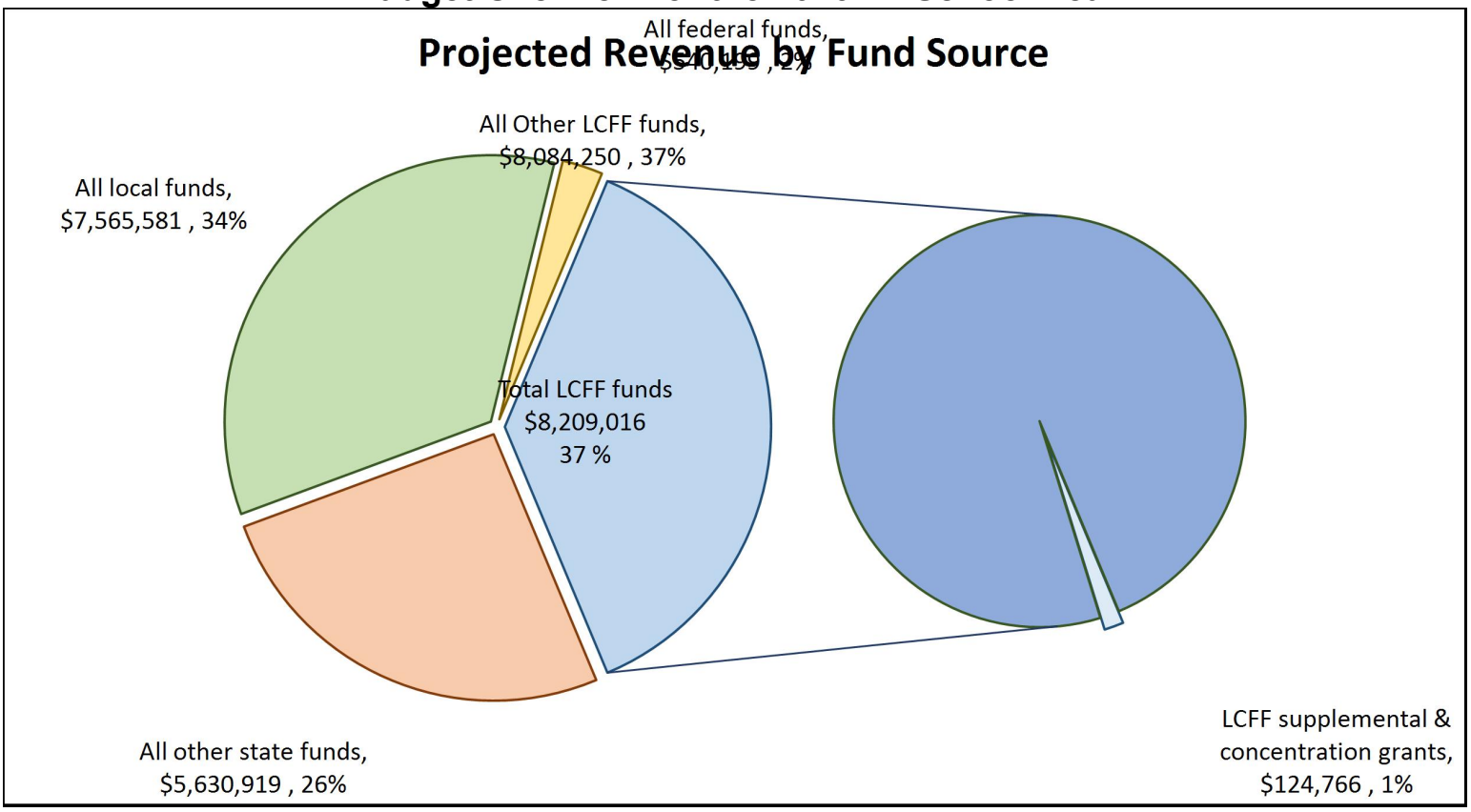
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito County Office of Education
CDS Code: 35103550000000
School Year: 2026-27
LEA contact information:
Mai Opena-Cruz
Assistant Superintendent, Educational Services
mcruz@sbcoe.org
831-637-5393 ext 113

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 2026-27 School Year

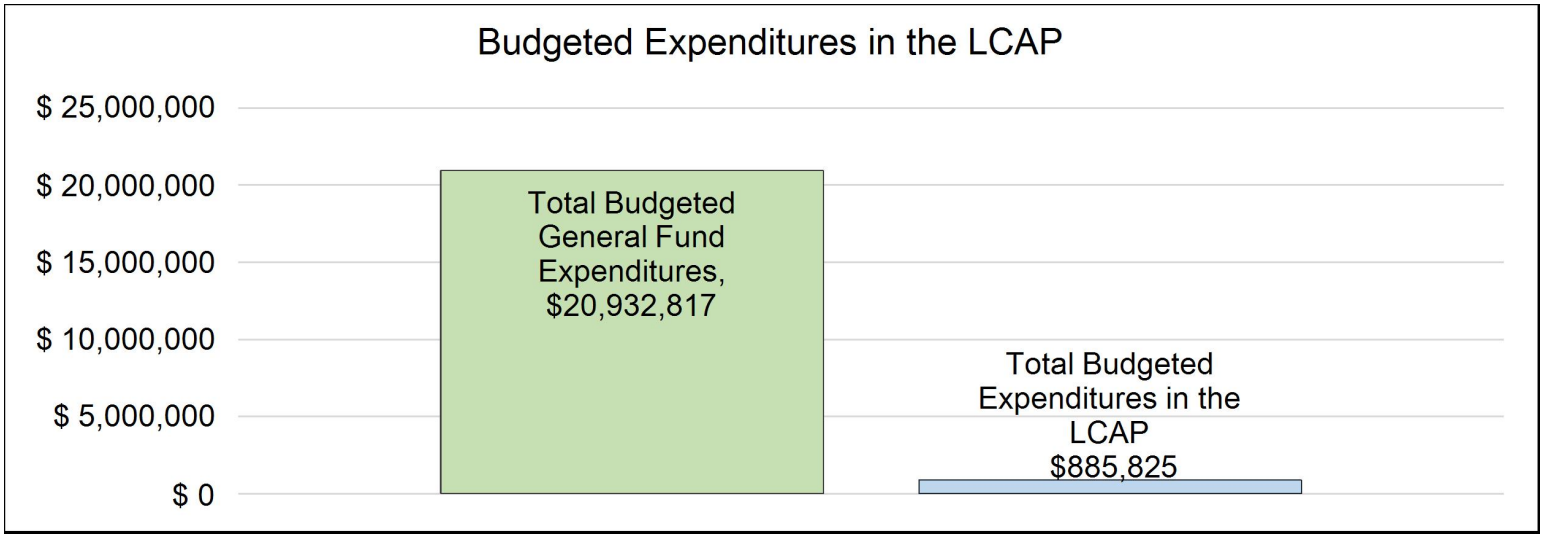


This chart shows the total general purpose revenue San Benito County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Benito County Office of Education is $21,945,715, of which $8,209,016 is Local Control Funding Formula (LCFF), $5,630,919 is other state funds, $7,565,581 is local funds, and $540,199 is federal funds. Of the $8,209,016 in LCFF Funds, $124,766 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Benito County Office of Education plans to spend for 2026-27. 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 County Office of Education plans to spend $20,932,817 for the 2026-27 school year. Of that amount, $885,825 is tied to actions/services in the LCAP and $20,046,992 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

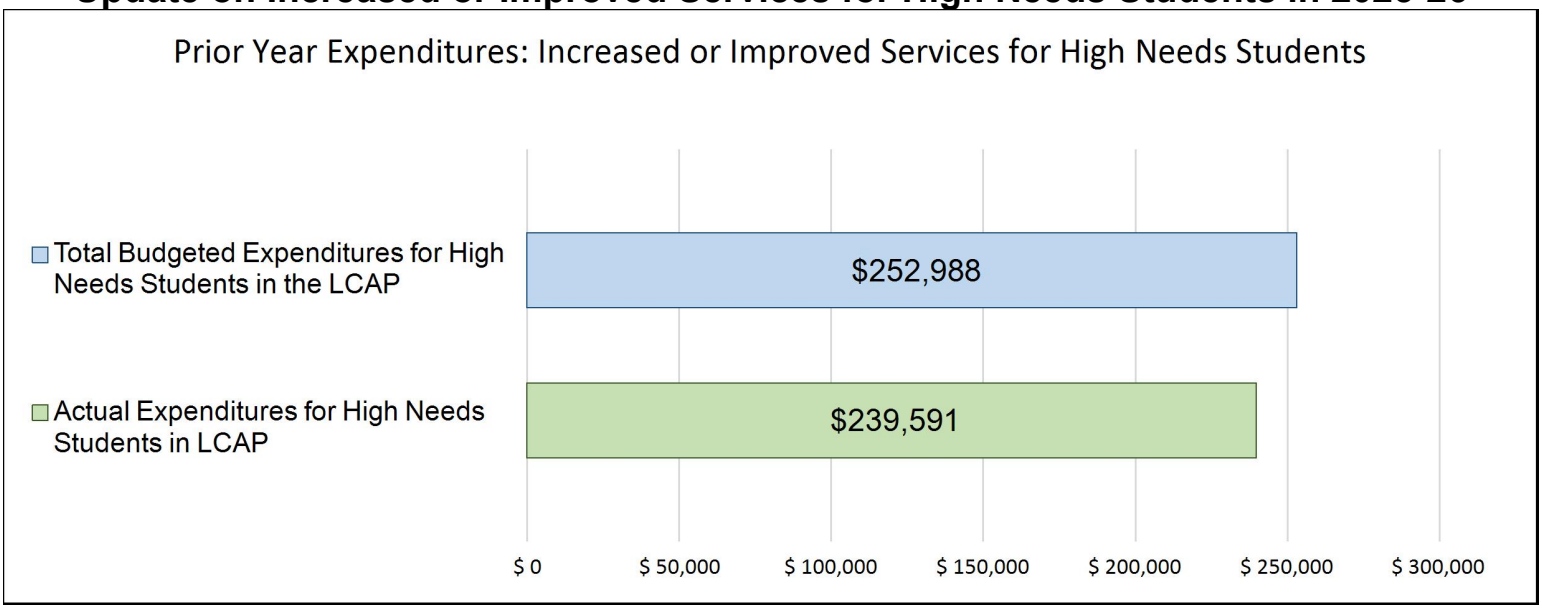
General Fund Budget expenditures not included in the 2026–27 LCAP consist of costs necessary for overall county office operations and programs that are not required to be reflected as LCAP actions or services. These include salaries and benefits for County Office of Education employees; general operational costs such as housekeeping, office supplies, facilities, and maintenance across all programs; and expenditures that support countywide and specialized services.
Additionally, these expenditures include programs and services provided to districts and students such as Early Childhood Special Education, Regional Special Education (Low-Incidence), Continuation High School, Opportunity School, Transportation, Homeless and Migrant Education, Community Schools, Tobacco-Use Prevention Education (TUPE), Mental Health/Behavioral Health services, Technology, and SELPA. These costs ensure the effective operation and support of programs that complement, but are not specifically included in, the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Benito County Office of Education is projecting it will receive $124,766 based on the enrollment of Foster Youth, English learner, and low-income students. San Benito County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito County Office of Education plans to spend $402,678 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, San Benito County Office of Education's LCAP budgeted $252,988 for planned actions to increase or improve services for high needs students. San Benito County Office of Education actually spent $239,591 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $13,397 had the following impact on San Benito County Office of Education’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures occurred because the actions and services were implemented using a combination of ongoing funds and available one-time monies. As a result, the planned services for high needs students were still fully implemented, and there was no reduction in the scope or quality of supports provided.
The use of one-time funds allowed the LEA to meet student needs while preserving ongoing resources for sustainability in future years. Overall, this did not negatively impact the increased or improved services for high needs students, as the intended outcomes and service levels were maintained.

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
San Benito County Office of Education	Mai Opena-Cruz Assistant Superintendent, Educational Services	mcruz@sbcoe.org 831-637-5393 ext 113

Plan Summary [2026-27]

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 County is home to approximately 11,969 students in 11 Local Education Agencies (LEA) with 27 schools. Just south of Silicon Valley, the population has more than tripled in the last 20 years. The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for San Benito County Juvenile Hall Court School, Pinnacles Community School, and San Benito County Opportunity School. San Benito County Juvenile Hall Court School serves incarcerated youth grades 7-12, while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. San Benito County Opportunity School serves students grades 7-9, up to the sixteen years of age. Students may also be referred to Pinnacles Community and San Benito County Opportunity Schools from their district of residence. As a result, the population is extremely mobile and students are often in need of credit recovery. The 2023/2024 school year Stability Rate for Pinnacles Community School was 2.3%, the 22/23 school year Stability Rate for San Benito County Juvenile Hall Court School was 0% due to students on average only being enrolled for 16 days, the 2023-2024 school year Stability Rate for San Benito County Opportunity School was 22.6%, and the 2023-2024 school year Stability Rate for San Andreas Continuation School was 50.0%. Students are determined to have a "stable" enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.

Enrollment based on the Fall 2024-2025 California Basic Educational Data System (CBEDS) data at Pinnacles Community School (PCS) was 15 students. Of those 15 students, 13 (87%) of the students were unduplicated students. Pinnacles Community School population consists of 87% low-income, 13% English learners, 13% students with disabilities, and 6% migrant students. Of the 13% who were English Learners, 100% of the students were identified as Long-Term English Learners (LTELs), and 6% of the students were identified as homeless students. No foster youth students were enrolled at Pinnacles Community School.

Fall 2024-2025 CBEDS enrollment at San Benito County Juvenile Hall Court School (JH) was 7 students. Of those 7 students, 7 (100%) of the students were unduplicated students. San Benito County Juvenile School population consists of 100% low-income, 28% English learners, with 100% of those

students identified as Long-Term English Learners ((LTELs), 14% students with disabilities, 14% were identified as migrant students. There were no students identified as foster youth or homeless students enrolled at San Benito County Juvenile Court School, however throughout the 2024-2025 school year, 23 students have been served at Juvenile Hall Court School. The average length of stay for students in Juvenile Hall Court school during 24-25 is 48 instructional school days.

San Benito County Opportunity School serves as an Alternative Education Program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on social and emotional support and interventions needed in behavior, academics, and chronic absenteeism. Enrollment based on the Fall 2024-2025 CBEDS at San Benito County Opportunity School was 32 students. Of those 32 students, 28 (88%) of the students are unduplicated students. San Benito County Opportunity School's population consists of 88% low-income, 28% English Learners, with 100% of the students identified as Long-Term English Learners (LTELs), 9% migrant students, 0% foster youth, % students with disabilities and 3% Homeless students.

San Andreas Continuation High School (SAHS) is part of the San Benito High School District (SBHSD) and serves students ages 16 and older. The San Benito County Office of Education operates San Andreas Continuation School through an MOU and is responsible for the instructional program for the school. However, San Andreas Continuation High School is part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including support needed in attendance, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive needing options for credit recovery. Enrollment based on the Fall 2024-2025 CBEDS at San Andreas Continuation High School was 74 students. Of those, 67 (91%) students are unduplicated students. The school population consists of 88% low-income, 26% English Learners, 8% migrant, 9% homeless, 11% students with disabilities, and no foster youth.

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

The following schools are identified to receive the Equity Multiplier Funding, Pinnacles Community School, San Benito Juvenile Hall Court School, and San Benito County Opportunity School. The 2023 Dashboard indicated that the district (San Benito County Office of Education) did not have have any student groups that had a "Red" indicator.

San Benito County Opportunity School did receive the "Red" indicator in the state priority area of Conditions and Climate, specifically Suspension Rate for all students at the school and had two student groups at the school: Hispanic and Socioeconomically Disadvantaged that were identified in the "Red" category in the same priority area of Conditions and Climate, specifically Suspension Rate. Pinnacles Community School and San Benito County Juvenile Court School did not have any students groups or priority areas identified in the "Red" category.

The San Benito County Office of Education did not have any "Red" indicators on the 2024 California School Dashboard for district (San Benito County Office of Education) or the schools, San Benito County Opportunity School, Pinnacles Community School, or San Benito County Juvenile Hall Court School. In addition, there were no "Red" indicators for any student groups.

Reflections: Annual Performance

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

A review of the 2025 San Benito County Office of Education Dashboard shows an enrollment of 54 students, with 88.9% of the students as Socioeconomically disadvantaged, 24.1% English Learners and 18.5% Students with Disabilities. Due to enrollment being that low, the data is not displayed on the Dashboard due to privacy.

ACADEMIC

CA Dashboard results for English Language Arts (ELA) and Math are not publicly displayed for SBCOE due to the number of students tested being fewer than 11, which limits public reporting for confidentiality purposes. Local performance data, when viewed alongside CA Dashboard reporting, indicate overall low academic proficiency and variable levels of student growth across SBCOE alternative education sites. Available state-level standards information (DataQuest) indicates that 0% of student met or exceeded standards.

Available local data indicates that at Pinnacles Community School (PCS), local pre and post assessment data shows 100% participation rate, with 75% of students demonstrating academic progress, indicating positive growth over time. At San Benito County Opportunity School (SAOS), participation in pre and post assessments was limited. Among students who participated, 13% demonstrated academic progress between pre and post assessment measures. Due to the low participation rate, these results should be interpreted with caution and may not fully represent overall student performance.

ATTENDANCE

Attendance Rate

Attendance rates remain an area of concern based on local data and continue to require focused attention. As of June 1, the attendance rate for Pinnacles Community Schools (PCS) is 74% school year, representing an 11-percentage-point decrease from the previous year. Similarly, the attendance rate for San Benito County Opportunity School (SAOS) is 67%, also reflecting an 11-percentage-point decrease from the prior year. Improving student attendance remains a priority, with a goal of achieving an attendance rate of at least 80% at both schools.

Chronic Absenteeism

Chronic absenteeism has improved at Pinnacles Community School (PCS), but continues to be an area of concern. The 2024-25 DataQuest platform shows a rate of 66.7% for Pinnacles Community School (PCS), while the 2023-24 data shows 80%, indicating a decrease in chronic absenteeism by 13.3%

San Benito County Opportunity School (SAOS) 2024-25 Dashboard data shows a rate of 91.7%. This represents an increase in chronic absenteeism of 7.1% from the 2023-24 rate for San Benito County Opportunity School (SAOS).

SUSPENSION

The 2025 CA Dashboard placed SBCOE in the Red performance level for suspension rates, with an increase of 16.5% points from the prior year, indicating ongoing challenges related to student behavior. Both school sites were also identified in the Red performance level. PCS increased by 26.7% points, while SAOS increased by 16.1% points. At SAOS, the Hispanic and Socioeconomically Disadvantaged (SED) student groups were also identified in the Red performance level.

On the 2023 CA Dashboard data, San Benito County Opportunity School was the only school in the lowest designation (Red) for suspension rate. Two student groups were also identified on the 2023 Dashboard in the (Red) student group category, the Hispanic student group which was suspended at a rate of 42.5% and the Socioeconomically Disadvantaged student group was suspended at a rate of 44.2%. Due to this designation, the following required LCAP actions will be continued to address the suspension rates and office referrals: Actions 2.8, 2.9, 2.10, 3.1, 3.3, 3.4, 5.1 and 5.2 will address the suspension rates and office referrals.

SUCCESS

1. Academic Growth at Pinnacles Community School (PCS)

- PCS achieved a 100% participation rate in local pre- and post-assessments.
- Seventy-five percent (75%) of students demonstrated academic growth, indicating that instructional supports and interventions are positively impacting student learning despite significant academic needs.

2. Reduction in Chronic Absenteeism at PCS

- Chronic absenteeism decreased from 80.0% in 2023-24 to 66.7% in 2024-25, representing a 13.3 percentage-point improvement.
- While the rate remains high, this improvement suggests that attendance interventions are having a positive impact for some students.

3. Student Demographics and Access

- SBCOE continues to serve a high-needs student population, including 88.9% socioeconomically disadvantaged students, 24.1% English learners, and 18.5% students with disabilities, providing educational opportunities for students who often require intensive academic, behavioral, and social-emotional supports.

KEY CHALLENGES

1. Low Academic Achievement

- State assessment data show that 0% of students met or exceeded standards in ELA and Mathematics.
- Academic growth at SAOS remains limited, with only 13% of participating students demonstrating progress.

2. Attendance and Chronic Absenteeism

- Attendance rates declined by 11 percentage points at both PCS (74%) and SAOS (67%)
- Chronic absenteeism remains high, particularly at SAOS (91.7%).

3. Increased Suspension Rates

- SBCOE and both school sites were identified in the Red performance level for suspension rates
- Suspension rates increased by 16.5 percentage points overall, with Hispanic and Socioeconomically Disadvantaged students at SAOS also identified in the Red performance level.

4. Limited Data Availability

- Small enrollment and low assessment participation limit the availability and reliability of some performance data.

LREBG (LEARNING RECOVERY AND EMERGENCY BLOCK GRANT)

SBCOE will continue to utilize the Learning Recovery and Emergency Block Grant (LREBG). The funded action is outlined in Goal 1, Action 10. The SBCOE needs asessment, informed by findings from the 2024 and 2025 CA Dashboard and local data, identified significant performance gaps in English Language Arts (ELA) and Math, with 0% of students meeting or exceeding standards. A review of state and local data also highlighted significant needs among socioeconomically disadvantaged (SED) and English learner (EL) students. In response, Goal 1, Action 10 is designed to directly support teachers in addressing these gaps. This action aligns with the allowable uses of LREBBG funds in the area of instructional coaching.

Reflections: Technical Assistance

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

Not Applicable

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Students	Student input and feedback were obtained through Google Form survey. A short overview of the why and how of the plan was provided. Presentation/Survey Dates: May to June 2026
Parents and Families	Parent and family input and feedback were obtained through listening sessions, phone calls, and Google Form survey. Survey Dates: May to June 2026
Board of Education	Board of Education member's input and feedback were obtained during the board meetings. They were presented with mid-year LCAP update as well as provided an opportunity to share their input at the public hearing on June 11, 2026. Meeting Date:

Educational Partner(s)	Process for Engagement
	February 12, 2026 June 11, 2026
Staff (administrator, teachers, instructional aides, paraprofessionals)	Staff input and feedback were obtained during a staff meeting and Google Form survey. Meeting Date: May 14, 2026
Bargaining Units (Certificated and Classified)	Input from the bargaining units, both certificated and classified were obtained during their meetings. Meeting Dates: May 11, 2026
District and Community Partners (SBHSD, HSD, Probation)	Input from District and Community Partners was obtained during the meetings. Meeting Dates: May 18, 2026 May 29, 2026
Special Education Local Plan Area (SELPA)	Input from the SELPA Director was obtained during a meeting. Meeting Date:

Educational Partner(s)	Process for Engagement
	May 29, 2026

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

The San Benito County Office of Education (SBCOE) uses a multi-tiered approach of gathering input and honoring feedback in planning for the 2025-2026 Local Control Accountability Plan (LCAP) from a broad representation of educational partners. In the process of gathering feedback, all educational partners at each school receiving Equity Multiplier Funds provided input and feedback on the development of Goal 5, Actions 5.1 and 5.2.

Students

When: May to June 2026
How: Classroom Presentations, Google Form Survey
What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2025-2026 LCAP goals and actions
Impact/Needs Identified: While 70% of students reported receiving rigorous instruction and valued earning a high school diploma, only 40% felt they were making academic progress or participating in college and career readiness electives. Additionally, only 50% felt valued and involved in the school community, and 60% reported feeling physically and emotionally safe. Student feedback indicates a need to strengthen academic supports, expand college and career readiness opportunities, increase student engagement and belonging, and improve school climate and safety. Feedback supports continuing and refining actions related to academic intervention, college and career readiness, counseling and mental health services, student engagement, and school climate which are addressed through through Goal 2, Actions 2.1 (credit recovery) and 2.6 (enrichment activities), as well as Goal 1, Action 1.2 (course offerings), which expands course offerings to support credit recovery, A-G alignment, and college and career readiness.

Parents and Families

When: May to June 2026
How: Google Form Survey, Phone calls
What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2025-2026 LCAP goals and actions
Impact: While 100% of families reported that the school offers helpful programs to prepare students for college, careers, or life after high school, only 75% participated in school events or parent workshops. Additionally, only 50% felt their child was adequately supported academically and emotionally. Family feedback indicates a need to strengthen academic and social-emotional supports and increase family engagement opportunities. Feedback supports continuing and refining actions related to academic intervention, counseling and mental health services, family engagement, and college and career readiness programs, which are addressed through the LCAP Actions 2.8 (mental health services), 2.10 (individual learning plans), 3.2 (family engagement), 3.4 (Mental Health Coordinator), and 3.5 (parent and educational partner outreach), reflecting a continued commitment to academic recovery, whole-child support, and stronger family-school partnerships.

Administrators, Teachers, instructional assistants/paras

When: May 2026
How: Staff meeting, Interactive Feedback Process
What: Overview of the LCFF and LCAP process, input of the effectiveness of the goals and actions, input regarding the 2025-2026 LCAP goals and actions.
Impact: Across all five goals, staff suggested several key improvement to enhance student support and program effectiveness. Common recommendations included creating consistent lesson plans and curriculum across grade levels, expanding professional development focused on benchmark assessments, CAASPP preparation, and behavior intervention, and increasing access to mental health and wellness resources. These suggestions are reflected and incorporated in Actions 1.4 (program materials), 1.5 (professional development), 1.9 (Coordinator of Instructional Services Support), 2.2 (AERIES Analytics), 2.7 (professional development), 2.8 (Coordination of Mental Health Services), and 3.4 (Mental Health Coordinator).

Bargaining Unit (Certificated and Classified)

When: May 2026
How: Meeting, Interactive Feedback Process
What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2025-2026 LCAP goals and actions
Impact: Stakeholders provided comprehensive feedback highlighting several areas of need and success across programs and services. Key academic priorities included increasing rigor, professional learning, expanding CTE course offerings, improving access to online credit recovery, and offering summer school to support learning recovery. Actions that align from these feedback include actions 1.2 (course offerings), 1.5 (professional development), 2.1 (credit recovery), 2.4 (summer session).

Community Partners
When: May 2026
How: Meeting
What: Overview of the LCFF and LCAP process, input on the effectiveness of the goals and actions, input regarding the 2025-2026 LCAP goals and actions
Impact: Members of community partner organizations provided specific feedback during the engagement process. Key input included: continuing mental health and social-emotional learning supports and services (reflected in Goal 3, Actions 3.3 (Mental Health Therapist and 3.4 Mental Health Coordinator); balancing direct instruction with technology integration (addressed in Goal 2, Action 2.5 online supplemental programs); and improving the greenhouse (which is now called YSC Garden) at the Youth Services Center (captured in Goal 1, Action 1.8 support greenhouse).

SBCOE also solicited input from educational partners regarding the Equity Multiplier Focused Goal. Input included the need to reduce office referrals and suspensions.

Public Hearing Date: June 11, 2026

LCAP Board Adoption: June 25, 2026

Local Indicators presented as a non-consent informational item: June 25, 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Over the next three years all students will increase achievement levels in ELA, ELD, Math and Science as measured by state and local data, by providing positive high-quality culturally relevant instruction, and supportive learning environments for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. A review of the 2025 CA Dashboard and local data indicates a continued need to strengthen student achievement in English Language Arts (ELA) ,and English Language Development (ELD), Math, and Science. DataQuest results for the 2025 CAASPP results indicate that 0% of students met or exceeded in both ELA and Math, demonstrating a significant need for academic support.

Historically, academic performance data have demonstrated significant achievement gaps. The 2024 CA Dashboard and local data results showed that 0% of students met or exceeded standards in both ELA and Math. 47% of our students who took the ELPAC assessment scores within the moderately and well-developed (Level 3 and 4). This need is echoed in the local benchmark assessments (STAR 360), where 59% of students showed growth (advancers) in ELA and 52% in Math.

To ensure that students thrive academically and meet or exceed grade levels standards, they must have teachers who are properly credentialed, trained and appropriately assigned to their classes; instructional materials that are aligned to the California state standards and school facilities that are maintained in good repair contribute to students feeling safe and secure while they are learning. The induction program that our new teachers participate in focusses on the "why" of knowing which students are in each student group and how to best reach them socially, emotionally and academically. This ensures that we have properly credentialed teachers. Providing educational options such as electives and blended learning, utilizing Edgenuity allows students to access A-G approved courses while maintaining access to standards aligned instructional materials. Providing the latest technology, continued professional development aligned to implementing California state standards, hiring Instructional Aides and maintaining a Resource Specialist allows students to receive additional support, which has been identified in stakeholder feedback as critical to student success. A focus on integrated ELD will allow students to receive
more concentrated academic support as they work toward reclassification. By implementing the following actions and metrics the goal of providing positive high-quality teaching and supportive learning environments for all students will be accomplished.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	Data Year: 2023-2024 Data Source: CALPADS 100% of teachers met the California credentialing requirements for the 23-24 school year.	Data Year: 2024-2025 Data Source: CALPADS 100% of teachers met the California credentialing requirements for the 24-25 school year.	Data Year: 2025-2026 Data Source: CALPADS 100% of teachers met the California credentialing requirements for the 24-25 school year.	Data Year: 2026-2027 Data Source: CALPADS 100% of teachers will meet California credentialing requirements.	Data Year: 2025-2026 Data Source: CALPADS 100% of teachers met the California credentialing requirements for the school year 25-26 The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no difference from the baseline.
1.2	Every student has sufficient access to standards-aligned instructional materials.	Data Year: 2023-2024 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students had access to standards aligned instructional	Data Year: 2024-2025 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students had access to standards aligned instructional	Data Year: 2025-2026 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students had access to standards aligned instructional	Data Year: 2026-2027 Data Source: Resolution on Sufficiency of Textbook/Materials	Data Year:2025-2026 Data Source: Resolution on Sufficiency of Textbook/Materials 100% of students had access to standards aligned instructional materials during the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials during the 23-24 school year.	materials during the 24-25 school year.	materials during the 25-26 school year.	100% of students have access to standards aligned instructional materials.	25-26 school year. The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no difference from the baseline.
1.3	School Facilities are maintained in good repair.	Data Year: 2023-2024 Data Source: FIT FIT report found 100% of schools were rated "Good".	Data Year: 2024-2025 Data Source: FIT FIT report found 100% of schools were rated "Good".	Data Year:2025-2026 Data Source: FIT FIT report found 100% of schools were rated "Good".	Data Year: 2026-2027 Data Source: FIT 100% of schools are rated "Good" on the FIT report.	Data Year: 2025-2026 Data Source: FIT FIT report found 100% of schools were rated "Good". The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no difference from the baseline.
1.4	Implementation of the Academic Content Standards.	Data Year: 2023-2024 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards during the 23-24 school year.	Data Year: 2024-2025 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of	Data Year:2025-2026 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards during the 25-26 school year.	Data Year: 2026-2027 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards.	Data Year: 2025-2026 Data Source: Curriculum Maps, Formal and informal observations 100% Implementation of Academic Content Standards during the 25-26 school year. The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no difference from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Academic Content Standards during the 24-25 school year.			baseline.
1.5	English Learners access to Common Core State Standards (CCSS) and the English Language Development (ELD) standards.	Data Year: 2023-2024 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes.	Data Year: 2024-2025 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes.	Data Year:02025-2026 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes.	Data Year: 2026-2027 Data Source: Master schedule, student schedules, and/or formal/informal observations 100% of students have access to integrated ELD and online CTE classes.	Data Year:2025-2026 Data Source: Master schedule, student schedules, and/or formal/informal observations The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no difference from the baseline.
1.6	Access to current technology for students.	Data Year: 2023-2024 Data Source: Local data (survey, inventory) 100% of students had access to a chromebook.	Data Year: 2024-2025 Data Source: Local data (survey, inventory) 100% of students had access to a chromebook.	Data Year:2025-2026 Data Source: Local data (survey, inventory) 100% of students had access to a chromebook.	Data Year: 2026-2027 Data Source: Local data 100% of students have access to a chromebook.	Data Year: 2025-2026 Data Source: Local data (survey, inventory) 100% of students had access to a chromebook. The 2025-2026 difference from 2023--2024 baseline was maintained at 100%. This represented no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						difference from the baseline.
1.7	Student progress towards graduation/promotion.	Data Year: 2023-2024 Data Source: Local data (AERIES) Pinnacles Community School - 85.6% of credits were earned versus credits attempted. San Benito County Opportunity School - 77.2% of credits were earned versus credits attempted.	Data Year: 2024-2025 Data Source: Local data (AERIES) Pinnacles Community School - 95.9% of credits were earned versus credits attempted. San Benito County Opportunity School - 82.7% of credits were earned versus credits attempted.	Data Year:2025-2026 Data Source: Local data (AERIES) Pinnacles Community School - 58% of credits were earned versus credits attempted. San Benito County Opportunity School - 52% of credits were earned versus credits attempted.	Data Year: 2026-2027 Data Source: Local data (AERIES) Students will successfully earn 90% of the credits taken each quarter.	Data Year:2025-2026 Data Source: Local data (AERIES) Pinnacles Community School -27.6% decrease from baseline San Benito County Opportunity School -25.2% decrease from baseline
1.8	Student and Staff feedback on Greenhouse.	Data Year: 2023-2024 Data Source: Local data (Survey)	Data Year: 2024-2025 Data Source: Local data (Survey) 0% of students and 0% of the staff	Data Year:2025-2026 Data Source: Local data (Survey) 0% of students and 0% of the staff found the time spent in the Greenhouse to be academically and socially enjoyable.	Data Year: 2026-2027 Data Source: Local data (Survey) 90% of students and 100% of the staff found the time spent in the Greenhouse to be	Data Year:2025-2026 Data Source: Local data (Survey)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% of students and 100% of the staff found the time spent in the Greenhouse to be academically and socially enjoyable.	found the time spent in the Greenhouse to be academically and socially enjoyable. *Survey was not administered during the 2024-2025 school year as the Greenhouse did not operate.*	*Survey was not administered during this school year. The greenhouse was transformed into a garden and was not utilized as part of the instructional activities due to limited access.*	academically and socially enjoyable.	0% of students and 0% of the staff found the time spent in the Greenhouse to be academically and socially enjoyable. There was a decrease of 75% for students and 100% for staff compared to the baseline. This was due to the survey not being given due to the Greenhouse not operating.
1.9	Professional Learning Offering and Support (PBIS and MTSS)	2023-2024 Data Source: Local data (Survey) 0% - *This is a new metric not measured before and therefore the baseline is 0%.*	Data Year: 2024-2025 Data Source: Local data (Survey) 97% of participants felt that the professional learning and coaching they received from the Educational Services Department was effective.	Data Year:2025-2026 Data Source: Local data (Survey) 97% of participants felt that the professional learning and coaching they received from the Educational Services Department was effective.	Data Year: 2026-2027 Data Source: Local data (Survey) 90% of participants felt that the professional learning and coaching they	Data Year:2025-2026 Data Source: Local data (Survey) 97% of participants felt that the professional learning and coaching they

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					received from the Educational Services Department was effective.	received from the Educational Services Department was effective. This was an increase of 97% from the baseline.
1.10	Percentage of students showing increase (advancers) in pre and post local academic assessments using STAR 360	Data Year: 2022-2023 Data Source: 2023 STAR 360 ELA - 59% Math - 52%	Data Year: 2024-2025 Data Source: 2024-2025 STAR 360 ELA - 64% Math - 71%	Data Year:2025-2026 Data Source: 2024-2025 STAR 360 ELA - 78% Math - 79%	Data Year: 2026-2027 Data Source: 2026 STAR 360 ELA - 75% Math - 70%	Data Year:2025-2026 Data Source: 2025-2026 STAR 360 From the baseline: 19% increase in ELA 27% increase in Math
1.11	Percentage of students scoring "Standard Met or Exceeded" on CAASPP ELA, Math and CAST (Science).	Data Year: 2022-2023 Data Source: CA Dashboard/Data Quest Less than 11 students - data not displayed for privacy, however overall achievement scores were provided:	Data Year: 2023-2024	Data Year:2024-2025 Data Source: CA Dashboard/Data Quest Less than 11 students -	Data Year: 2025-2026 Data Source: CA Dashboard/Data Quest 50% of students meet or exceed standard on	Data Year: 2024-2025 Data Source: CA Dashboard/Data Quest ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 24% Standard Not Met - 76% Math Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 0% Standard Not Met - 100% CAST Data suppressed because fewer than 11 students tested	Data Source: CA Dashboard/Data Quest Less than 11 students - data not displayed for privacy, however overall achievement scores were provided: 2023-2024 Dataquest ELA Standard Exceeded - 0% Standard Met - 0%	data not displayed for privacy, however overall achievement scores were provided: 2024-2025 Dataquest ELA Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 0% Standard Not Met - 100% Math Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 0% Standard Not Met - 100% CAST Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 60% Standard Not Met - 40%	CAASPP ELA, Math and CAST (Science)	Standard Exceeded: 0% (No difference from baseline) Standard Met: 0% (No difference from baseline) Standard Nearly Met: -24% (Decrease of 24% from baseline) Standard Not Met: 25% (Increase of 25% from baseline) Math Standard Exceeded: 0% (No difference from baseline) Standard Met: 0% (No difference from baseline) Standard Nearly Met: 0% (No difference from baseline) Standard Not Met: 0% (No difference from baseline) CAST Baseline data were not available due to suppression (fewer than 11 students). Current year data now provide the first reportable baseline for trend analysis. Standard Exceeded: 0% (No difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Nearly Met - 13.33% Standard Not Met - 86.67% Math Standard Exceeded - 0% Standard Met - 0% Standard Nearly Met - 7.14% Standard Not Met - 92.86% CAST Data is suppressed because fewer than 11 students were tested.			baseline) Standard Met: 0% (No difference from baseline) Standard Nearly Met: 0% (No difference from baseline) Standard Not Met: 0% (No difference from baseline)
1.12	Induction Completion	Data Year: 2023-2024	Data Year: 2024-2025	Data Year:2025-2026	Data Year: 2026-2027 Data Source:	Data Year:2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data (Induction Completion List) Only 1 teacher was eligible to participate in the Induction program and completed Year 1. 0 completers for Year 2	Data Source: Local Data (Induction Completion List) 3 teachers were eligible to participate in the Induction program and 2 completed Year 1. 1 completer for Year 2	Data Source: Local Data (Induction Completion List) Only 1 teacher was eligible to participate in the Induction program and completed Year 2.	Local Data (Induction Completion List) 100% of participating teachers in the Induction Program are successful completers (Year 2).	Data Source: Local Data (Induction Completion List) 100% of participating teachers in the Induction Program are successful completers This represents a 100% improvement from the year prior (2023-2024)
1.13	IEP Goals	Data Year: 2023-2024 Data Source: RSP/SIRAS IEP Management System 50% of students with IEP fully met their IEP goals.	Data Year: 2024-2025 Data Source: RSP/SIRAS IEP Management System 74% of students with IEP fully met their IEP goals.	Data Year: 2025-2026 Data Source: RSP/SIRAS IEP Management System 81% of students with IEP fully met their IEP goals.	Data Year: 2026-2027 Data Source: RSP/SIRAS IEP Management System 80% or greater of IEP goals fully met for all students on IEPs.	Data Year: 2025-2026 Data Source: RSP/SIRAS IEP Management System 81% of students with IEP fully met their IEP goals.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						This represents a 31% increase from the baseline established in 2023-2024.

Goal Analysis [2025-26]

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.

SBCOE implemented planned LCAP actions. Implementation remained generally aligned with the adopted plan, with minor modifications to better support program needs.

Substantive Differences: Action 1.8 was not implemented as originally planned due to the shift from a greenhouse-based model to a garden-based program structure, resulting in a change in how the activity was carried out.

Challenges

- Low student participation in STAR360
- CAASPP assessments in ELA and Math, with 100% of students not meeting standards

These challenges persist due to ongoing barriers in attendance, student engagement, and consistent participation in benchmark and state assessments, which continue to impact the ability to accurately measure academic growth.

Successes

- Teacher in the Induction program successfully completing Year 2
- 60% of students scoring in the "Standard Nearly Met" on CAST (Science)
- Ongoing professional learning for staff
- Students meeting their IEP goals

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.

The following is a description of the differences between the Budgeted Expenses and the Estimated Actual Expenditures.

Action 1.1
Title: Induction
Description: SBCOE will provide support to new teachers, including the SBCOE Induction Program, for teachers who qualify for the program.
Budgeted Expenses: $9,398.00
Estimated Actual Expenditures: $0
Difference: $9,398.00
Explanation of Material Differences: No teacher was eligible for induction this school year.

Action 1.2
Title: Course Offerings
Description: Alternative Education Teachers will provide integrated English Language Development (ELD), Career Technical Education (CTE) through online platform such as Edgenuity or another program/provider.
Budgeted Expenses: $5,000
Estimated Actual Expenditures: $0
Difference: $5,000
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.

Action 1.3
Title: Technology
Description: SBCOE will provide appropriate technology to alternative education students to access course content and create innovative collaborative learning spaces including the following but not limited to updating instructional devices in the. classrooms for teachers and students such as Chromebooks, TV, or online access to curriculum materials.
Budgeted Expenses: $2,500
Estimated Actual Expenditures:$0
Difference: $2,500
Explanation of Material Differences: No technology purchases were needed during the school year.

Action 1.4
Title: Program Materials
Description: SBCOE Educational Services Department (ESD) Director of Curriculum & Instruction and Coordinator of Instructional Support Services will facilitate the selection of supplemental standards-aligned instructional materials.
Budgeted Expenses: $1000
Estimated Actual Expenditures: $0
Difference: $1000
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.

Action 1.5
Title: Professional Development
Description: SBCOE ESD Staff and the Alternative Education Program Principal will coordinate, design, and deliver researched-based, high quality and culturally-relevant professional development to Alternative Education teachers and support staff that utilizes the Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) as a basis for the professional development.
Budgeted Expenses: $21,023
Estimated Actual Expenditures: $21,500
Difference: $477
Explanation of Material Differences: There was no material difference.

Action 1.6
Title: Teacher Assistant
Description: SBCOE will maintain a Teacher's Assistant to provide support to students in ELD and core content classes.
Budgeted Expenses: $57,492
Estimated Actual Expenditures: $55,458
Difference: $2,034
Explanation of Material Differences: There was no material difference.

Action 1.7
Title: Resource Specialist
Description: The SBCOE will provide a Resource Specialist to support Students with Disabilities (SWD) in reaching their individual education program (IEP) goals. Support for students with disabilities are provided based on their individualized plans which may include classroom push-in support or pull-out support in a small group setting or individual.
Budgeted Expenses: $53,053
Estimated Actual Expenditures: $16,798
Difference: $36,255
Explanation of Material Differences: There were no students that required services at SAOS and a reduced number of students were supported at YSC and PCS.

Action 1.8
Title: Support Green House
Description: SBCOE will provide materials and supplies to staff and students at San Benito County Juvenile Hall Court School to maintain green house programming.
Budgeted Expenses: $500
Estimated Actual Expenditures: $0
Difference: $500
Explanation of Material Differences: The material difference was due to materials and supplies not being purchased due to the greenhouse not operating this year.

Action 1.9
Title: Coordinator of Instructional Services Support

Description: SBCOE Educational Services Coordinator of Instructional Services will provide staff with targeted professional learning and coaching.
Budgeted Expenses: $19,180
Estimated Actual Expenditures: $20,009
Difference: $829
Explanation of Material Differences: There were no material differences.

Action 1.10
Description: Instructional Math Coach to provided professional development to teachers to improve math instruction and student achievement to address recovery needs. This is an LREBG-funded action
Budgeted Expenses: $144,235
Estimated Actual Expenditures: $175,947
Difference: $31,712
Explanation of Material Differences: Negotiated salary and benefit costs.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative and qualitative indicators.

STRONG EFFECTIVENESS

These actions demonstrate full implementation and strong compliance and system stability:

Action 1.1 – Induction / Credentialing

- 100% of teachers met credential requirements (CALPADS) and strong staffing stability and instructional quality assurance

Action 1.3 – Technology

- 100% of students had Chromebook access and full digital equity and access to instructional platforms

Action 1.4 – Program Materials

- 100% of students had access to standards-aligned instructional materials and equity of resources

Action 1.6 –Teacher Assistant

- This support ensured all students had access to additional in-class academic assistance, contributing to equitable learning opportunities across programs.

Action 1.7 –Resource Specialist

- The established target was met in Year 2 of the cycle, with 81% of students meeting their IEP goals, demonstrating strong and effective implementation of special education services that support student progress and access to instruction.

EMERGING EFFECTIVENESS

These actions show some positive indicators and emerging student impact, while ongoing work is needed to strengthen and fully realize student achievement outcomes:

Action 1.5 - Professional Development

- Fully implemented professional development was provided to Alternative Education staff and aligned with MTSS and PBIS frameworks to strengthen instructional practices and student supports. The PD was well-received. Early indicators show positive impact on student behavior, including a reduction in suspension rates; however, sustained impact on academic achievement outcomes is still developing.

Action 1.8 - Support Green House

- This action was intended to support student engagement through greenhouse programming at San Benito County Juvenile Hall Court School; however, implementation has been limited and not consistently realized due to program access and operational barriers. As a result, full programming has not yet been established, though there remains potential for future student engagement and applied learning opportunities once implementation challenges are addressed.

Action 1.9 - Coordinator of Instructional Services Support

- The Coordinator of Instructional Services Support provided ongoing coaching, coordination, and targeted professional learning to strengthen instructional practices across the Alternative Education program. This role supported teachers in implementing standards-aligned instruction, integrating MTSS and PBIS practices, and improving overall instructional consistency and program quality. While staff capacity and instructional implementation have strengthened through this support, student academic outcomes reflect the combined impact of multiple program actions, and the direct impact of this role on student achievement continues to develop.

Action 1.10 - Math Coach (LREBG Funded)

- The Instructional Math Coach provided professional development and coaching to strengthen teacher math instruction and support student learning recovery needs. This action was added last year and is focused on improving instructional practices and student achievement in mathematics. While implementation is underway, student outcome impacts are still developing.

DID NOT ACHIEVE DESIRED OUTCOMES

These actions were implemented as planned but did not yet demonstrate measurable impact on student outcomes:

Action 1.2 - Course Offerings

-

Alternative Education teachers provided integrated English Language Development (ELD) and Career Technical Education (CTE) courses through online platforms such as Edgenuity and other approved providers to support student access to standards-aligned coursework and credit attainment toward graduation. Students were able to earn credits toward graduation. However, while access to coursework and credit attainment were achieved, there is limited evidence of impact on academic proficiency in ELA and Math outcomes.

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 the data and educational partner feedback, the following actions will be modified:

Action 1.1 - include stipends for the PCS and YSC teachers as part of the SBCOE Induction Program to strengthen support for new teachers

Action 1.8 - update terminology from “greenhouse” to “garden” and to clarify and enhance support for the garden program, ensuring continued implementation of hands-on, applied learning opportunities

All other actions will remain the same.

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	Teacher Support and Induction *Modified action for SY 2026-2027*	SBCOE will provide support to new teachers, including the SBCOE Induction Program, for teachers who qualify for the program, and will include stipends for the PCS and YSC teacher as part of the overall new teacher support system to strengthen induction and retention efforts. Metric 1.12 will be used to measure the effectiveness of this goal.	$14,050.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Course Offerings	Alternative Education Teachers will provide integrated English Language Development (ELD), Career Technical Education (CTE) through online platform such as Edgenuity or another program/provider.	$5,000.00	Yes
1.3	Technology	SBCOE will provide appropriate technology to alternative education students to access course content and create innovative collaborative learning spaces including the following but not limited to updating instructional devices in the. classrooms for teachers and students such as Chromebooks, TV, or online access to curriculum materials.	$2,500.00	Yes
1.4	Program Materials	SBCOE Educational Services Department (ESD) Director of Curriculum & Instruction and Coordinator of Instructional Support Services will facilitate the selection of supplemental standards-aligned instructional materials.	$1,000.00	Yes
1.5	Professional Development	SBCOE ESD Staff and the Alternative Education Program Principal will coordinate, design, and deliver researched-based, high quality and culturally-relevant professional development to Alternative Education teachers and support staff that utilizes the Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) as a basis for the professional development. Metric 1.9 will be used to measure the effectiveness of this action.	$22,406.00	No
1.6	Teacher Assistant	SBCOE will maintain a Teacher's Assistant to provide support to students in ELD and core content classes.	$61,748.00	Yes
1.7	Resource Specialist	The SBCOE will provide a Resource Specialist to support Students with Disabilities (SWD) in reaching their individual education program (IEP) goals. Support for students with disabilities are provided based on their	$17,856.00	No

Action #	Title	Description	Total Funds	Contributing
		individualized plans which may include classroom push-in support or pull-out support in a small group setting or individual. Metric 1.13 will be used to measure the effectiveness of this goal.		
1.8	Garden Program Support *Modified action for SY 2026-2027*	SBCOE will provide support for the Garden Program to ensure continued implementation of hands-on, applied learning opportunities for students at San Benito County Juvenile Hall Court School.	$500.00	Yes
1.9	Coordinator of Instructional Services Support	SBCOE Educational Services Coordinator of Instructional Services will provide staff with targeted professional learning and coaching.	$18,700.00	Yes
1.10	Math Coach	Instructional Math Coach to provided professional development to teachers to improve math instruction and student achievement to address recovery needs. This is a partially funded LREBG action, with support of LCFF funding to maintain the position.	$182,448.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	San Benito County Office of Education (SBCOE) schools will engage and prepare all students, particularly those in the socio-economically disadvantaged group, English Learners and expelled youth for success in their career and/or college upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on student achievement data from STAR 360 local pre/post English Language Arts (42.9% decliners) and Mathematics (40% decliners) and credits earned, there is a need to increase the academic proficiencies of our students in order to provide them with success in career and college upon graduation. It is important to look into the local pre and post academic progress and credits earned due to the very high student turnover rate. Academic achievement, credit recovery, extended learning, summer session, enrichment activities, professional learning, coordination of mental health services, and incentives for PBIS are necessary to support students' overall achievement, successful transition to mainsteam schools, and graduation within the LEA or district of residency. The metrics and actions described below will be implemented to ensure that progress towards equitable student outcomes is made. The implementation of supplemental programs such as Star 360 and IXL and data cycle through PDSA will help prepare students to take the CAASPP and ELPAC. Students will have additional opportunities to earn credits toward graduation by participating in summer sessions and extended learning. CTE course pathway completion is not offered by our schools at this time due to the structure of the academic program and the mobility of our students, however students can take CTE classes based on their interests through the school site's online programs. The SBCOE provides opportunities for career planning. By ensuring parent and student access to Aeries and measuring the usage through the Aeries portal, the engagement and awareness of academic progress of students will be accessible at any time. This access will allow parents, students and staff to address academic and social/emotional concerns sooner, leading to timely interventions and better success for students. Coordination of mental health services will allow the social, emotional concerns of students, parents, and staff to be addressed which will support students' being motivated to go and stay at school leading to a higher attendance rates and higher academic success for students. The implementation of English Learning Case management will support student success leading to higher reclassification of English Learners and higher proficiency levels as measured by the ELPAC. Enrichment activities, field trips, guest speakers, and incentives will provide students opportunities to stay engaged in school and provide them with a broader knowledge of college and career opportunities after high school and extend learning beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students progress towards graduation/promotion	Data Year: 2023-2024 Data Source: AERIES Student Information System (Transcripts/Grades) Pinnacles Community School - 85.6% of credits were earned versus credits attempted. San Benito County Opportunity School - 77.2% of credits were earned versus credits attempted.	Data Year: 2024-2025 Data Source: AERIES Student Information System (Transcripts/Grades) Pinnacles Community School - 86.2% of credits were earned versus credits attempted. San Benito County Opportunity School - 79.4% of credits were earned versus credits attempted.	Data Year: 2025-2026 Data Source: Pinnacles had 58% of credits earned. Santa Ana Opportunity school had 52% of credits earned. Pinnacles had 58% of credits earned. Santa Ana Opportunity school had 52% of credits earned.	Data Year: 2026-2027 Data Source: AERIES Student Information System (Transcripts/Grades) Students will succesfully earn 90% of the credits taken each quarter.	Data Year: 2025-2026 Data Source: AERIES Student Information System (Transcripts/Grades) Pinnacles Community School -Decrease of 27.6% from the baseline San Benito County Opportunity School -Decrease of 25.2% from the baseline
2.2	A-G Completion	Data Year: 2022-2023 Data Source: A-G Course Management Portal (CMP) 0% no courses have	Data Year: 2023-2024	Data Year: 2024-2025 Data Source: A-G Course Management Portal (CMP) 0% no courses have	Data Year: 2026-2027 Data Source: A-G Course Management Portal (CMP)	Data Year: 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		been submitted to the A-G Course Management Portal (CMP).	Data Source: A-G Course Management Portal (CMP) 0% no courses have been submitted to the A-G Course Management Portal (CMP).	been submitted to the A-G Course Management Portal (CMP).	30% of courses will be submitted to the A-G Course Management Portal (CMP)	Data Source: A-G Course Management Portal (CMP) 0% no courses have been submitted to the A-G Course Management Portal (CMP). There is no change from the baseline.
2.3	Percentage of eligible students enrolled in a CTE class	Data Year: 2024-2025 Data Source: AERIES Student Information System (Schedule and/or transcript) 0% - *This is a new metric not measured before and therefore the baseline is 0%.*	Data Year: 2024-2025 Data Source: AERIES Student Information System (Schedule and/or transcript) 100% of eligible students will be enrolled in a CTE class.	Data Year: 2025-2026 Data Source: AERIES Student Information System (Schedule and/or transcript) 100% of eligible students will be enrolled in a CTE class.	Data Year: 2026-2027 Data Source: AERIES Student Information System (Schedule and/or transcript) 100% of eligible students will be enrolled in a CTE class.	Data Year: 2025-2026 Data Source: AERIES Student Information System (Schedule and/or transcript) Maintained from Year 1 outcome since there is no baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Percentage of EL students making progress toward English Proficiency	Data Year: 2022-2023 Data Source: 2023 ELPAC Level 4 - 18% Level 3 - 29% Level 2 - 41% Level 1 - 12%	Data Year: 2023-2024 Data Source: 2024 ELPAC Level 4 - 0% Level 3 - 25% Level 2 - 33% Level 1 - 42%	Data Year: 2024-2025 Data Source: 2025 ELPAC Level 4 - 0% Level 3 - 25% Level 2 - 33% Level 1 - 42%	Data Year: 2026-2027 Data Source: 2026 ELPAC Level 4 - 30 % Level 3 - 40 % Level 2 - 20 % Level 1 - 10 %	Data Year: 2024-2025 Data Source: 2025 ELPAC Level 4 - 0% decrease of 18% Level 3 - 25% decrease of 4% Level 2 - 33% decrease of 8% Level 1 - 42% increase of 30% This represents the changes from baseline.
2.5	Percentage of English Learner Reclasification	Data Year: 2022-2023 Data Source: 2023 ELPAC and Reclassification Process 78% of English Learners were reclassified	Data Year: 2023-2024 Data Source: 2024 ELPAC and Reclassification Process	Data Year:2024-2025 Data Source: 2025 ELPAC and Reclassification Process 100% of students maintained their English Learner Progress Indicator (ELPI) level.	Data Year: 2026-2027 Data Source: 2026 ELPAC and Reclassification Process 80% of English	Data Year:2024-2025 Data Source: 2025 ELPAC and Reclassification Process

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% of students maintained their English Learner Progress Indicator (ELPI) level. 0% of English Learners were reclassified	0% of English Learners were reclassified	Learners will be reclassified	100% of students maintained their English Learner Progress Indicator (ELPI) level. This represents no change from the baseline. 0% of English Learners were reclassified. This represents a decrease of 78% from the baseline.
2.6	Graduation Rate	Data Year: 2022-2023 Data Source: Local Data 0% graduation rate	Data Year: 2023-2024 Data Source: Local Data 75% Graduation Rate (3 out of 4 students graduated)	Data Year:2024-2025 Data Source: Local Data 100% Graduation Rate	Data Year: 2026-2027 Data Source: Local Data 90% Graduation Rate	Data Year:2024-2025 Data Source: Local Data This represents an increase of 100% from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of expelled youth successfully meeting their individual terms of expulsion. (This metric is specific for Priority area 9)	Data Year: 2023-2024 Data Source: Local Data 35% (7 out of 20) expelled youth successfully meeting their individual terms of expulsion	Data Year: 2024-2025 Data Source: Local Data 48% (12 out of 25) expelled youth successfully meeting their individual terms of expulsion	Data Year:2025-2026 Data Source: Local Data 0 expelled youth successfully meet their individual terms of expulsion	Data Year: 2026-2027 Data Source: Local Data 75% meet the terms of their expulsion.	Data Year: 2025-2026 Data Source: Local Data Decrease of 35% from the baseline
2.8	Percentage of students who are college or career ready.	Data Year: 2022-2023 Data Source: CA Dashboard 0% of students were college or career ready.	Data Year: 2023-2024 Data Source: CA Dashboard 0% of students were college or career ready.	Data Year:2024-2025 Data Source: CA Dashboard 0% of students were college or career ready.	Data Year: 2026-2027 Data Source: CA Dashboard. 30% of students who graduate are college or career ready.	Data Year:2024-2025 Data Source: CA Dashboard 0% of students were college or career ready. Maintained from baseline

Goal Analysis [2025-26]

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.

Overall Implementation: SBCOE implemented planned LCAP actions supporting student academic achievement, instructional programs, and student support services. Implementation was generally consistent with the adopted plan, with adjustments based on student enrollment and participation.
Substantive Differences: Action 2.4 (Summer School) was not implemented due to low or no student enrollment, resulting in the program not being offered during the summer session.
Challenges:
- Low participation in STAR360 assessments
- Decrease in credits earned compared to credits attempted

These challenges indicate ongoing difficulties with student engagement, attendance, and course completion. These factors continue to impact the ability to fully measure academic progress and student growth.
Successes:
- Culinary program offered through Rebekah's Children Services
- Ongoing professional development for staff
- Strengthened coordination of mental health services through an updated and regularly convened COSST process
- Implementation of PBIS incentives to support positive student behavior and engagement.

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.

The following is a description of the differences between the Budgeted Expenses and the Estimated Actual Expenditures.

Action 2.1
Title: Credit Recovery
Description: Alternative Education Staff will provide students credit recovery opportunities using online courses.
Budgeted Expenses: $3,200
Estimated Actual Expenditures: $0
Difference: $3,200
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.

Action 2.2
Title: Aeries Analytics
Description: SBCOE Technology Department Staff will train staff to be able to utilize the student information system to analyze data.
Budgeted Expenses: $550
Estimated Actual Expenditures: $0
Difference: $550
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.

Action 2.3
Title: English Learner Case Management
Description: The SBCOE Educational Services staff will develop a process and work collaboratively with the school counselor to conference with English Learners at least twice during the school year to review and discuss their: 1) language level 2) program placement 3) academic status 4) school attendance 5) interventions 6) criteria for redesignation 7) support their success in school and 8) Individualized Student Plan for each English Learner. During the SY 22-23, 53% of our EL students obtained scores of Level 1 and 2 in their Summative ELPAC assessment. This action will allow students to review and analyze their language levels/scores and create an action plan to support improvement in proficiency and/or be reclassified.
Budgeted Expenses: $17,293
Estimated Actual Expenditures: $17,652
Difference: $359
Explanation of Material Differences: There was no material difference.

Action 2.4
Title: Summer Session
Description: SBCOE will provide summer school to all students for the purpose of credit recovery. Enrichment activities such as Art or Physical activities may be provided as well as Social Emotional support will be available for students.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There was no material difference.

Action 2.5
Title: Online Supplemental Programs
Description: Alternative Education Staff will utilize online supplemental programs such as STAR 360, IXL, or iReady for intervention or enrichment in Math and ELA while ensuring a balance of direct and online instruction. A district-wide calendar of assessments and progress monitoring will be developed. Alt Ed Staff will review and analyze data and create a plan through PDSA cycle.
Budgeted Expenses: $4,600
Estimated Actual Expenditures: $0
Difference: $4,600
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.

Action 2.6
Title: Enrichment Activities
Description: Educational partner feedback from students, parents/guardians/families and community/collaborative agencies indicate the need for enrichment activities that are meaningful to our students. Alt Ed Program Staff will incorporate project-based learning or hands-on activities whenever possible. They will also coordinate guest speakers and if possible field trips for students. Enrichment activities could include arts (Prop 28) and culinary (SSEBG) for students.
Budgeted Expenses: $31,500
Estimated Actual Expenditures: $5,050
Difference: $26,450
Explanation of Material Differences: The material difference was due to the utilization of one-time funding sources.

Action 2.7
Title: Professional Development
Description: Student Services Staff and the Principal will provide Alternative Education staff SEL, suicide prevention, and Trauma Informed Professional Development throughout the year.
Budgeted Expenses: $26,328

Estimated Actual Expenditures: $16,236
Difference: $10,092
Explanation of Material Differences: The material difference was due to job description duties being adjusted during the year, which shifted responsibilities and resulted in the use of alternative funding sources to support implementation.

Action 2.8
Title: Coordination of Mental Health Services
Description: The Principal in coordination with the school counselor and Mental Health Coordinator will meet weekly to review case management to ensure that consistent physical, social, emotional and mental health care are being. We expect that coordination of mental health services will promote good attendance, reduce chronic absenteeism and increase sense of connectedness for all students.
Budgeted Expenses: $5,000
Estimated Actual Expenditures: $4,141
Difference: $859
Explanation of Material Differences: The material difference was due to a small decrease in coordination meetings.

Action 2.9
Title: Incentives for PBIS
Description: Alternative Education Program staff will provide positive behavior incentives to students. These incentives can be for positive behavior, attendance or other activities identified by the site PBIS team. PBIS training and ensuring implementation fidelity will be a focus of this action as well.
Budgeted Expenses: $1,600
Estimated Actual Expenditures: $0
Difference: $1,600
Explanation of Material Differences: The material difference was due to the utilization of one-time funding sources.

Action 2.10
Title: Individual Learning Plans
Description: This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There were no material differences.

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

STRONG EFFECTIVENESS
These actions demonstrate full implementation and strong compliance and system stability:
Action 2.2 – AERIES Analytics

- 100% of staff received AERIES analytics training was able to utilize it to obtain relevant student data.

Action 2.6 – Enrichment Activities

- Enrichment activities were successfully implemented through hands-on learning experiences, including project-based activities and culinary programming.

Action 2.9 – PBIS Incentives

- PBIS incentives were intentionally implemented and student-driven, with staff consistently providing positive reinforcement for behavior, attendance, and engagement. Implementation was supported through PBIS training and a focus on fidelity, resulting in strong alignment between the PBIS framework and daily practices.

EMERGING EFFECTIVENESS

These actions show some positive indicators and emerging student impact, while ongoing work is needed to strengthen and fully realize student achievement outcomes:

Action 2.1 – Credit Recovery

- The action was implemented as planned with students given access to online credit recovery courses. However, effectiveness is emerging due to lower credits earned compared to credits attempted. Attendance was a key factor impacting student participation and course completion. Further supports and improved attendance will be needed to increase success.

Action 2.3 - English Learner Case Management

- ELPI was maintained, indicating stable progress for English Learners; however, no students were reclassified. While the case management process was implemented as intended, it has not yet translated into movement toward redesignation, showing emerging effectiveness.

Action 2.5 – Online Supplemental Programs

- Online supplemental programs (STAR 360, IXL, and iReady) were implemented to support Math and ELA intervention and enrichment, and data was reviewed through the PDSA cycle. Staff engaged in data analysis to inform instruction; however, participation rates were low, and data use was not yet consistent or consistently translated into targeted actions.

Action 2.7 – Professional Development

- Professional development in SEL, suicide prevention, and trauma-informed practices was provided and staff participated throughout the year. While training was implemented as planned, site-level data reflects mixed outcomes in application and impact. This indicates emerging effectiveness, with ongoing opportunities to strengthen consistent implementation and translate learning into more uniform student support practices across sites.

Action 2.8 – Coordination of Mental Health Services

- Coordination of mental health services was consistently implemented, with regular meetings between the Principal and Mental Health Coordinator and updates to the COSST referral process. While implementation was strong, site-level data reflects mixed outcomes in application and impact on student attendance, connectedness, and overall support. This indicates emerging effectiveness with continued opportunities to strengthen consistency in outcomes.

Action 2.10 – Individual Learning Plans

- Individual Learning Plans are in place and reported by the counselor as supporting student progress. However, regular student meetings and consistent ILP review processes still need to be established.

DID NOT ACHIEVE DESIRED OUTCOMES

These actions were implemented as planned but did not yet demonstrate measurable impact on student outcomes:

Action 2.4 – Summer Session

- SBCOE recruited students to participate in summer school; however, no students enrolled or expressed interest in attending

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.

Reflections on prior practice highlighted the need for continued implementation fidelity and increased student participation in attendance and engagement supports rather than the addition of new actions. As a result, SBCOE will maintain the current Goal 2 framework while focusing on improving the effectiveness and consistency of implementation across all actions.

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	Credit Recovery	Alternative Education Staff will provide students credit recovery opportunities using online courses.	$3,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Aeries Analytics	SBCOE Technology Department Staff will train staff to be able to utilize the student information system to analyze data.	$550.00	Yes
2.3	English Learner Case Management	The SBCOE Educational Services staff will develop a process and work collaboratively with the school counselor to conference with English Learners at least twice during the school year to review and discuss their: 1) language level 2) program placement 3) academic status 4) school attendance 5) interventions 6) criteria for redesignation 7) support their success in school and 8) Individualized Student Plan for each English Learner. During the SY 22-23, 53% of our EL students obtained scores of Level 1 and 2 in their Summative ELPAC assessment. This action will allow students to review and analyze their language levels/scores and create an action plan to support improvement in proficiency and/or be reclassified. Metric 2.3 and 2.4 will be used to monitor the effectiveness of this action.	$18,338.00	No Yes
2.4	Summer Session	SBCOE will provide summer school to all students for the purpose of credit recovery. Enrichment activities such as Art or Physical activities may be provided as well as Social Emotional support will be available for students. This action will be measured by Metric 2.1 & 2.6.	$0.00	No
2.5	Online Supplemental Programs	Alternative Education Staff will utilize online supplemental programs such as STAR 360, IXL, or iReady for intervention or enrichment in Math and ELA while ensuring a balance of direct and online instruction. A district-wide calendar of assessments and progress monitoring will be developed. Alt Ed Staff will review and analyze data and create a plan through PDSA cycle.	$4,600.00	Yes
2.6	Enrichment Activities	Educational partner feedback from students, parents/guardians/families and community/collaborative agencies indicate the need for enrichment	$31,500.00	No

Action #	Title	Description	Total Funds	Contributing
		activities that are meaningful to our students. Alt Ed Program Staff will incorporate project-based learning or hands-on activities whenever possible. They will also coordinate guest speakers and if possible field trips for students. Enrichment activities could include arts (Prop 28) and culinary (SSEBG) for students.		Yes
2.7	Professional Development	Student Services Staff and the Principal will provide Alternative Education staff SEL, suicide prevention, and Trauma Informed Professional Development throughout the year. The effectiveness of this action will be measured by Metric 1.9.	$39,211.00	No
2.8	Coordination of Mental Health Services	The Principal in coordination with the school counselor and Mental Health Coordinator will meet weekly to review case management to ensure that consistent physical, social, emotional and mental health care are being. We expect that coordination of mental health services will promote good attendance, reduce chronic absenteeism and increase sense of connectedness for all students. The effectiveness of this action will be measured by Metrics 2.1, 2.7, 3.1, 3.2 and 3.3.	$4,155.00	No
2.9	Incentives for PBIS	Alternative Education Program staff will provide positive behavior incentives to students. These incentives can be for positive behavior, attendance or other activities identified by the site PBIS team. PBIS training and ensuring implementation fidelity will be a focus of this action as well.	$1,600.00	Yes
2.10	Individual Learning Plans	This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals. A	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences. This action is partially funded with Action 2.3. The effectiveness of this action will be measured by Metrics 2.1 and 2.7.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase students, parents/guardians/families, and community engagement to support students' short-term 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.

Analysis of student and parent survey data and student attendance and absenteeism rates show the need to increase student/parent/guardian/family, and community participation and engagement as measured by involvement in school site council, open houses, site meetings, and survey particularly among students who are foster youth, experiencing homeless and/or low income. 50% of our students feel a sense of connectedness to school while 75% of families feel that their children are seen as valued members of the school community. 64% of students feel physically safe at school while 75% of families feel that physical safety is a priority. 55% of students feel emotionally safe at school while 75% of families feel that social-emotional safety is a priority. Educational research data shows that these students are more likely to exhibit poor attendance, increased behavior referrals and low academic achievement. Student, parent/guardian/family, and community engagement is important to support overall engagement, academic and social/emotional growth, graduation and transition.

Feedback from educational partners including Alternative Education Program staff have also highlighted that there is a need to improve school connectedness. By offering college, career, and student recognition events and forming a student leadership group, students will have increased opportunities for student voice and recognition for their achievement. The addition of a school Social Worker provides support for those students struggling with attendance and academic achievement. Students are supported by the academic counselor and Mental Health Therapist to address underlying issues. The student surveys such as Kelvin and/or locally developed surveys will measure students connectedness and feeling safe while at school. These will be important measures towards attaining our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Data Year: 2022-2023 Data Source: Local Data (AERIES) Attendance Rates are: Pinnacles - 67.79% San Benito County Opportunity School - 70.53% San Benito County Juvenile Court School - 100%	Data Year: 2023-2024 Data Source: Local Data (AERIES) Attendance Rates are: Pinnacles - 73.7% San Benito County Opportunity School - 67.3% San Benito County Juvenile Court School - 100%	Data Year:2024-2025 Data Source: Local Data (AERIES) Attendance Rates are: Pinnacles - 74.04% San Benito County Opportunity School - 66.94% San Benito County Juvenile Court School - 100%	Data Year: 2026-2027 Data Source: Local Data (AERIES) All Schools will achieve student attendance rates 85% or higher.	Attendance Rates: Difference from Baseline Pinnacles - increased by 6.25% San Benito County Opportunity School - decreased by 3.59% San Benito County Juvenile Court School - maintained at 100%
3.2	Chronic Absenteeism Rate	Data Year: 2022-2023 Data Source: Data Quest Chronic Absenteeism Rates are 66.7% for San Benito County Office of Education Pinnacles - 73.0% San Benito County Opportunity School - 83.7%	Data Year: 2023-2024 Data Source: Data Quest Chronic Absenteeism Rates are 76.8% for San Benito County Office of Education Pinnacles - 80.0% San Benito County Opportunity School - 86% San Benito County	Data Year:2024-2025 Data Source: Data Quest Chronic Absenteeism Rates are 65.8% for San Benito County Office of Education	Data Year: 2026-2027 Data Source: Data Quest Chronic Absenteeism rates will be 65% or lower.	Chronic Absenteeism Rates: Difference from Baseline San Benito County Office of Education - decrease of 0.9% Pinnacles - decrease of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		San Benito County Juvenile Court School - 0%	Juvenile Court School - 0%	Pinnacles - 66.7% San Benito County Opportunity School -79.6% San Benito County Juvenile Court School - 0%		6.3% San Benito County Opportunity School - decrease of 4.1% San Benito County Juvenile Court School - maintained at 0%
3.3	Suspension Rate	Data Year: 2022-2023 Data Source: Data Quest Suspension Rates are 22.9% for San Benito County Office of Education Pinnacles - 2.7% San Benito County Opportunity School - 44.7% San Benito County Juvenile Court School - 0%	Data Year: 2023-2024 Data Source: Data Quest Suspension Rates are 5.8% for San Benito County Office of Education Pinnacles - 0.0% San Benito County Opportunity School - 13.2% San Benito County Juvenile Court School - 0.0%	Data Year: 2024-2025 Data Source: Data Quest Suspension Rates are 24% for San Benito County Office of Education Pinnacles - 26.7% San Benito County Opportunity School - 29.3% San Benito County Juvenile Court School - 0.0%	Data Year: 2026-2027 Data Source: Data Quest The Suspension rates for each school will be less than 15% for each school.	Suspension Rates: Difference from Baseline San Benito County Office of Education - increased by 1.1% Pinnacles - increased by 24% San Benito County Opportunity School - decreased by 15.4% San Benito County Juvenile Court School - maintained at 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rates	Data Year: 2022-2023 Data Source: Data Quest Expulsion Rates are: 4.2% for San Benito County Office of Education. Pinnacles - 0% San Benito County Opportunity School - 8.5% San Benito County Juvenile Court School - 0%	Data Year: 2023-2024 Data Source: Data Quest Expulsion Rates are: 0.0% for San Benito County Office of Education. Pinnacles - 0% San Benito County Opportunity School - 0.0% San Benito County Juvenile Court School - 0%	Data Year:2024-2025 Data Source: Data Quest Expulsion Rates are: 1% for San Benito County Office of Education. Pinnacles - 0% San Benito County Opportunity School - 1.7% San Benito County Juvenile Court School - 0%	Data Year: 2026-2027 Data Source: Data Quest Expulsion Rates will be maintained at 0% or decreased by 10%.	Expulsion Rates: Difference from Baseline San Benito County Office of Education - decreased by 3.2% Pinnacles - maintained at 0.0% San Benito County Opportunity School - decreased by 6.8% San Benito County Juvenile Court School - maintained at 0.0%
3.5	Drop-out Rates	Data Year: 2022-2023 Data Source: CBEDS	Data Year: 2023-2024	Data Year:2024-2024 Data Source: CALPADS (data no longer collected through CBEDS)	Data Year: 2026-2027 Data Source: CBEDS Maintain a drop-	Drop-out rate: Difference from Baseline (Year 1 outcome used)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Drop-out rate was 2.94% for San Benito County Office of Education.	Data Source: CBEDS Drop-out rate was 3.70% for San Benito County Office of Education.	Data were suppressed by the California Department of Education to protect student privacy due to the small cohort size (fewer than 11 students).	out rate of 5% or below.	San Benito County Office of Education - increased by .76% but still under the Year 3 target of less than 5%.
3.6	Student and Parent Surveys on Sense of Safety and School Connectedness.	Data Year: 2023-2024 Data Source: Kelvin and/or Local Survey Kelvin 87% of students Felt Safe and Connected at School Local Survey 64% of students felt physically safe; 55% of students felt emotionally safe	Data Year: 2024-2025 Data Source: Kelvin and/or Local Survey Kelvin 89% of students Felt Safe and Connected at School Local Survey 79.7% of students felt physically safe; 79.7% of students felt emotionally safe	Data Year: 2025-2026 Data Source: Kelvin and/or Local Survey Kelvin 89% of students Felt Safe and Connected at School Local Survey 79.7% of students felt physically safe; 79.7% of students felt emotionally safe 80% of families felt that the school prioritizes physical safety; 80% of families felt that the school prioritizes social-emotional safety	Data Year: 2026-2027 Data Source: Kelvin and/or Local Survey 90% or higher of students will respond to feeling safe and connected to school and parents will feel that the school attempts to engage family members in school activities.	Data Year: 2024-2025 Data Source: Kelvin and/or Local Survey Kelvin 89% of students Felt Safe and Connected at School Local Survey 79.7% of students felt physically safe; 79.7% of students felt emotionally safe 80% of families felt that the school prioritizes physical safety; 80% of families felt that the school prioritizes social-emotional safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% of families felt that the school prioritizes physical safety; 75% of families felt that the school prioritizes social-emotional safety	80% of families felt that the school prioritizes physical safety; 80% of families felt that the school prioritizes social-emotional safety			
3.7	Student attendance at school events	Data Year: 2023-2024 Data Source: Local Data 30% of students attended school events	Data Year: 2024-2025 Data Source: Local Data 33% of students attended school events	Data Year:2025-2026 Data Source: Local Data 100% of students attended school events	Data Year: 2026-2027 Data Source: Local Data 75% of students attend school events/recognition programs.	Data Year: 2025-2026 Data Source: Local Data Increase of 70% from baseline
3.8	Parent Attendance at school events Examples include: Student Orientations, Back to School Night, Parent Teacher Conferences, School Site Council, and Community Knight.	Data Year: 2023-2024 Data Source: Local Data 35% of parents/guardians/families attended school events	Data Year: 2024-2025 Data Source: Local Data 30% of parents/guardians/	Data Year:2025-2026 Data Source: Local Data 36% of parents/guardians/families attended school events	Data Year: 2026-2027 Data Source: Local Data 75% of parents attend school events/recognition programs.	Data Year:2025-2026 Data Source: Local Data 1% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Parents who attended a least one event during the year.		families attended school events			
3.9	% of students who meet their Therapy Treatment Goals.	Data Year: 2023-2024 Data Source: Local Data 75.8% of students during the 2023-2024 school year met their Therapy Treatment Goals.	Data Year: 2024-2025 Data Source: Local Data 15% of students during the 2024-2025 school year met their Therapy Treatment Goals.	Data Year:2025-2026 Data Source: Local Data 25% of students during the 2024-2025 school year met their Therapy Treatment Goals.	Data Year: 2026-2027 Data Source: Local Data 85% of students will meet their Therapy Treatment Goals.	Data Year:2025-2026 Data Source: Local Data Decrease of 50.8%

Goal Analysis [2025-26]

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.

SBCOE implemented the planned LCAP actions supporting school climate, student engagement, attendance, behavioral supports, mental health services, and family involvement. Implementation was generally consistent with the adopted plan, with mental health services, family outreach, and student engagement activities provided throughout the year.

Substantive Differences:

Action 3.1 (Restorative Justice Coordinator) was not implemented as originally planned. No contracted Restorative Justice Coordinator services were provided during the 2025–2026 school year. Responsibility for restorative justice supports transitioned to a BCBA who was still undergoing training to assume these duties. As a result, consistent formal restorative justice practices were not fully implemented during the year.

Challenges:

- Restorative justice services were not fully implemented due to the transition from contracted services to a BCBA who was still in training
- Attendance rates at Opportunity School declined compared to baseline levels.

- Suspension rates increased at Pinnacles.
- Only 25% of students met therapy treatment goals, significantly below the established target.

These challenges indicate a continued need to strengthen behavioral supports, attendance interventions, and mental health service delivery to improve student outcomes.
Successes:

- Chronic absenteeism decreased compared to baseline levels.
- Attendance improved at Pinnacles.
- Student participation in school events increased from 30% to 33%.
- Family participation in school events increased from 35% to 36%.
- Approximately 89% of students reported feeling safe and connected to school.
- Approximately 80% of families reported that the school prioritizes student safety and social-emotional well-being.
- Expulsion rates remained at or near zero across programs.
- Mental health services and family outreach supports were provided throughout the year to address student attendance, behavioral, and social-emotional needs.

Overall, implementation resulted in positive gains in student engagement, family involvement, school connectedness, and attendance, while identifying restorative justice implementation, behavioral outcomes, and therapy goal attainment as areas for continued improvement.

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.

The following is a description of the differences between the Budgeted Expenses and the Estimated Actual Expenditures.
Action 3.1

Title: Restorative Justice Coordinator
Description: SBCOE will continue to utilize a Restorative Justice Coordinator through our Educational Partner Youth Alliance, to provide support to students and families.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0

Explanation of Material Differences: The BCBA hired for the 2025–2026 school year has been receiving training to provide restorative justice support, eliminating the need to contract for a Restorative Justice Coordinator. No additional costs were incurred.
Action 3.2
Title: Parent/Student Informational Activities and Events
Description: Back to School, Recognition Award Programs that are combined with Community Knights will be offered to parents and students to engage both students, families and community members in school and school activities.
Budgeted Expenses: $900
Estimated Actual Expenditures: $0
Difference: $900
Explanation of Material Differences: No expenditures were incurred for this action because the planned services were funded through available one-time funding sources.
Action 3.3
Title: Mental Health Therapist
Description: A Mental Health Therapist will provide therapy to students that are experiencing chronic absenteeism, poor academic achievement and behavior issues.
Budgeted Expenses: $161,466
Estimated Actual Expenditures: $164,124
Difference: $2,658
Explanation of Material Differences: There were no material differences.
Action 3.4
Title: Mental Health Coordinator
Description: The Mental Health Coordinator will work collaboratively with the Mental Health Therapist and Principal to provide support for students that are experiencing chronic absenteeism, poor academic achievement and behavior issues.
Budgeted Expenses: $17,954
Estimated Actual Expenditures: $17,960
Difference: $6
Explanation of Material Differences: There were no material differences.
Action 3.5
Title: Parent and Educational Partner Outreach
Description: SBCOE will provide different outreach opportunities to parents/guardians/families to support their child toward academic success on topics identified by parents as important to them. These different outreach opportunities may include but are not limited to home visits, personalized phone calls from teachers or school staff, good news cards sent home, classes, and/or workshops. The classes and/or workshops will be designed to meet the needs of students and their families and will teach parents how to engage with their children both academically and socially, increasing the parent/guardian/family connection and improving attendance.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There were no material differences.

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

Based on our analysis of metrics and outcomes, the implemention of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualtiative indicators.
STRONG EFFECTIVENESS
Action 3.2 – Parent/Student Informational Activities and Events

-

Increased student and family engagement, positive school climate perceptions, and improved participation in school activities.

Action 3.2 – Mental Health Coordinator

- Coordination of services likely contributed to maintaining supports for students with attendance, behavioral, and mental health needs.

EMERGING EFFECTIVENESS

These actions show some positive indicators and emerging student impact, while ongoing work is needed to strengthen and fully realize student achievement outcomes:

Action 3.3 – Mental Health Therapist

- The Mental Health Therapist provided services as planned and contributed to improvements in attendance and chronic absenteeism for some students. However, therapy treatment goal attainment remained below target and behavioral outcomes were mixed, indicating that continued refinement of services is needed to achieve desired outcomes.

Action 3.5 – Parent and Educational Partner Outreach

- Family engagement and survey results remained positive, but participation increased only slightly and has not yet reached desired levels.

DID NOT ACHIEVE DESIRED OUTCOMES

These actions were implemented as planned but did not yet demonstrate measurable impact on student outcomes:

Action 3.1 – Restorative Justice Coordinator

- No contracted Restorative Justice Coordinator services were provided during the year. Responsibility for restorative justice supports transitioned to a BCBA who was still undergoing training to assume these duties

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 a review of implementation and effectiveness data from the prior year, no changes were made to the goal, metrics, or target outcomes for the coming year.

Two actions will be modified for the 2026–2027 school year.

Action 3.1 - The action previously identified as providing contracted restorative justice services will be revised to reflect the current service delivery model. Rather than utilizing a contracted Restorative Justice Coordinator, a Board Certified Behavior Analyst (BCBA) will provide restorative justice and behavioral support services as part of their assigned responsibilities.

Action 3.3 - The Mental Health Therapist action will be revised and retitled as Social Worker. This change reflects lower student caseloads requiring therapeutic services and adjustments in available funding. The Social Worker will continue to provide support and case management services to students experiencing attendance, academic, behavioral, and social-emotional challenges.

All other actions will remain unchanged, as implementation data and outcome measures support their continued inclusion in the LCAP.

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	Restorative Justice Support *Modified for SY 2026-2027*	SBCOE will utilize a Board Certified Behavior Analyst (BCBA) to provide restorative justice supports to students and families. The BCBA will collaborate with staff to implement restorative practices, address behavioral concerns, strengthen student relationships and engagement, and support positive school climate outcomes. This service will be provided internally rather than through a contracted provider. This effectiveness of this action will be measured by Metrics 2.6, 3.1, 3.3, 3.5, and 3.6.	$0.00	No
3.2	Parent/Student Informational Activities and Events	Back to School, Recognition Award Programs that are combined with Community Knights will be offered to parents and students to engage both students, families and community members in school and school activities.	$900.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social Worker (formerly Mental Health Therapist) *Modified for SY 2026-2027*	Social Worker will provide support services to students experiencing chronic absenteeism, poor academic achievement, behavioral challenges, and social-emotional needs. The Social Worker will collaborate with families, school staff, and community partners to address barriers to student success, improve attendance and engagement, and connect students and families with appropriate resources and supports.	$142,372.00	Yes
3.4	Mental Health Coordinator	The Mental Health Coordinator will work collaboratively with the Mental Health Therapist and Principal to provide support for students that are experiencing chronic absenteeism, poor academic achievement and behavior issues. The effectiveness of this action will be measured by Metrics 3.1, 3.2, 3.3 & 3.9	$18,981.00	No
3.5	Parent and Educational Partner Outreach	SBCOE will provide different outreach opportunities to parents/guardians/families to support their child toward academic success on topics identified by parents as important to them. These different outreach opportunities may include but are not limited to home visits, personalized phone calls from teachers or school staff, good news cards sent home, classes, and/or workshops. The classes and/or workshops will be designed to meet the needs of students and their families and will teach parents how to engage with their children both academically and socially, increasing the parent/guardian/family connection and improving attendance. The effectiveness of this action will be measured by Metrics 3.6, 3.7 and 3.8.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Foster Youth Services Coordinating Program will provide the coordination of services throughout San Benito County by training, supporting, and collaborating with the county's local education agencies (LEAs), child welfare agencies, and educational partners to improve educational and social emotional outcomes for Foster Youth in San Benito County.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The traumatic experiences of abuse, neglect, and instability in foster care placements have significantly impacted educational outcomes which is evident in high suspension rate in comparison with other student subgroups. By appropriately addressing trauma, social-emotional, and behavioral needs of youth in foster care, their education outcomes can be improved, including academic outcomes. The Foster Youth Services Coordinating Program (FYSCP) supports foster students, school districts, agencies, and community-based organizations. The program ensures collaboration between the SBCOE FYSCP and districts to provide services to foster youth, minimize school placement changes, facilitate transitions between schools, develop countywide action plans, and coordinate resources and support to improve educational outcomes. Based on the most recent county data from Data Quest Foster Youth during the 22-23 school year had a suspension rate of 12.8% based on a cumulative enrollment of 39 students during the 22-23 school year. This is compared to suspension rates during the same 22-23 school year of 4.9% for all students, 3.2% for White students, 5.5% for Hispanic or Latino students, 6.7% for Socioeconomically Disadvantaged students, 5.9% for Migrant students, and 6.8% for Homeless students. Of the 12.8% of Foster students that were suspended during the 22-23 school year, 40% were suspended multiple times which was the highest multiple suspension rate of any student group in San Benito County by 8.8%.

Based on the most recent county data from Data Quest Foster Youth during the 23-24 school year had a suspension rate of 24.4% based on a cumulative enrollment of 41 students during the 23-24 school year. This is compared to suspension rates during the same 23-24 school year of 4.9% for all students, 3.9% for White students, 5.2% for Hispanic or Latino students, 5.7% for Socioeconomically Disadvantaged students, 4.4% for Migrant students, and 6.5% for Homeless students. Of the 24.4% of Foster students that were suspended during the 23-24 school year, 50% were suspended multiple times which was the highest multiple suspension rate of any student group in San Benito County by 8.1%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Foster Youth Suspension Rates for San Benito County	2022-2023	2023-2024	2024-2025 Data Source: Data Quest	6.8% Suspension Rate for Foster Youth	San Benito County Foster Youth Suspension Rate: Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Quest)	Data Source: Data Quest Foster Youth Suspension Rate: 12.8%	Data Source: Data Quest Foster Youth Suspension Rate: 24.4%	Foster Youth Suspension Rate:17.4%		San Benito County - increased by 4.6%
4.2	Local Satisfaction Survey results from Foster Youth School Liaisons and other Educational Partners supporting Foster Youth in San Benito County.	2023-2024 Data Source: Local data (Survey) 0% - This is a new metric not measured before and therefore the baseline is 0%.	2024-2025 Data Source: Local data (Survey) 100% - were satisfied with the support received for Foster Youth.	2025-2026 Data Source: Local data (Survey) 100% - were satisfied with the support received for Foster Youth.	90% satisfaction rate of professional development and technical assistance provided, as well as the support and services provided as measured by a local survey.	2025-2026 Data Source: Local data (Survey) Maintained from baseline

Goal Analysis [2025-26]

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.

SBCOE implemented the planned LCAP actions supporting foster youth through case management, educational advocacy, professional development, technical assistance, interagency collaboration, and direct student supports. Services were provided in partnership with school districts, Health and Human Services, and community agencies to ensure foster youth received coordinated educational, social-emotional, and resource support. Implementation was generally consistent with the adopted plan, and planned services remained available throughout the year to address the unique needs of foster youth.
Substantive Differences:
No substantive differences were identified between the planned actions and actual implementation.
Challenges:

- Foster youth continued to require intensive case management, interagency coordination, and individualized supports to address complex educational, behavioral, and social-emotional needs.

- Despite ongoing professional development, technical assistance, and student supports, suspension rates remained above the long-term target, indicating a continued need for targeted behavioral interventions and trauma-informed practices.

Successes:

- Planned services were implemented as intended, including case management, educational advocacy, professional development, technical assistance, and collaboration with districts, Health and Human Services, and community partners.

- These efforts contributed to improved behavioral outcomes, reflected in a reduction in foster youth suspension rates from 24.4% to 17.4%, and 100% stakeholder satisfaction with the support and services provided to foster youth.

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.

The following is a description of the differences between the Budgeted Expenses and the Estimated Actual Expenditures.

Action 4.1
Title: Foster Youth Service Coordinating Program Staff
Description: The San Benito County Office of Education Foster Youth Service Coordinating Program team will ensure they have knowledge and skills, trauma-informed training, and resources to collaborate with the California Department of Education, surrounding County Offices of Education in support of San Benito County districts and schools, and various community/social services agencies to ensure the delivery and coordination of necessary educational, social and health services for students. Case management of Foster Youth will also be a part of this action.
Budgeted Expenses: $116,500
Estimated Actual Expenditures: $118,603
Difference: $2,103
Explanation of Material Differences: There were no material differences.

Action 4.2
Title: Professional Development and Technical Assistance
Description: Provide professional development and technical assistance to LEA FY Liaisons and school site staff on AB490, AB 167/216, Foster Focus, Trauma Informed Practices for Schools, positive behavioral intervention, and community resources to build capacity within school sites/districts, to create systems and procedures to increase student improvement in behavioral outcomes.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There were no material differences.

Action 4.3
Title: Health and Human Services Memorandum of Understanding (MOU)
Description: The Educational Liaison will coordinate services to students through the MOU which specifies responsibilities and services.

Budgeted Expenses: $59,877
Estimated Actual Expenditures: $66,343
Difference: $6,466
Explanation of Material Differences: Negotiated increase in salary and benefits.

Action 4.4
Title: Foster Student Support
Description: Support students through the Back to School Resource Fair, tutorial support, school of origin transportation, and other educational related materials.
Budgeted Expenses: $13,000
Estimated Actual Expenditures: $8,859
Difference: $4,141
Explanation of Material Differences: Costs were lower than budgeted because some materials and services were donated and no additional tutoring were needed during the year.

Action 4.5
Title: Transportation Agreement
Description: Educational Liaison will facilitate the implementation of the Transportation Agreement between Districts and San Benito Health and Human Services for the school of origin.
Budgeted Expenses: $23,123
Estimated Actual Expenditures: $0
Difference: $23,123
Explanation of Material Differences: The material difference was due to zero foster students needing to take advantage of the funds available to transport students to their school of origin.

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

Based on our analysis of metrics and outcomes, the implemention of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative and qualtiative indicators.
STRONG EFFECTIVENESS
Action 4.1 – Foster Youth Service Coordinating Program Staff

- Core services were fully implemented, including case management, educational advocacy, and coordination with districts and community agencies.

Action 4.3 – Health and Human Services Memorandum of Understanding (MOU)

- The partnership was fully implemented and maintained coordinated service delivery between agencies.

EMERGING EFFECTIVENESS
These actions show some positive indicators and emerging student impact, while ongoing work is needed to strengthen and fully realize student achievement outcomes:

Action 4.2 – Professional Development and Technical Assistance

- Professional development and technical assistance were implemented as planned and helped build staff capacity to support foster youth; however, continued implementation is needed as suspension rates remain above the long-term target.

Action 4.4 – Foster Student Support

- Direct student supports were provided as planned and likely contributed to improved behavioral outcomes and educational stability, but additional time is needed to determine the full impact on long-term student outcomes.

Action 4.5 – Transportation Agreement

- Transportation supports remained available throughout the year; however, no foster youth required school-of-origin transportation services, making effectiveness difficult to measure despite successful implementation of the agreement and processes.

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.

There are no planned changes to the planned goal, metrics, target outcomes or actions for the 2026-2027 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	Foster Youth Service Coordinating Program Staff	The San Benito County Office of Education Foster Youth Service Coordinating Program team will ensure they have knowledge and skills, trauma-informed training, and resources to collaborate with the California Department of Education, surrounding County Offices of Education in support of San Benito County districts and schools, and various community/social services agencies to ensure the delivery and coordination of necessary educational, social and health services for students. Case management of Foster Youth will also be a part of this action.	$133,656.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will be measured by Metrics 4.1 and 4.2.		
4.2	Professional Development and Technical Assistance	Provide professional development and technical assistance to LEA FY Liaisons and school site staff on AB490, AB 167/216, Foster Focus, Trauma Informed Practices for Schools, positive behavioral intervention, and community resources to build capacity within school sites/districts, to create systems and procedures to increase student improvement in behavioral outcomes. This action will be measured by Metrics 4.1 and 4.2.	$0.00	No
4.3	Health and Human Services Memorandum of Understanding (MOU)	The Educational Liaison will coordinate services to students through the MOU which specifies responsibilities and services. This action will be measured by Metrics 4.1 and 4.2.	$60,267.00	No
4.4	Foster Student Support	Support students through the Back to School Resource Fair, tutorial support, school of origin transportation, and other educational related materials. This action will be measured by Metrics 4.1 and 4.2.	$13,000.00	No
4.5	Transportation Agreement	Educational Liaison will facilitate the implementation of the Transportation Agreement between Districts and San Benito Health and Human Services for the school of origin. This action will be measured by Metrics 4.1 and 4.2.	$24,606.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This goal was modified during the 2025–2026 school year to reflect changes in staffing and the delivery of behavioral intervention services. This remains a required goal for Pinnacles Community School, San Benito County Opportunity School, and San Benito County Juvenile Court School. To reduce suspensions, office referrals, and other exclusionary disciplinary practices, the San Benito County Office of Education will provide targeted behavioral intervention and support services through the Director of Behavioral Intervention Support, replacing the previous contractor Board Certified Behavior Analyst (BCBA) model. The Director will collaborate with students, staff, and families to implement proactive behavior support strategies, build student self-regulation skills, and develop individualized approaches for managing triggering situations. Through coaching, consultation, and direct support, the Director will help create positive learning environments that promote student engagement, improve behavior outcomes, and reduce incidents that may lead to office referrals or suspensions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

For each of the schools receiving the Equity Multiplier allocation, the students are referred or placed in the school due to student behaviors. Those behaviors can be poor school attendance, poor academic performance, suspension or expulsion from the Local Education Agency (LEA) or a combination of these identified behaviors by the students. All three schools, San Benito County Opportunity School, San Benito County Juvenile Court School and Pinnacles Community School all have prior year nonstability rates of greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

The nonstability rates for the following schools are for the school year 2024-2025 are:

- Pinnacles Community School was 93.3% (decreased from 2023-24, 97.7%)
- San Benito County Juvenile Court School was 100% (maintained from 2023-24)
- San Benito County Opportunity School was 79.3% (increased from 2023-24, 77.4%)

The socioeconomically disadvatanted pupil rate for the school year 2024-2025 are:

- Pinnacles Community School was 86.6% (increased from 2023-24, 67.7%)
- San Benito County Juvenile Court School was 100% (maintained from 2023-24)
- San Benito County Opportunity School was 87.5 (increased from 2023-24, 85.3%)

By hiring a Director of Behavioral Intervention Support, each school will be able to address the Tier II and Tier III student behaviors that led to their placement in each of the schools and work with 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 as students are being or feeling triggered. These tools and strategies will benefit the students when they transition to their home school or another educational setting or graduate to college or a career. Action 5.1 and 5.2 will aim to lower the suspension rates and office referral rates for all students, but especially socioeconomically disadvantaged students and Hispanic students in all schools, but especially students at San Benito County Opportunity School, as this is a **required action** for the San Benito County Opportunity School and student groups Hispanic and Socioeconomically Disadvantaged within the San Benito County Opportunity School, to address the suspension rates based on the 2023 Dashboard.

The staff will also be better equipped to understand what tools and strategies will best support each student in a one on one setting and a classroom setting. The actions identified in this goal will be measured by Metrics 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	Data Year: 2022-2023 Data Source: CA Dashboard 2023 Dashboard Suspension Rates are 23.1% for San Benito County Office of Education. Pinnacles - 2.7% San Benito County Juvenile Court School - 0% San Benito County Opportunity School - 44.7% Hispanic - 42.5% Socioeconomically Disadvantaged - 44.2%	Data Year: 2023-2024 Data Source: CA Dashboard 2024 Dashboard Suspension Rates are 16.2% for San Benito County Office of Education. Pinnacles - 0.0%	Data Year: 2024-2025 Data Source: Data Quest Suspension Rates are 24% for San Benito County Office of Education Pinnacles - 26.7% San Benito County Opportunity School - 29.3% San Benito County Juvenile Court School - 0.0%	Data Year: 2026-2027 Data Source: CA Dashboard The Suspension rates for each school will be less than 15% for each school and the identified student groups of Hispanic and Socioeconomically disadvantaged.	Suspension Rates: Difference from Baseline San Benito County Office of Education - increased by 1.1% Pinnacles - increased by 24% San Benito County Opportunity School - decreased by 15.4% San Benito County Juvenile Court School - maintained at 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			San Benito County Juvenile Court School - 0% San Benito County Opportunity School - 13.2% Hispanic - 13.0% Socioeconomically Disadvantaged - 10.4%			
5.2	Student Office Referrals	Data Year: 2023-2024 Data Source: Local Data (AERIES, Office Referrals) 17% of the cumulative enrollment for San Benito County Opportunity School were referred to the office at least one time. 0% of the cumulative enrollment at Pinnacles	Data Year: 2024-2025 Data Source: Local Data (AERIES, Office Referrals) 42.9% of the cumulative enrollment for San Benito County Opportunity School were referred to the office at least one time.	Data Year: 2025-2026 Data Source: Local Data (AERIES, Office Referrals) 29.5% of the cumulative enrollment for San Benito County Opportunity School were referred to the office at least one time. 37.5% of the cumulative enrollment at Pinnacles Community School were referred to the office at least one time.	Data Year: 2026-2027 Data Source: Local Data (AERIES, Office Referrals) A 50% reduction in office referrals from the baseline established during the 2023-2024 school year, or maintain the referral percentage at or below 3%.	Data Year: 2025-2026 Data Source: Local Data (AERIES, Office Referrals) San Benito County Opportunity School experienced an increase of 12.5% of the cumulative enrollment referred to the office Pinnacles Community School experienced an increase of 37.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community School were referred to the office at least one time.	33.3% of the cumulative enrollment at Pinnacles Community School were referred to the office at least one time.			of the cumulative enrollment referred to the office

Goal Analysis [2025-26]

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.

Overall Implementation:
SBCOE implemented the planned LCAP actions to reduce suspensions and office referrals through behavioral intervention services, individualized behavior supports, and the integration of PBIS and MTSS frameworks.
Substantive Differences:
There were no substantive differences between the planned actions and actual implementation.
Challenges:

- Overall suspension rates for SBCOE programs increased from 23.1% at baseline to 24.0%.
- Pinnacles Community School experienced an increase in suspension rates compared to the baseline year.
- High student mobility and frequent enrollment changes made it difficult to establish consistency in behavioral interventions and monitor long-term progress.

These challenges indicate the need for continued implementation of targeted behavioral supports, PBIS and MTSS practices, and individualized interventions to improve student outcomes and reduce exclusionary discipline practices.
Successes:

- San Benito County Opportunity School reduced its suspension rate by 15.4 percentage points from the baseline year.
- Behavior Intervention Plans were implemented for students requiring Tier II and Tier III behavioral supports.
- Continued integration of PBIS and MTSS frameworks strengthened schoolwide systems of academic, behavioral, and social-emotional support.

- The Director of Behavioral and Intervention Support provided targeted interventions, staff consultation, and family collaboration to address student behavioral needs and promote positive student outcomes.

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.

The following is a description of the differences between the Budgeted Expenses and the Estimated Actual Expenditures.
Action 5.1
Title: Director of Behavioral and Intervention Support
Description: Director will allow students and staff to benefit from their expertise in addressing student and staff behaviors that may be contributing to student 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 in one the schools. (San Benito County Opportunity, San Benito County Juvenile Court, and Pinnacles Community School)
Budgeted Expenses: $56,678
Estimated Actual Expenditures: $58,389
Difference: $1,711
Explanation of Material Differences: There was no material difference.
Action 5.2

Title: Behavior Intervention Plan (BIP)
Description: Students identified has having Tier II or Tier III 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 developed plans is captured in the cost of Action 5.1.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There was no material difference.
Action 5.3
Title: PBIS and MTSS Support
Description: Integrate PBIS and MTSS frameworks to provide a continuum of academic, behavioral, and social-emotional supports that promote student engagement, positive behavior, and academic success.
Budgeted Expenses: $0
Estimated Actual Expenditures: $0
Difference: $0
Explanation of Material Differences: There was no material difference.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 5, as demonstrated by both quantitative and qualitative indicators.

EMERGING EFFECTIVENESS
These actions show some positive indicators and emerging student impact, while ongoing work is needed to strengthen and fully realize student achievement outcomes:

Action 5.1 – Director of Behavioral and Intervention Support

- The action was fully implemented and contributed to improved suspension outcomes at Opportunity School and maintained a 0% suspension rate at Juvenile Court School, but the overall suspension reduction target was not met across all programs.

Action 5.2 – Behavior Intervention Plans (BIPs)

- Individualized behavior supports were implemented for students with significant behavioral needs and contributed to positive outcomes at some sites, but suspension rates did not decrease across all schools.

Action 5.3 – PBIS and MTSS Support

- PBIS and MTSS implementation strengthened behavioral support systems and contributed to positive outcomes at some sites, but overall suspension rates remained above the desired target.

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 a review of implementation and outcome data, the goal, metrics, and actions will remain unchanged.

SBCOE will place additional emphasis on strengthening PBIS and MTSS implementation, expanding proactive behavioral interventions, and increasing targeted supports for students with Tier II and Tier III behavioral needs. These refinements are intended to address the increase in suspension rates at Pinnacles Community School while continuing to build on the positive outcomes achieved at San Benito County Opportunity School and San Benito County Juvenile Court School.

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
5.1	Contract with a Board Certified Behavior Analyst *Modified 2025-2026 - Director of Behavioral Intervention Support*	Contracting with a Board Certified Behavior Analyst will allow students and staff to benefit from their expertise in addressing student and staff behaviors that may be contributing to student 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 in one the schools. (San Benito County Opportunity, San Benito County Juvenile Court, and Pinnacles Community School)	$62,681.00	No

Action #	Title	Description	Total Funds	Contributing
		Modified for the 2025-2026 School year - This goal is a required goal for Pinnacles Community School, San Benito County Opportunity School and San Benito County Juvenile Court School. To reduce suspensions and office referrals the San Benito County Office of Education will hire a Director of Behavioral Intervention Support to work with students, staff and parents on strategies to regulate student behaviors and develop strategies with students, staff and parents to better handle triggering situations that may lead to office referrals and or suspensions for students. This action will be measured by Metrics 2.1, 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.		
5.2	Behavior Intervention Plan (BIP)	Students identified has having Tier II or Tier III 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 developed plans is captured in the cost of Action 5.1. This action will be measured by Metrics 2.1, 2.6, 2.7, 3.1, 3.2, 3.5, 5.1, 5.2 for each school.	$0.00	No
5.3	PBIS and MTSS Support	A review and analysis of the metrics above reveal the need to decrease suspension and office referrals. Educational partner feedback from staff and collaborative agencies indicates that helping students to focus on constructive behaviors and providing consistent positive incentives as reinforcement, providing evidenced-based instructional strategies and tools, students are more likely to act appropriately when faced with challenges and more likely to remain in the classrooms. To address this, SBCOE will braid Positive Behavioral Intervention and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) support to provide academic and social-emotional supports. This action will be measured by Goal 2 Metrics 2.7 and 2.10 and Goal 3 Metric 2.6.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$124,766.00	$0.00

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
1.947%	0.000%	$0.00	1.947%

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	**Action:** Teacher Support and Induction *Modified action for SY 2026-2027* **Need:** Recruitment, retention, and ongoing development of highly qualified teachers remain critical to ensuring equitable access to high-quality instruction for all	This action supports teacher recruitment, retention, and effectiveness through induction, mentoring, coaching, and professional learning. Highly qualified and well-supported teachers are essential to improving student achievement and providing equitable access to quality instruction. This action is provided on an LEA-wide basis because all students benefit from effective educators; however, it is	Metric 1.12 will be used to measure the effectiveness of this action.

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
	students, particularly English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	principally directed toward improving outcomes for English Learners, Foster Youth, and Low-Income students, who make up a significant portion of the SBCOE student population and often require additional instructional supports.	
1.2	**Action:** Course Offerings **Need:** All students, but specifically English Learners, Foster Youth and Low Income students are credit deficient and in need of CTE credits required for graduation. 84% of unduplicated students needed credit recovery classes. **Scope:** LEA-wide	This action expands and maintains course offerings that provide students with access to standards-aligned academics, career technical education, college and caThis action expands and maintains course offerings that provide students with access to standards-aligned academics, career technical education, college and career readiness pathways, and courses that support language development and student engagement. The action is provided on an LEA-wide basis because all students benefit from access to a broad course of study; however, it is principally directed toward improving outcomes for the LEA's unduplicated pupils, including the 88.9% of students who are Socioeconomically Disadvantaged and the 24.1% who are English Learners, by increasing equitable access to rigorous and relevant learning opportunities.	Metric 1.5 will be used to measure the effectiveness of this action.
1.3	**Action:** Technology **Need:**	This action will address the technology needs of all students, but specifically the unduplicated students. 88.9% of students in the San Benito County Office of Education were identified as Socioeconomically Disadvantaged and 24.1% are English Learners based on the	Metric 1.6 will be used to monitor this effectiveness.

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
	All students need access to chromebooks to access the online parts of the curriculum and credit recovery, electives and CTE program that is used, but especially the unduplicated students. **Scope:** LEA-wide	2025 Dashboard. This is why this action is provided on an LEA-wide basis.	
1.4	**Action:** Program Materials **Need:** All students, but specifically English Learners, Foster Youth and Low Income students need access to high quality, engaging program materials. **Scope:** LEA-wide	This action addresses the programmatic and instructional needs of all students while being principally directed toward supporting unduplicated pupils. According to the 2025 California School Dashboard, 88.9% of students are identified as Socioeconomically Disadvantaged and 24.1% are English Learners. These student groups often require additional academic supports, access to rigorous coursework, and opportunities that promote college and career readiness. Therefore, this action is provided on an LEA-wide basis to ensure equitable access to high-quality educational programs and services while prioritizing the needs of the LEA's unduplicated student population.	Metric 1.2 will be used to measure the effectiveness of this action.
1.6	**Action:** Teacher Assistant **Need:** English Learners, Foster Youth, and Low-Income students often enter programs credit deficient and need additional academic support to stay on	This action addresses the academic support needs of all students through the provision of Teacher Assistants. According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Therefore, this action is provided	Metric 1.7 will measure the effectiveness of this action.

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
	track for graduation. The 2024–25 CAASPP results show that 100% of students did not meet standards in English Language Arts and Mathematics, demonstrating a need for targeted instructional assistance. Teacher Assistants provide academic support that helps students access coursework, earn credits, and improve achievement. **Scope:** LEA-wide	on an LEA-wide basis to increase access to instructional support while principally benefiting the LEA's unduplicated student population.	
1.8	**Action:** Garden Program Support *Modified action for SY 2026-2027* **Need:** Students enrolled at the San Benito County Juvenile Hall School have a limited amount of opportunities to complete any hands on activities, especially outside. The students and teacher have communicated that they enjoy working in the greenhouse and growing food that can then be utilized in a classroom culinary enrichment activity. Many students have not grown their own food to eat. This activity gives them that experience. **Scope:** Schoolwide	This action addresses the academic support needs of all students, with a particular focus on unduplicated pupils. According to the 2025 California School Dashboard, 100% of students at San Benito County Juvenile Hall Court School are identified as Socioeconomically Disadvantaged and 28.5% are English Learners. Therefore, this action is provided on a schoolwide basis to ensure students receive the targeted academic supports necessary to improve educational outcomes.	Metric 1.8 will be used to monitor the effectiveness of this action.

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
1.9	**Action:** Coordinator of Instructional Services Support **Need:** Unduplicated students need access to high-quality, engaging instruction that accelerates learning and improves academic outcomes. The 2024–25 California School Dashboard CAASPP results indicate that 100% of students did not meet standards in both English Language Arts and Mathematics, demonstrating a significant need for improved instructional practices and targeted academic support. **Scope:** LEA-wide	This action provides high-quality coaching, professional learning, and instructional support to teachers and staff to strengthen instructional practices and increase student engagement and achievement. According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Therefore, this action is provided on an LEA-wide basis to build educator capacity and improve outcomes for all students while principally benefiting the LEA's unduplicated student population.	Metric 1.9 will be used to monitor the effectiveness of this goal.
1.10	**Action:** Math Coach **Need:** Mathematics achievement data indicate a need for improved instructional practices and targeted academic support. The 2024–25 CAASPP results show that 100% of students did not meet standards in Mathematics, highlighting the need to strengthen teacher capacity to deliver high-quality, standards-aligned mathematics instruction.	This action provides a Math Coach to support teachers through coaching, lesson modeling, data analysis, and professional learning focused on effective mathematics instruction. The 2024–25 CAASPP results indicate that 100% of students did not meet standards in Mathematics, demonstrating a significant need to strengthen instructional practices and student achievement. This action is provided on an LEA-wide basis because all students benefit from high-quality mathematics instruction; however, it is principally directed toward improving	Metric 1.11 will be used to monitor the effectiveness of this action.

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
	Scope: LEA-wide	outcomes for English Learners, Foster Youth, and Low-Income students.	
2.1	**Action:** Credit Recovery **Need:** During the 24-25 school year, 84% of the unduplicated students needed credit recovery classes. **Scope:** LEA-wide	This action allows students to enroll in credit recovery courses needed to meet graduation requirements without disrupting their current class schedules. The self-paced format enables students to earn credits more efficiently and make progress toward graduation. According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Therefore, this action is provided on an LEA-wide basis to expand access to credit recovery opportunities while principally benefiting the LEA's unduplicated student population.	Metric 2.1 will be used to monitor the effectiveness of this action.
2.2	**Action:** Aeries Analytics **Need:** A review and analysis of student outcome metrics indicate a need to identify at-risk students and provide timely, targeted interventions. Given that 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners, ongoing data analysis and progress monitoring are needed to identify trends, address barriers to success, and improve student outcomes.	SBCOE will will continue to track the AERIES analytics in a quarterly basis to address this need in order to provide timely progress monitoring and targeted intervention. This action is designed to meet the needs most associated with English Learners, Foster Youth, and Low-Income students, however, because we expect that all students will benefit from data analysis and progress monitoring, this action is provided in an LEA-wide basis.	Metric 2.1 and 2.3 will be used to monitor the effectiveness of this action.

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
	Scope: LEA-wide		
2.3	**Action:** English Learner Case Management **Need:** According to the 2025 California School Dashboard, 24.1% of students are English Learners, and 0% of eligible students were reclassified this year. These data indicate a need for ongoing monitoring, targeted interventions, and coordinated support to improve English language proficiency, reclassification rates, and academic outcomes for English Learners. **Scope:** LEA-wide	This action provides English Learner case management services to monitor student progress, coordinate supports, and facilitate reclassification efforts. With 24.1% of students identified as English Learners and a 0% reclassification rate this year, targeted monitoring and intervention are needed to improve language acquisition and academic outcomes. Therefore, this action is provided on an LEA-wide basis to ensure English Learners receive consistent support across programs.	Metrics 2.4 and 2.5 will be used to monitor the effectiveness of this action.
2.5	**Action:** Online Supplemental Programs **Need:** Student performance data indicate a need for additional academic support and personalized learning opportunities to help students strengthen foundational skills and make progress toward academic goals. Supplemental instructional resources are needed to provide targeted intervention, progress	This action provides access to supplemental online programs that support personalized learning, intervention, progress monitoring, and credit recovery. These tools help teachers identify student needs and provide targeted instruction to improve academic outcomes. Because all students can benefit from additional learning supports and access to individualized instruction, this action is provided on an LEA-wide basis.	Metric 2.1, 2.6, and 2.7 will be used to monitor the effectiveness of this action.

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
	monitoring, and differentiated learning experiences that support student achievement. **Scope:** LEA-wide		
2.6	**Action:** Enrichment Activities **Need:** Students, particularly English Learners, Foster Youth, and Low-Income students, benefit from increased access to enrichment opportunities that support academic engagement, college and career readiness, social-emotional development, and connections to school. **Scope:** LEA-wide	This action provides enrichment activities, including field trips, career exploration, leadership opportunities, and extended learning experiences that enhance student engagement and support academic and personal growth. The action is provided on an LEA-wide basis because all students benefit from access to enrichment opportunities; however, it is principally directed toward improving engagement, participation, and outcomes for English Learners, Foster Youth, and Low-Income students, who may have limited access to these experiences outside of school.	Metrics 1.11, 2.1, 2.8, 3.1 will be used to monitor the effectiveness of this action.
2.9	**Action:** Incentives for PBIS **Need:** According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Student engagement data show a need for improved school connectedness, with a	This action provides PBIS incentives and recognition to encourage positive behavior, improve attendance, and increase student engagement. Because all students benefit from a positive school climate, this action is provided on an LEA-wide basis while principally supporting Socioeconomically Disadvantaged students and English Learners.	Metrics 2.1, 3.1, 3.2, 3.3, and 3.6 will be used to monitor the effectiveness of this action.

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
	24% suspension rate, 70% attendance rate, and 73% chronic absenteeism rate. Additional supports are needed to promote positive behavior, attendance, and engagement. **Scope:** LEA-wide		
3.2	**Action:** Parent/Student Informational Activities and Events **Need:** According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Families need access to information, resources, and opportunities to engage in their child's education. Increased parent and student informational activities and events can strengthen family engagement, improve communication, and support student success. **Scope:** Schoolwide	This action provides informational activities and events for parents and students to increase awareness of academic programs, available resources, graduation requirements, and postsecondary opportunities. Because family engagement supports positive student outcomes, this action is provided on an LEA-wide basis while principally benefiting Socioeconomically Disadvantaged students and English Learners.	The effectiveness of this action will be measured by Metrics 3.7 & 3.8.
3.3	**Action:** Social Worker (formerly Mental Health Therapist)	This action provides social work services to support students' social-emotional, behavioral, and attendance needs through	The effectiveness of this action will be measured by Metrics 2.1, 3.1, 3.2, 3.3, & 3.9.

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
	Modified for SY 2026-2027 **Need:** According to the 2025 California School Dashboard, 88.9% of students are Socioeconomically Disadvantaged and 24.1% are English Learners. Student engagement data indicate a need for social-emotional and behavioral supports, with a 24% suspension rate, 70% attendance rate, and 73% chronic absenteeism rate. Additional services are needed to address barriers to school participation, improve student well-being, and increase engagement. **Scope:** Schoolwide	case management, counseling, family outreach, and coordination of services. Because all students benefit from access to social-emotional supports, this action is provided on an LEA-wide basis while principally supporting Socioeconomically Disadvantaged students and English Learners.	

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

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.

NA

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 San Benito County Office of Education does not receive any additional concentration grant add-on funding.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 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	$6,408,332.00	124,766.00	1.947%	0.000%	1.947%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$469,514.00	$397,973.00	$0.00	$18,338.00	$885,825.00	$795,009.00	$90,816.00

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		All	No Yes	LEA-wide		All Schools	24-25 school year through 26-27 school year.	$14,050.00	$0.00	$14,050.00				$14,050.00	
1	1.2	Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	24-25 school year through 26-27 school year.	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3		English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Program Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	Professional Development	All	No			All Schools	24-25 school year through 26-27 school year.	$22,406.00	$0.00		$22,406.00			$22,406.00	
1	1.6	Teacher Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$61,748.00	$0.00	$61,748.00				$61,748.00	
1	1.7	Resource Specialist	Students with Disabilities	No			All Schools	24-25 school year through 26-27 school year.	$17,856.00	$0.00		$17,856.00			$17,856.00	
1	1.8		English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito County Juvenile Hall Court School	24-25 school year through 26-27 school year.	$0.00	$500.00	$500.00				$500.00	
1	1.9	Coordinator of Instructional Services Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		24-25 school year through	$18,700.00	$0.00	$18,700.00				$18,700.00	

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		26-27 school year.								
1	1.10	Math Coach	All Students with Disabilities	No Yes	LEA-wide		All Schools	2025-2027	$182,448.00	$0.00	$145,958.00	$36,490.00			$182,448.00	
2	2.1	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$0.00	$3,200.00	$3,200.00				$3,200.00	
2	2.2	Aeries Analytics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$0.00	$550.00	$550.00				$550.00	
2	2.3	English Learner Case Management	All	No Yes	LEA-wide		All Schools	24-25 school year through 26-27 school year.	$18,338.00	$0.00				$18,338.00	$18,338.00	
2	2.4	Summer Session	All	No			All Schools	June of 2025, June of 2026 and June of 2027	$0.00	$0.00				$0.00	$0.00	
2	2.5	Online Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 school year through 26-27 school year.	$0.00	$4,600.00	$4,600.00				$4,600.00	
2	2.6	Enrichment Activities	All	No Yes	LEA-wide		All Schools	24-25 school year through 26-27 school year.	$0.00	$31,500.00		$31,500.00			$31,500.00	
2	2.7	Professional Development	All	No			All Schools	24-25 school year through 26-27 school year.	$39,211.00	$0.00		$39,211.00			$39,211.00	
2	2.8	Coordination of Mental Health Services	All	No			All Schools	24-25 school year through 26-27 school year.	$4,155.00	$0.00	$4,155.00				$4,155.00	
2	2.9	Incentives for PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 school year through 26-27 school year.	$0.00	$1,600.00	$1,600.00				$1,600.00	
2	2.10	Individual Learning Plans	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.1		All	No			All Schools	Beginning school year 2024-2025 through 2026-2027.	$0.00	$0.00				$0.00	$0.00	
3	3.2	Parent/Student Informational Activities and Events	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth			$0.00	$900.00	$900.00				$900.00	

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										
3	3.3		English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pinnacles Community School and San Benito County Juvenile Hall Court School		$140,512.00	$1,860.00	$142,372.00				$142,372.00	
3	3.4	Mental Health Coordinator	All	No			Specific Schools: San Benito County Opportunity School		$18,981.00	$0.00		$18,981.00			$18,981.00	
3	3.5	Parent and Educational Partner Outreach	All	No			All Schools	2024-2025 through 2026-2027	$0.00	$0.00	$0.00				$0.00	
4	4.1	Foster Youth Service Coordinating Program Staff	All Foster Youth	No			All Schools Specific Schools: All Schools in San Benito County and collaborating with school as students are placed out of county.	School years 2024/2025 through 2026/2027	$133,656.00	$0.00		$133,656.00			$133,656.00	
4	4.2	Professional Development and Technical Assistance	All Foster Youth	No			All Schools	School years 2024/2025 through 2026/2027	$0.00	$0.00		$0.00			$0.00	
4	4.3	Health and Human Services Memorandum of Understanding (MOU)	All Foster Youth	No			All Schools	School years 2024/2025 through 2026/2027	$60,267.00	$0.00		$60,267.00			$60,267.00	
4	4.4	Foster Student Support	All Foster Student	No			All Schools	School years 2024/2025 through 2026/2027	$0.00	$13,000.00		$13,000.00			$13,000.00	

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
4	**4.5**	Transportation Agreement	All Foster Youth	No			All Schools	School years 2024/2025 through 2026/2027	$0.00	$24,606.00		$24,606.00			$24,606.00	
5	**5.1**		All	No			All Schools	The equity multiplier is an annual designation and therefore this goal and action will be for the 2026-27 school year.	$62,681.00	$0.00	$62,681.00				$62,681.00	
5	**5.2**	Behavior Intervention Plan (BIP)	All	No			All Schools	2024-2027 school years.	$0.00	$0.00	$0.00				$0.00	
5	**5.3**	PBIS and MTSS Support	All	No			All Schools	SY 2024-2025 through 2026-2027	$0.00	$0.00		$0.00			$0.00	

2026-27 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
$6,408,332.00	124,766.00	1.947%	0.000%	1.947%	$402,678.00	0.000%	6.284 %	**Total:**	$402,678.00
								LEA-wide Total:	$258,906.00
								Limited Total:	$0.00
								Schoolwide Total:	$143,772.00

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**	Teacher Support and Induction *Modified action for SY 2026-2027*	Yes	LEA-wide			$14,050.00	
1	**1.2**	Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	**1.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,500.00	
1	**1.4**	Program Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
1	**1.6**	Teacher Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income		$61,748.00	
1	**1.8**	Garden Program Support *Modified action for SY 2026-2027*	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Benito County Juvenile Hall Court School	$500.00	

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	1.9	Coordinator of Instructional Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$18,700.00	
1	1.10	Math Coach	Yes	LEA-wide			$145,958.00	
2	2.1	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,200.00	
2	2.2	Aeries Analytics	Yes	LEA-wide	English Learners Foster Youth Low Income		$550.00	
2	2.3	English Learner Case Management	Yes	LEA-wide				
2	2.5	Online Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,600.00	
2	2.6	Enrichment Activities	Yes	LEA-wide				
2	2.9	Incentives for PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600.00	
3	3.2	Parent/Student Informational Activities and Events	Yes	Schoolwide	English Learners Foster Youth Low Income		$900.00	
3	3.3	Social Worker (formerly Mental Health Therapist) *Modified for SY 2026-2027*	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pinnacles Community School and San Benito County Juvenile Hall Court School	$142,372.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$852,950.00	$767,069.00

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**	Induction	No	$9,398.00	$0.00
1	**1.2**	Course Offerings	No	$5,000.00	$0.00
1	**1.3**		Yes	$2,500.00	$0.00
1	**1.4**	Program Materials	Yes	$1,000.00	$0.00
1	**1.5**	Professional Development	No	$21,023.00	$21,500.00
1	**1.6**	Teacher Assistant	Yes	$57,492.00	$55,458.00
1	**1.7**	Resource Specialist	No	$53,053.00	$16,798.00
1	**1.8**	Support Green House	Yes	$500.00	$0.00
1	**1.9**	Coordinator of Instructional Services Support	Yes	$19,180.00	$20,009.00
1	**1.10**	Math Coach	No	$144,235.00	$175,947.00
2	**2.1**	Credit Recovery	Yes	$3,200.00	$0.00

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)
2	2.2	Aeries Analytics	Yes	$550.00	$0.00
2	2.3	English Learner Case Management	No	$17,293.00	$17,652.00
2	2.4	Summer Session	No	$0.00	$0.00
2	2.5	Online Supplemental Programs	Yes	$4,600.00	$0.00
2	2.6	Enrichment Activities	No	$31,500.00	$5,050.00
2	2.7	Professional Development	No	$26,328.00	$16,236.00
2	2.8	Coordination of Mental Health Services	No	$5,000.00	$4,141.00
2	2.9	Incentives for PBIS	Yes	$1,600.00	$0.00
2	2.10	Individual Learning Plans	No	$0.00	$0.00
3	3.1	Restorative Justice Coordinator	No	$0.00	$0.00
3	3.2	Parent/Student Informational Activities and Events	Yes	$900.00	$0.00
3	3.3	Mental Health Therapist	Yes	$161,466.00	$164,124.00
3	3.4	Mental Health Coordinator	No	$17,954.00	$17,960.00

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)
3	3.5	Parent and Educational Partner Outreach	No	$0.00	$0.00
4	4.1	Foster Youth Service Coordinating Program Staff	No	$116,500.00	$118,603.00
4	4.2	Professional Development and Technical Assistance	No	$0.00	$0.00
4	4.3	Health and Human Services Memorandum of Understanding (MOU)	No	$59,877.00	$66,343.00
4	4.4	Foster Student Support	No	$13,000.00	$8,859.00
4	4.5	Transportation Agreement	No	$23,123.00	$0.00
5	5.1		No	$56,678.00	$58,389.00
5	5.2	Behavior Intervention Plan (BIP)	No	$0.00	$0.00
5	5.3	PBIS and MTSS Support	No	$0.00	$0.00

2025-26 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)
$132,115.00	$252,988.00	$239,591.00	$13,397.00	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	1.3	Technology	Yes	$2,500.00	$0.00		
1	1.4	Program Materials	Yes	$1,000.00	$0.00		
1	1.6	Teacher Assistant	Yes	$57,492.00	$55,458.00		
1	1.8	Support Green House	Yes	$500.00	$0.00		
1	1.9	Coordinator of Instructional Services Support	Yes	$19,180.00	$20,009.00		
2	2.1	Credit Recovery	Yes	$3,200.00	$0.00		
2	2.2	Aeries Analytics	Yes	$550.00	$0.00		
2	2.5	Online Supplemental Programs	Yes	$4,600.00	$0.00		
2	2.9	Incentives for PBIS	Yes	$1,600.00	$0.00		
3	3.2	Parent/Student Informational Activities and Events	Yes	$900.00	$0.00		
3	3.3	Mental Health Therapist	Yes	$161,466.00	$164,124.00		

2025-26 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)
$6,152,868.00	$132,115.00	0.00%	2.147%	$239,591.00	0.000%	3.894%	$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, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- 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 32627(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:

Total Projected LCFF Supplemental and/or Concentration Grants

- 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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