>Scope: LEA-wide</p>	<p>The San Benito County Office of Education (SBCOE) will fully engage alternative education students, their families, and the community to support educational outcomes. These actions specifically address the needs of unduplicated students through implementing Restorative Practices, providing information using two-way communication using the Aeries portal, and hosting student and parent events.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 3.6, 3.7, 3.8, 3.9.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: 2.6 English Learner and LTEL Supports</p> <p>Need: Unduplicated students, specifically English learners (EL), face significant challenges in achieving language proficiency and academic success. These students require daily integrated and designated English Language Development (ELD), along with additional support and monitoring, to improve their language skills and overall academic performance. There is a critical need for targeted interventions, consistent progress monitoring, and family engagement to ensure these students can succeed in all grades.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>SBHSD will provide English learners with comprehensive daily integrated and designated ELD across all grades, with additional support and monitoring to enhance language proficiency and academic performance. These actions specifically address the needs of EL students through: Ellevation Platform, Instructional aides support, EL case manager assistance with progress monitoring, EL Program Family Personnel, LTEL co-taught courses (Alg 1, Geo, Eng 9, Eng 10, WS, US History), Instructional technology support, Math support through collaboration with CA Educational Partners.</p>	<p>To monitor the effectiveness of these actions, the following metrics will be used: 2.1, 2.2, 2.3, 2.4, 2.7, 2.12.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

For the 2025–2026 school year, the San Benito High School District (SBHSD) has allocated Local Control Funding Formula (LCFF) Supplemental and Concentration funds totaling \$ 7,452,824, with 15.301% of these funds specifically designated to support unduplicated students. This percentage represents the district’s commitment to meeting the increased or improved services requirement for foster youth, low-income students, and English learners, in alignment with state expectations.

The methodology used to determine the contribution of actions toward this proportional percentage is grounded in a Multi-Tiered System of Support (MTSS) framework, ensuring services are principally directed to and effective in supporting unduplicated pupils. SBHSD uses the following approach:

1) Needs Assessment and Data Analysis (WABA Data):

The district conducts comprehensive needs assessments to identify the academic, behavioral, and social-emotional needs of unduplicated students. Multiple data sources, including academic achievement, attendance, disciplinary data, and stakeholder input, inform the design and prioritization of targeted services.

2) Targeted Actions and Services (Alpha Teams):

Supplemental and Concentration funds are strategically allocated to initiatives that provide direct support for unduplicated students. These include academic interventions, enrichment programs, and social-emotional supports. The district also invests in professional development for teachers focused on differentiation and SEL practices. Additional staff, such as intervention teachers, counselors, and bilingual support providers, are employed to deliver targeted services and monitor progress regularly.

3) MTSS Framework Implementation:

Through the MTSS model, SBHSD ensures that all students receive high-quality Tier 1 instruction while providing layered supports in Tier 2 and Tier 3 to meet the unique needs of unduplicated students. Interventions are flexible, data-informed, and adjusted regularly based on student response and outcomes.

4) Ongoing Monitoring and Evaluation:

The district establishes clear metrics to evaluate the impact of each contributing action on unduplicated student outcomes. Monitoring includes both implementation fidelity and progress toward specific goals outlined in the LCAP. The 15.718% proportionality target serves as a benchmark to ensure the scale and scope of services provided are sufficient to meet or exceed state requirements.

Through this strategic approach, the district remains committed to equity, access, and continuous improvement.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The SBHSD received additional concentration grant funding and utilized this funding to support our EL students by providing EL case managers, EL Family Support Provider, and LTEL Co-teaching sections.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		San Benito HS 1:72, San Andreas 1:20
Staff-to-student ratio of certificated staff providing direct services to students		San Benito HS 1:21, San Andreas 1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$41,123,567	7,452,824	18.123%	0.000%	18.123%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,885,158.00	\$5,508,692.00	\$0.00	\$575,587.00	\$14,969,437.00	\$11,963,878.00	\$3,005,559.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support New and Experienced Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$339,195.00	\$28,300.00	\$299,357.00			\$68,138.00	\$367,495.00	
1	1.2	Textbook Adoptions	All	No				on-going	\$0.00	\$245,000.00		\$245,000.00			\$245,000.00	
1	1.3	Maintain Facilities	All	No				on-going	\$1,401,339.00	\$0.00		\$1,401,339.00			\$1,401,339.00	
1	1.4	Program Specialists and Teacher Coaching and Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$398,617.00	\$700.00	\$399,317.00	\$0.00	\$0.00	\$0.00	\$399,317.00	
1	1.5	Curriculum & Content Area Release Days	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$13,733.00	\$30,000.00	\$43,733.00				\$43,733.00	
1	1.6	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$35,641.00	\$126,000.00	\$128,641.00	\$0.00	\$0.00	\$33,000.00	\$161,641.00	
1	1.7	PLC Framework	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$125,806.00	\$16,500.00	\$142,306.00				\$142,306.00	
1	1.8	Instructional Technology Curriculum & Supports	All	No				on-going	\$49,706.00	\$617,525.00	\$141,878.00	\$350,000.00		\$175,353.00	\$667,231.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Supports for Alternative Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	on-going	\$0.00	\$231,900.00	\$231,900.00				\$231,900.00	
2	2.1	2.1 College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$649,560.00	\$118,100.00	\$544,349.00	\$223,311.00			\$767,660.00	
2	2.2	2.2 Advanced Placement Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$13,642.00	\$44,000.00	\$57,642.00				\$57,642.00	
2	2.3	2.3 CTE Program Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$1,016,413.00	\$22,500.00	\$961,842.00	\$20,000.00		\$57,071.00	\$1,038,913.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	Ongoing and Summer Service	\$338,387.00	\$0.00	\$338,387.00				\$338,387.00	
2	2.5	2.5 AVID College Readiness Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$679,985.00	\$102,257.00	\$782,242.00				\$782,242.00	
2	2.6	2.6 English Learner and LTEL Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	on-going	\$1,075,375.00	\$104,325.00	\$989,675.00			\$190,025.00	\$1,179,700.00	
2	2.7	2.7 Support for Students with Disabilities (SWD)	Students with Disabilities SWD	No				ongoing	\$3,054,679.00	\$7,800.00	\$45,315.00	\$3,017,164.00			\$3,062,479.00	
2	2.8	2.8 Foster Youth Supports	All Foster Youth	No			Specific Schools: Hollister High School	on-going	\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	2.9 Haybaler Support Time, HST	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	on-going	\$82,339.00	\$15,000.00	\$97,339.00				\$97,339.00	
2	2.10	2.10 Data-Driven Decision Making-Supporting Student Outcomes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$138,000.00	\$0.00	\$138,000.00				\$138,000.00	
2	2.11	2.11 Career and College Readiness for Alternative Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	\$0.00	\$134,300.00	\$134,300.00				\$134,300.00	
3	3.1	3.1 Student and Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$744,379.00	\$0.00	\$744,379.00				\$744,379.00	
3	3.2	3.2 Parent Involvement	All	No				on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	3.3 Communication to Stakeholders	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School San Benito High School	on-going	\$255,792.00	\$0.00	\$255,792.00				\$255,792.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$820,782.00	\$50,000.00	\$728,904.00	\$141,878.00			\$870,782.00	
3	3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	\$528,406.00	\$77,500.00	\$555,906.00			\$50,000.00	\$605,906.00	
3	3.6	3.6 Additional Supports for Students	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Hollister	on-going	\$92,102.00	\$823,750.00	\$915,852.00				\$915,852.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	High School									
3	3.7	3.7 Engagement and Involvement for Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	\$0.00	\$101,050.00	\$101,050.00				\$101,050.00	
3	3.8	3.8 Contracted Services	All	No				on-going	\$110,000.00	\$0.00		\$110,000.00			\$110,000.00	
4	4.1	Hire a Board Certified Behavior Analyst (BCBA)	All	No			Specific Schools: San Andreas Continuation School	ongoing	\$0.00	\$107,052.00	\$107,052.00				\$107,052.00	
4	4.2	Behavior Intervention Plans for Students	All	No			Specific Schools: San Andreas Continuation School	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$41,123,567	7,452,824	18.123%	0.000%	18.123%	\$8,590,913.00	0.000%	20.890 %	Total:	\$8,590,913.00
								LEA-wide Total:	\$101,050.00
								Limited Total:	\$989,675.00
								Schoolwide Total:	\$7,500,188.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support New and Experienced Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$299,357.00	
1	1.4	Program Specialists and Teacher Coaching and Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$399,317.00	
1	1.5	Curriculum & Content Area Release Days	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$43,733.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$128,641.00	
1	1.7	PLC Framework	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$142,306.00	
1	1.9	Instructional Supports for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	\$231,900.00	
2	2.1	2.1 College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	\$544,349.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School		
2	2.2	2.2 Advanced Placement Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$57,642.00	
2	2.3	2.3 CTE Program Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$961,842.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$338,387.00	
2	2.5	2.5 AVID College Readiness Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$782,242.00	
2	2.6	2.6 English Learner and LTEL Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	\$989,675.00	
2	2.9	2.9 Haybaler Support Time, HST	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	\$97,339.00	
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$138,000.00	
2	2.11	2.11 Career and College Readiness for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	\$134,300.00	
3	3.1	3.1 Student and Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$744,379.00	
3	3.3	3.3 Communication to Stakeholders	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$255,792.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$728,904.00	
3	3.5	3.5 Tiered Restorative Practices to Support	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	\$555,906.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Student Behavior and Wellness			Low Income	School		
3	3.6	3.6 Additional Supports for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	\$915,852.00	
3	3.7	3.7 Engagement and Involvement for Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	\$101,050.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,921,966.00	\$13,271,291.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Support New and Experienced Teachers	Yes	\$389,116.00	\$268,552
1	1.2	1.2 Textbook Adoptions	No	\$145,000.00	\$395,834
1	1.3	1.3 Maintain Facilities	No	\$1,521,907.00	\$1,476,220
1	1.4	1.4 Program Specialists and Teacher Coaching and Supports	Yes	\$318,075.00	\$308,313
1	1.5	1.5 Curriculum & Content Area Release Days	Yes	\$50,400.00	\$31,656
1	1.6	1.6 Professional Development	Yes	\$130,839.00	\$108,247
1	1.7	1.7 PLC Framework	Yes	\$116,746.00	\$120,319
1	1.8	1.8 Instructional Technology Curriculum & Supports	No	\$504,281.00	\$435,509
1	1.9	Instructional Supports for Alternative Education	Yes	\$231,900.00	\$231,900
2	2.1	2.1 College and Career Readiness	Yes	\$721,410.00	\$651,342
2	2.2	2.2 Advanced Placement Program	Yes	\$57,319.00	\$48,771

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	2.3 CTE Program Supports	Yes	\$984,528.00	\$978,195
2	2.4	2.4 Credit Recovery- Summer School & Virtual Support	Yes	\$501,675.00	\$472,225
2	2.5	2.5 AVID College Readiness Program	Yes	\$554,180.00	\$748,319
2	2.6	2.6 English Learner and LTEL Supports	Yes	\$1,079,492.00	\$1,051,987
2	2.7	2.7 Support for Students with Disabilities (SWD)	No	\$2,777,499.00	\$2,024,149
2	2.8	2.8 Foster Youth Supports	No	\$2,000.00	\$2,000
2	2.9	2.9 Haybaler Support Time, HST	Yes	\$96,673.00	\$91,042
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	\$43,518.00	\$80,896
2	2.11	2.11 Career and College Readiness for Alternative Education	Yes	\$134,300.00	\$134,300
3	3.1	3.1 Student and Parent Engagement	Yes	\$720,793.00	\$722,174
3	3.2	3.2 Parent Involvement	No	\$0.00	\$0.00
3	3.3	3.3 Communication to Stakeholders	Yes	\$285,204.00	\$233,999
3	3.4	3.4 Multi-Tiered Systems of Support for Students	Yes	\$722,217.00	\$835,331

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Yes	\$634,996.00	\$597,963
3	3.6	3.6 Additional Supports for Students	Yes	\$884,482.00	\$883,632
3	3.7	3.7 Engagement and Involvement for Alternative Education	Yes	\$101,050.00	\$101,050
3	3.8	3.8 Contracted Services	No	\$85,000.00	\$110,000
4	4.1	Contract with Board Certified Behavior Analyst (BCBA)	No	\$127,366.00	\$127,366
4	4.2	Behavior Intervention Plans for Students		\$0	\$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,155,270	\$7,666,695.00	\$8,700,213.00	(\$1,033,518.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Support New and Experienced Teachers	Yes	\$308,186.00	\$268,552		
1	1.4	1.4 Program Specialists and Teacher Coaching and Supports	Yes	\$229,929.00	\$308,313		
1	1.5	1.5 Curriculum & Content Area Release Days	Yes	\$50,400.00	\$31,656		
1	1.6	1.6 Professional Development	Yes	\$60,151.00	\$108,247		
1	1.7	1.7 PLC Framework	Yes	\$116,746.00	\$120,319		
1	1.9	Instructional Supports for Alternative Education	Yes	\$231,900.00	\$231,900		
2	2.1	2.1 College and Career Readiness	Yes	\$521,945.00	\$651,342		
2	2.2	2.2 Advanced Placement Program	Yes	\$57,319.00	\$48,771		
2	2.3	2.3 CTE Program Supports	Yes	\$908,608.00	\$978,195		
2	2.4	2.4 Credit Recovery- Summer School & Virtual Support	Yes	\$291,349.00	\$472,225		
2	2.5	2.5 AVID College Readiness Program	Yes	\$554,180.00	\$748,319		
2	2.6	2.6 English Learner and LTEL Supports	Yes	\$898,755.00	\$1,051,987		
2	2.9	2.9 Haybaler Support Time, HST	Yes	\$96,673.00	\$91,042		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	\$43,518.00	\$80,896		
2	2.11	2.11 Career and College Readiness for Alternative Education	Yes	\$134,300.00	\$134,300		
3	3.1	3.1 Student and Parent Engagement	Yes	\$720,793.00	\$722,174		
3	3.3	3.3 Communication to Stakeholders	Yes	\$285,204.00	\$233,999		
3	3.4	3.4 Multi-Tiered Systems of Support for Students	Yes	\$586,211.00	\$835,331		
3	3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Yes	\$584,996.00	\$597,963		
3	3.6	3.6 Additional Supports for Students	Yes	\$884,482.00	\$883,632		
3	3.7	3.7 Engagement and Involvement for Alternative Education	Yes	\$101,050.00	\$101,050		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$48,046,449	\$7,155,270	0	14.892%	\$8,700,213.00	0.000%	18.108%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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