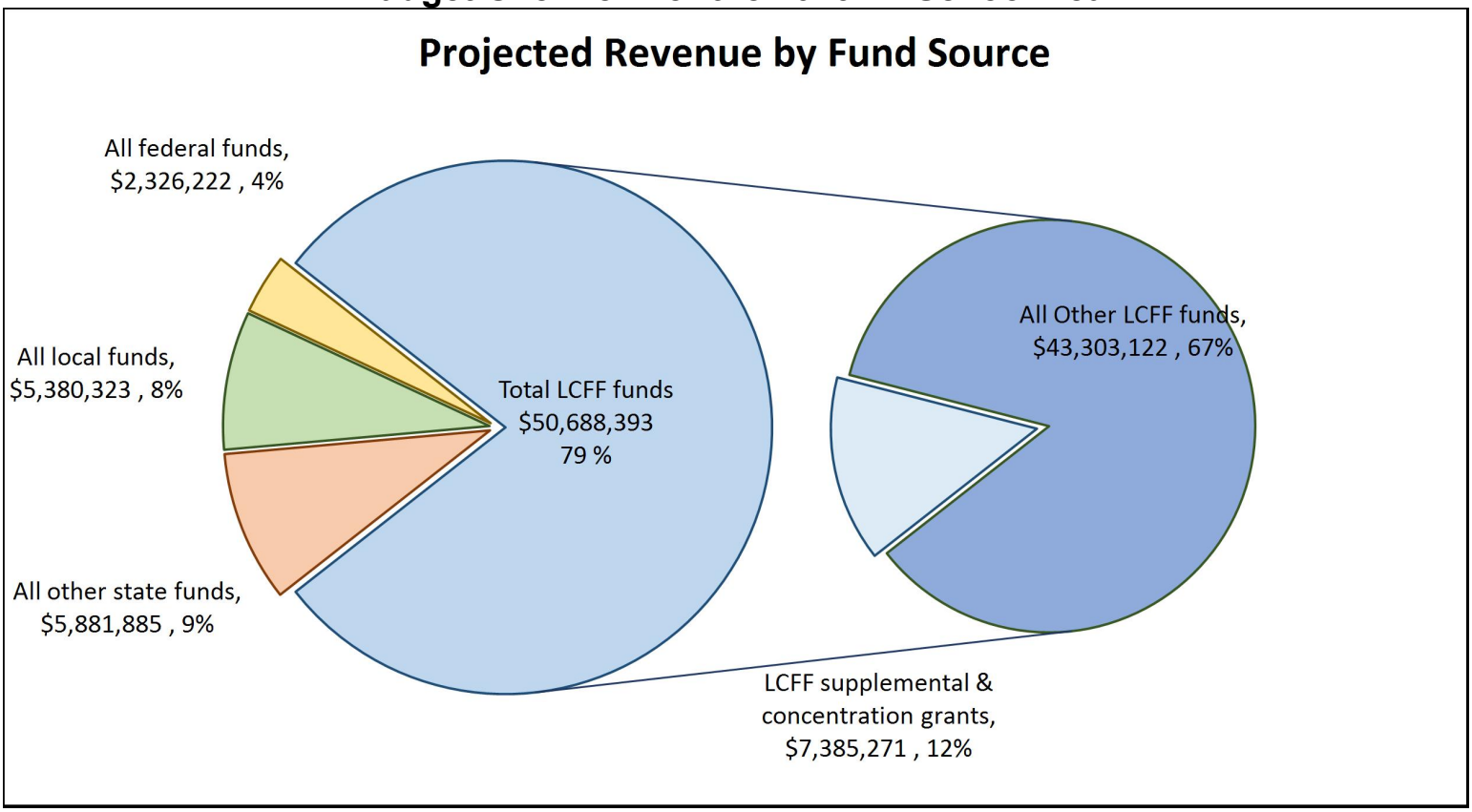
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito HSD
CDS Code: 35675380000000
School Year: 2026-27
LEA contact information:
Elaine Klauer
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

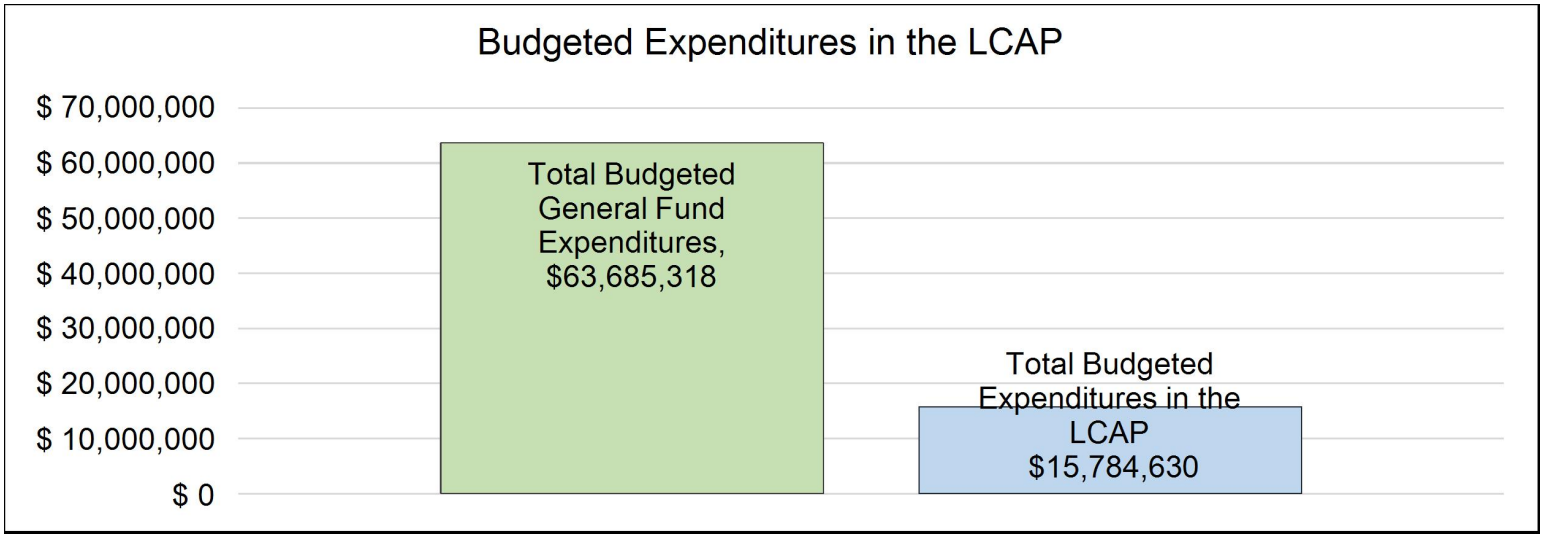


This chart shows the total general purpose revenue San Benito HSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Benito HSD is $64,276,823, of which $50,688,393 is Local Control Funding Formula (LCFF), $5,881,885 is other state funds, $5,380,323 is local funds, and $2,326,222 is federal funds. Of the $50,688,393 in LCFF Funds, $7,385,271 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Benito HSD plans to spend for 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 HSD plans to spend $63,685,318 for the 2026-27 school year. Of that amount, $15,784,630 is tied to actions/services in the LCAP and $47,900,688 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

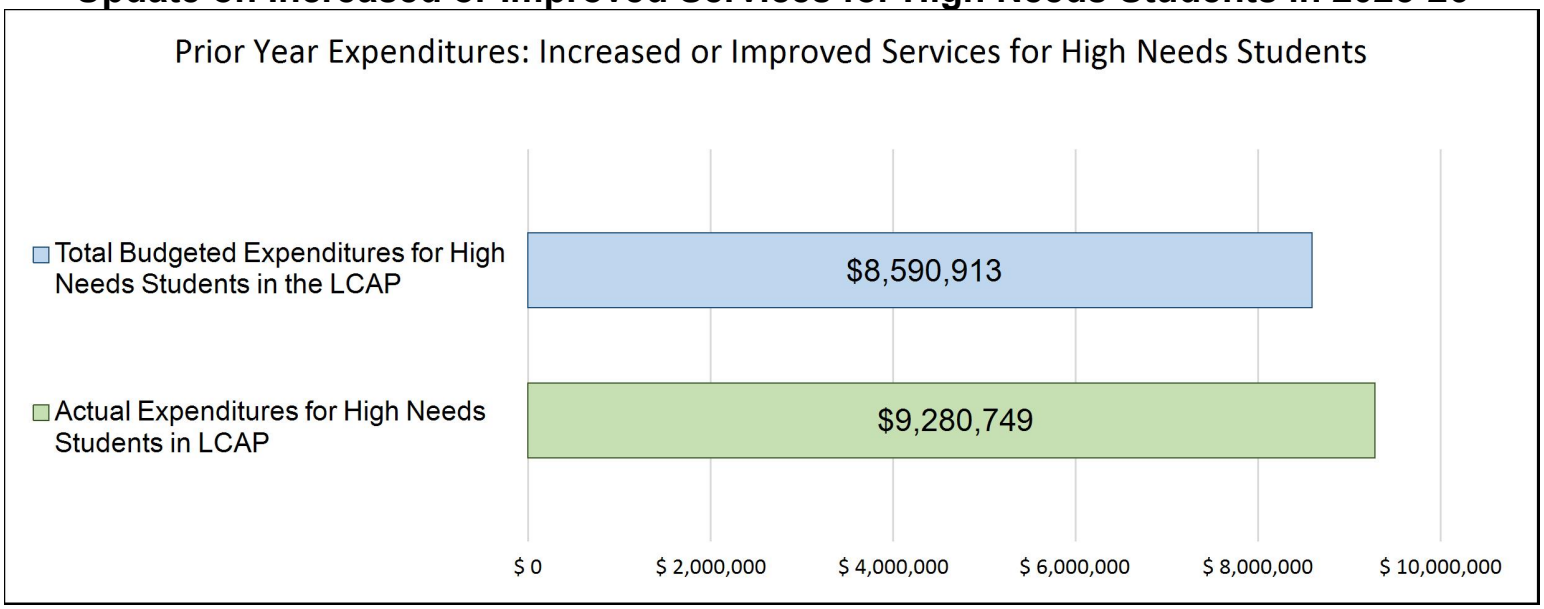
The largest General Fund budget expenditures not shown in the LCAP are personnel costs (administrative, certificated, and classified), except where noted in the Plan. In general, other expenditures not included are base instructional programs and services, routine maintenance, general operating costs,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

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

In 2026-27, San Benito HSD is projecting it will receive $7,385,271 based on the enrollment of Foster Youth, English learner, and low-income students. San Benito HSD must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito HSD plans to spend $8,794,928 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 HSD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Benito HSD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Benito HSD's LCAP budgeted $8,590,913 for planned actions to increase or improve services for high needs students. San Benito HSD actually spent $9,280,749 for actions to increase or improve services for high needs students in 2025-26.

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 HSD	Elaine Klauer Asst. Superintendent, Academics & Instructional Programs	831-637-5831 eklauer@sbhsd.k12.ca.us

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

CALPADS 2025-26 reported district enrollment at 3405, with 3330 students served at Hollister High School (HHS) and 75 students served at San Andreas Continuation High (SACH) School, which is run by the San Benito County Office of Education per an MOU between the agencies. Subgroup enrollments at SBHSD were reported to CALPADS as follows: Free and Reduced Meal Program participants: 2029 (60%), English Learners: 341 (10%), Foster Youth: 7(<1%), Homeless: 140 (4%), Migrant: 428 (13%) making up the total unduplicated total of 2120 (62%). The district's student body reflects a rich diversity and includes significant populations of historically underserved students. This diversity calls for targeted and equitable support systems that ensure access and success for all learners.

SBHSD employs over 300 certificated and classified staff who work collaboratively to support student learning. The district has adopted a graduation policy aligned with the a–g admission requirements for the University of California and California State University systems. This policy ensures all students, including those pursuing Career Technical Education (CTE) pathways, are equipped to graduate with college and

career readiness.

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

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

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

SBHSD maintains a partnership with the San Benito County Office of Education to operate San Andreas Continuation High School, which continues to qualify for Equity Multiplier funding for the 2026–27 school year. These funds will be strategically used to address systemic barriers and expand services for the most vulnerable students. This designation is based on its enrollment of students who qualify under the state's criteria for the Equity Multiplier. The LCAP includes a dedicated focus goal (Goal 4) that outlines specific supports and services implemented to address the needs of historically underserved students at San Andreas.

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

Reflections: Annual Performance

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

Reflections: Successes

San Benito High School District (SBHSD) continues to demonstrate meaningful progress in several key areas, as evidenced by district-level results on the 2025 California School Dashboard and recent local data. The district's English Learner Progress Indicator reached the Green performance level, with 56.2% of English Learners making progress toward English language proficiency, an increase of 8.4 percentage points from the prior year. The district's College/Career Indicator also reached the Green performance level, with 52.4% of students identified as Prepared, an increase of 13.2 percentage points from 39.3% in the prior year. School climate showed substantial improvement, with the district's Suspension Rate reaching the Blue performance level at 3.1%, a decrease of 5.7 percentage points from 8.8% in the prior year. Local reclassification data also showed positive outcomes, with an overall English Learner reclassification rate of 31.4% and a Long-Term

English Learner reclassification rate of 39.2%. These district-level outcomes demonstrate meaningful progress in English Learner achievement, college and career readiness, and school climate while also identifying areas in which continued improvement is needed.

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

The district's current progress should also be considered in relation to its 2023 California School Dashboard performance, which identified significant areas of need for both the district overall and several student groups. In 2023, SBHSD's Suspension Rate was 8.5% and in the Red performance level. The English Learner Progress Indicator was also Red, with 44.1% of English Learners making progress toward English language proficiency after a decline of 10.7 percentage points. In addition, 39.8% of students were identified as Prepared on the College/Career Indicator, reflecting a Medium status.

The 2023 Dashboard also identified significant performance gaps among student groups. English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities were identified at the lowest performance level (Red) in areas connected to Priority 4, Pupil Achievement, and Priority 6, School Climate, including suspension. Students with Disabilities also demonstrated significant need within Priority 8, Outcomes in a Broad Course of Study. These results reinforced the need for SBHSD to examine not only overall district outcomes, but also the systems, practices, and conditions contributing to persistent disparities among historically underserved student groups.

Reflections: Identified Need

Despite these achievements, the 2025 Dashboard data highlights critical areas requiring focused intervention, particularly in academic performance. Mathematics remains a significant challenge, currently at the Orange performance level with students performing 111.3 points below standard, representing a decline of 17.0 points. Equity gaps are evident in this area; the Hispanic student group is in the Red performance level (119.4 points below standard), Socioeconomically Disadvantaged students in the Red performance level (122.4 points below standard), and Students with Disabilities in the Red performance level (212.2 points below standard). Additionally, English Learners, Long-Term English Learners, and the White student groups remain in the Orange performance level.

While the district remains above standard in English Language Arts (ELA), the performance level shifted to Yellow following a 6.9-point decline. Within this indicator, Students with Disabilities are in the Red performance level, and the English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged student groups are in the Orange level. Similarly, while Science is in the Yellow category overall, with Students with Disabilities performing in the Red level, indicating a need for more consistent proficiency across all subgroups.

Through these aligned and intentional actions, SBHSD continues to prioritize equity and access, ensuring that all students, especially those identified through dashboard indicators, receive the support necessary to succeed academically and socially. These efforts will be evaluated continuously through metrics embedded in each LCAP goal and monitored for effectiveness to guide future adjustments.

During the 2025-26 school year, the district continued to utilize Differentiated Assistance and its collaborative support systems to identify root causes and implement targeted academic recovery, particularly in Math and ELA performance. SBCOE informed SBHSD that we are no longer eligible for DA due to improved California Dashboard results.

Reflections: Technical Assistance

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

San Benito High School District was not newly identified for Differentiated Assistance (DA) based on the 2025 California School Dashboard. However, because SBHSD was previously identified for DA based on performance outcomes for specific student groups identified on the 2024 California School Dashboard. In alignment with Education Code sections 52071 and 52072, technical assistance is provided to support sustained improvement efforts for the following student groups and state priorities: English Learners (Priority 4 – Pupil Achievement and Priority 6 – School Climate), Hispanic students (Priority 4 and 6), Socioeconomically Disadvantaged students (Priority 4 and 6), and Students with Disabilities (Priority 4 – Pupil Achievement, Priority 6 – School Climate, and Priority 8 – Outcomes in a Broad Course of Study). In the most recent CA Dashboard update, Homeless students were also identified in the Red performance level for School Climate. Differentiated Assistance eligibility is determined annually; however, once a district is identified, county offices of education are required to provide support for a minimum of two consecutive years beginning with the initial year of identification. Therefore, although SBHSD no longer met the eligibility criteria based on the 2025 Dashboard, the district continued its DA work during the 2025–26 school year as part of the required two-year support cycle. This technical assistance continues to focus on the student groups and state priorities identified through the 2024 Dashboard, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities in the areas of pupil achievement, school climate, and outcomes in a broad course of study.

Throughout the 2024–25 and 2025-26 school years, SBHSD continued to engage in a multi-agency technical assistance model with the SBCOE, Tulare County Office of Education (TCOE), Hollister Elementary School District (HESD), and Aromas-San Juan Unified School District (ASJUSD). This collaborative partnership has supported cross-district planning, documentation of improvement activities, thought partnership, facilitation coaching, and alignment of differentiated assistance efforts within the LCAP. The focus of this work has remained centered on improving school climate outcomes and increasing student achievement in mathematics, particularly for English Learners and LTEL students transitioning from 8th to 9th grade. Technical assistance has included joint data reviews of Dashboard and local indicators, identification of root causes using protocols from TCOE, and cross-district PLC sessions focused on student group performance in math and school climate. These structures have supported shared strategies and continuous improvement cycles across districts. The focus of this work has remained centered on improving school climate outcomes and increasing student achievement in mathematics, particularly for English Learners and LTEL students transitioning from 8th to 9th grade. For example, DA-supported activities in math include the use of common diagnostic assessments in Algebra I, ongoing progress monitoring of on-track rates, and targeted reteach/reassess cycles through Haybaler Support Time (Goal 2, Action 9). In school climate, DA efforts have emphasized expanding restorative practices and monitoring suspension data monthly through the Panorama platform, with progress reviewed in ILT and DA meetings.

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

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

The district's continued engagement in Differentiated Assistance has coincided with significant improvement in school climate outcomes. On the 2025 California School Dashboard, SBHSD's Suspension Rate reached the Blue performance level, with 3.1% of students suspended at least one day, compared with 8.5% in 2023. Student-group outcomes also improved: English Learners were Green at 5.9%; Long-Term English Learners were Green at 5.6%; Hispanic students were Blue at 3.2%; Homeless students were Blue at 2.7%; Socioeconomically Disadvantaged students were Blue at 3.5%; and Students with Disabilities were Yellow at 6.4%. Migrant students remained an area of need, with an Orange performance level at 8.1%. These results demonstrate substantial improvement while identifying student groups for whom continued monitoring and support remain necessary. The district also showed strong growth across multiple state indicators, with Suspension Rate, Graduation Rate, and College/Career Indicator all in Green, and English Learner Progress in Blue. While mathematics remains an area of continued need, particularly for Hispanic students and Students with Disabilities, the overall Dashboard results demonstrate that SBHSD's differentiated assistance work has contributed to improved outcomes for student groups and strengthened the district's systems for continuous improvement.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Reviewed goals, actions, and metrics from the LCAP: March 6, 2026
DELAC Parents	One hour meeting to review goals, actions, and metrics from the LCAP: April 15, 2026
Student Advisory	Meeting with student representatives to discuss goals, actions, and metrics from the LCAP: April 22, 2026 Superintendent's Council Student discussions held at San Andreas to support input from our Equity Multiplier School.
Parent and Community Survey	The survey was distributed electronically to over 10,000 subscribers of the Weekly SBHSD communication and through Parent Square to all families. Additionally, the survey was shared on social media platforms (Instagram, Facebook, X, LinkedIn, district website). May 19,2026 through June 2,2026.
Migrant PAC	One hour meeting to review goals, actions, and metrics from the LCAP: March 11, 2026
Certificated Staff	One-hour meeting to review goals, actions, and metrics from the LCAP with department chairs May 4, 2026. DCs presented to departments regarding LCAP input on May 21, 2026. Survey distributed.
Classified Staff	Meeting to review goals, actions, and metrics from the supervisorial team to the classified staff on May 19,2026. Survey was distributed.
Differentiated Assistance Team	Four meetings with teachers, SPED staff, site adminsitration,math teachers, and classified staff. Sept 3, 2025, Nov 19, 2025, Feb 4, 2026, April 15, 2026.

Educational Partner(s)	Process for Engagement
SELPA	Selpa Consultation May 26, 2026
San Andreas Continuation School	Parent/Family Input and feedback were obtained through listening sessions, phone calls, and Google Form survey.Survey Dates: May to June 2026 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 Staff input and feedback were obtained during a staff meeting and Google Form survey. Meeting Date: May 14, 2026
CSEA and SBHSTA Unions	One hour meeting June 4, 2026 with CSEA and SBHSTA representatives.

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

For Goal 1, educational partner feedback regarding teacher support, classroom instruction, professional learning, curriculum collaboration, instructional technology, and PLC effectiveness influenced the continuation and refinement of Actions 1.1 (Support New and Experienced Teachers), 1.4 (Program Specialists and Teacher Coaching and Supports), 1.5 (Curriculum and Content Area Release Days), 1.6 (Professional Development), 1.7 (PLC Framework), and 1.8 (Instructional Technology Curriculum and Supports). Feedback regarding class sizes, individualized student support, instructional materials, and technology use reinforced the district's focus on providing strong instructional conditions while also monitoring the effectiveness and cost of these supports.

For Goal 2, feedback regarding college and career readiness, CTE, dual enrollment, AP, AVID, intervention, English Learner supports, Students with Disabilities, and credit recovery influenced Actions 2.1 (College and Career Readiness), 2.2 (Advanced Placement Program), 2.3 (CTE Program Supports), 2.4 (Credit Recovery–Summer School and Support), 2.5 (AVID College Readiness Program), 2.6 (English Learner and LTEL Supports), 2.7 (Support for Students with Disabilities), and 2.9 (Haybaler Support Time). Educational partners specifically emphasized expanding equitable access to college and career opportunities, sustaining intervention and retake opportunities, strengthening supports for English Learners and Students with Disabilities, and reviewing the effectiveness and sustainability of existing programs.

For Goal 3, feedback regarding family engagement, bilingual communication, school climate, student wellness, attendance, behavior, restorative practices, student voice, and school connectedness influenced Actions 3.1 (Student and Parent Engagement), 3.2 (Parent Involvement), 3.3 (Communication to Stakeholders), 3.4 (Multi-Tiered Systems of Support), 3.5 (Tiered Restorative Practices to Support Student Behavior and Wellness), and 3.6 (Additional Supports for Students). Educational partner feedback reinforced the continuation of these actions while emphasizing clearer communication, increased visibility of student supports, stronger student and family voice, and continued attention to the root causes of behavior, attendance, and wellness concerns.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly credentialed teachers (Local Indicator)	23-24 96% of teachers are appropriately credentialed and assigned.	24-25 98% of teachers are appropriately credentialed and assigned.	25-26 97% of teachers are appropriately credentialed and assigned.	26-27 100% of teachers are appropriately credentialed and assigned.	The percentage of appropriately credentialed and assigned teachers increased by 1%, from 96% in 2023–24 to 97% in 2025–26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Student access to instructional materials, Maintain Textbook Sufficiency (Board Policy)	23-24: 100% of students have access to board-adopted materials and instructional supplies	24-25: 100% of students have access to board-adopted materials and instructional supplies	25-26 100% of students have access to board-adopted materials and instructional supplies	26-27 100% of students have access to board-adopted materials and instructional supplies	The percentage remained consistent at 100% from 2023–24 to 2025–26.
1.3	Facilities in good repair (FIT assessment)	23-24 Facilities Inspection Tool Report shows 97.8% with a "good" rating.	24-25 Facilities Inspection Tool Report shows 97% with a "good" rating	25-26 Facilities Inspection Tool Report shows 97.31% with a "good" rating	26-27 Facilities Inspection Tool Report shows 98% with a "good" rating.	The percentage decreased from 97.8% in 2023–24 to 97.31% in 2025–26.
1.4	Implementation of academic and essential content standards in core subjects (Local Indicator)	23-24: 100% of PLCs in core subjects have identified their academic content standards.	24-25 100% of PLCs in core subjects have identified their academic content standards.100% of PLCs in core subjects have identified essential standards.	25-26 100% of PLCs in core subjects have identified their academic content standards and essential standards.	26-27 100% of PLCs in core subjects have identified their academic content standards and revisit the identified standards twice each school year.	The percentage remained at 100%, with an added improvement in 2024–25 as 100% also identified essential standards.
1.5	EL access to CA standards including ELD standards (Local Indicator)	23-24 30% of PLCs have integrated ELD standards within content areas	24-25 30% of PLCs have integrated ELD standards within content areas, and schoolwide integration of Speaking and Listening standards was implemented.	25-26 35% of PLCs have integrated ELD standards within content areas, and schoolwide integration of Speaking and Listening standards was implemented.	26-27 70% of PLCs have integrated ELD standards within content areas	The percentage of PLCs integrating ELD standards within content areas increased slightly by 5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CTE pathways have integrity to prepare students for becoming CCI ready (Local Indicator)	23-24 Total completers: 221 60% Hispanic 31% White 10% Other 10% SPED 3% EL 52% SED	24-25 Total completers: 238 60% Hispanic 32% White 8% Other 11% SPED 2% EL 58% SED	25-26 Total Completers: 234 71% Hispanic 23% White 6% Other 12% SPED 3% EL 54% SED	26-27 Increase total completers by 10% each year (294 by 26-27)	The total number of CTE pathway completers increased by 13 students from the 2023-24 baseline, from 221 completers to 234 completers in 2025-26.
1.7	PLCs use of data to provide students with intervention (Local Indicator)	23-24 50% of PLCs have self-identified using the PLC process as at least "progressing."	24-25 55% of PLCs have self-identified their use of the PLC process as at least "progressing."	25-26 75% of PLCs have self-identified their use of the PLC process as at least "progressing."	26-27 80% of PLCs have self-identified using the PLC process as at least "progressing."	The percentage increased by 25 percentage points, from 50% in 2023–24 to 75% in 2025–26.
1.8	Student access to technology (Local Indicator)	23-24: 100% of students have access to a school Chromebook and charger	24-25 100% of students have access to a school Chromebook and charger	25-26 100% of students have access to a school Chromebook and charger	26-27: 100% of students have access to a school Chromebook and charger	The percentage remained consistent at 100% from 2023–24 to 2025–26.
1.9	Participation with professional development (Local Indicator)	23-24 96% of teachers participated in the district's professional development days.	24-25 95% of teachers took part in professional development days provided by the district.	25-26 96% of teachers took part in professional development days provided by the district.	26-27 100% of teachers participated in the district's professional development days.	The percentage remained at 96% in 2023–24 to 96% in 2025–26.
1.10	Collaboration meetings with San Andreas (Local Indicator)	23-24 4 non-scheduled meetings were had between SBHSD and SBCOE	24-25 0 non-scheduled meetings were held between SBHSD and SBCOE	25-26 2 meetings were held between SBHSD and SBCOE	26-27 Quarterly, agendized meetings between SBHSD and SBCOE	The number of non-scheduled collaboration meetings between SBHSD and SBCOE increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from 0 in 2024–25 to 2 in 2025-2026.

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.

Actions and services aligned with Goal 1 were largely implemented as planned during the 2025–26 school year. The district continued to implement systems and supports focused on providing high-quality teaching and learning environments for all students. Key structures remained in place throughout the year, including monitoring of teacher credentialing and assignments, access to instructional materials, safe and functional facilities, standards alignment, English Language Development integration, CTE pathway integrity, Professional Learning Community development, student access to technology, professional learning, and collaboration with alternative education partners.

Action 1.1, Supporting new and experienced teachers, was implemented through continued monitoring and support for appropriate teacher credentialing and assignments. In 2025–26, 97% of teachers were appropriately credentialed and assigned. Although this reflected a slight decrease from the prior year, the district continued to maintain a strong overall rate of appropriately assigned teachers within a challenging educator labor market. This action remained an important foundational condition for ensuring students have access to qualified certificated staff.

Action 1.2, Instructional Materials, was fully implemented as planned. In 2025–26, 100% of students had access to board-adopted instructional materials and supplies. There were no substantive differences between the planned action and actual implementation. This continued to support student access to grade-level, standards-aligned coursework across instructional programs.

Action 1.3, Maintain Facilities, was implemented as planned. The district maintained safe, clean, and functional learning environments, with the Facilities Inspection Tool report remaining at 97.31% and receiving a “good” rating in 2025–26. This reflects continued attention to maintaining facilities that support student learning, staff working conditions, and daily school operations.

Action 1.4 and 1.5, Standards Implementation with Program Specialist and Coaching Supports, were implemented through continued work on academic content standards, essential standards, and English Language Development integration. A major implementation success was that 100% of PLCs in core subject areas had identified both academic and essential standards by 2025–26. In addition, 35% of PLCs integrated ELD standards within their content areas, and schoolwide integration of Speaking and Listening standards was implemented. While this represents progress in strengthening language development across the curriculum, broader integration of ELD standards across all content areas still requires continued implementation support.

Action 1.6, Professional Development, was implemented through district-provided professional learning opportunities for certificated staff. Participation remained strong, with 96% of certificated staff participating in professional learning. This action was implemented as planned

and continued to support district priorities related to instruction, assessment, intervention, and student support. A continued implementation challenge is strengthening follow-up support and measuring how professional development is applied in classrooms and PLCs over time.

Action 1.7, Professional Learning Communities Framework, was implemented through continued PLC development, data review, and monitoring of collaborative practices across departments. The most recent outcome shows positive growth, with 75% of PLCs self-identifying their use of the PLC process as at least “progressing,” compared to the 2023–24 baseline of 50%. This reflects continued implementation of PLC structures and increased use of collaboration to support intervention, enrichment, reassessment, and responsive instructional planning. Continued support will be needed to strengthen consistency across all PLCs.

Action 1.8, Student Access to Technology, was fully implemented as planned. In 2025–26, 100% of students continued to have access to a school Chromebook and charger. There were no substantive differences between planned and actual implementation. This action continued to support student access to digital learning tools, online curriculum, assessment platforms, and classroom instruction.

Action 1.9, Instructional Supports for Alternative Education Partners, was partially implemented and remains an area for continued refinement. The district held two meetings between SBHSD and SBCOE in 2025–26, which reflects improvement from the prior measured outcome of zero meetings. However, implementation still fell short of the long-term goal of quarterly, agendized collaboration meetings. This represents a substantive difference between the planned intent of the action and actual implementation. Continued structure, calendaring, shared agendas, and clearly defined outcomes will be needed to make collaboration with San Andreas Continuation High School and SBCOE more consistent and sustainable.

There were no major substantive differences between most planned actions and actual implementation for Goal 1. Most actions remained in ongoing implementation as planned. Areas requiring continued refinement included expanding ELD standards integration beyond 35% of PLCs, strengthening consistency in PLC implementation, measuring the classroom application of professional learning, and formalizing collaboration with alternative education partners.

Overall, Goal 1 was carried out with consistent implementation of the district’s core systems for teacher assignments, instructional materials, facilities, standards alignment, CTE pathway integrity, technology access, professional learning, and PLC development. Key implementation successes included continued 100% access to instructional materials and technology, strong facilities ratings, full identification of academic and essential standards by core PLCs, and high participation in professional learning. The district will continue to refine implementation in the areas of ELD integration, PLC practices, professional learning follow-up, and alternative education collaboration so that Goal 1 continues to support high-quality teaching and learning environments for all students.

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

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

Action 1.2: Textbook Adoptions — budgeted $245,000; estimated actuals $385,190, a difference of $140,190 above budget. The cost of textbooks and instructional materials was higher than initially budgeted.

Action 1.3: Maintain Facilities — budgeted $1,401,339; estimated actuals $1,776,050, a difference of $374,711 above budget. The variance in actual expenditures was higher than initially budgeted.

Action 1.8: Instructional Technology Curriculum and Supports — budgeted $667,231; estimated actuals $683,439, a difference of $16,208 above budget. This is due to increased costs for student Chromebook purchases.

Expenditures less than budgeted amounts for the following contributing actions:

Action 1.1: Support New and Experienced Teachers — budgeted $367,495; estimated actuals $311,004, a difference of $56,491 below budget. The variance is in anticipated mentor and support provider numbers for new teachers.

Action 1.5: Curriculum and Content Area Release Days — budgeted $43,733; estimated actuals $31,822, a difference of $11,911 below budget. The ongoing substitute teacher shortage limited the number of full-day release opportunities for curriculum development.

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

The actions outlined in Goal 1 have largely been effective in making progress toward the district's goal of providing high-quality teaching and learning environments for all students. Overall, the district maintained strong implementation across foundational instructional conditions, including appropriately assigned teachers, access to instructional materials, safe and functional facilities, standards alignment, English Language Development integration, professional learning, PLC development, student technology access, and collaboration with alternative education partners. Most aligned metrics showed stable or positive outcomes, while one action remains partially effective due to the need for more consistent cross-agency collaboration.

Action 1.1, aligned with Metric 1.1, Teacher Assignments and Credentialing, was effective. The district continued to monitor and support appropriate teacher credentialing and assignments, and the Year 2 outcome showed that 97% of teachers were appropriately credentialed and assigned. Although this reflects a slight decrease from the prior year, the district maintained a strong rate of appropriate teacher assignment and continued progress toward the long-term goal of 100%. This action continues to support the district's ability to provide students with access to qualified certificated staff.

Action 1.2, aligned with Metric 1.2, Instructional Materials, was effective. Student access to instructional materials remained at 100% in the Year 2 outcome, and the action was fully implemented. This demonstrates that the district successfully maintained textbook sufficiency and access to board-adopted instructional materials and supplies for all students. This action continues to support equitable access to grade-level, standards-aligned instruction.

Action 1.3, aligned with Metric 1.3, Facilities, was effective. The district maintained safe, clean, and functional learning environments, with the Facilities Inspection Tool remaining at 97.31% and receiving a "good" rating in the Year 2 outcome. This indicates continued success in maintaining school facilities that support teaching, learning, and staff working conditions.

Action 1.4 and 1.5, aligned with Metric 1.4 and 1.5, Academic and Essential Standards and ELD standards implementation, were effective. The district sustained its work in standards alignment, and the Year 2 outcome showed that 100% of PLCs in core subject areas identified both academic content standards and essential standards. This reflects strong progress in supporting coherent curriculum planning across departments and ensuring that PLCs are aligned around priority learning outcomes for students. In addition, English Language Development Standards Integration was partially effective but showed progress. The Year 2 outcome showed that 35% of PLCs integrated ELD standards within content areas, representing a 5% increase. Schoolwide integration of Speaking and Listening standards continued to be implemented, as planned. While this reflects positive movement, broader ELD standards integration across all content areas remains an area for continued growth. The district will continue to build teacher capacity and strengthen language-supportive practices through PLCs and professional learning.

Action 1.6, aligned with Metric 1.9, Professional Development, was effective. The district continued to provide professional development and ongoing support for teachers and administrators aligned to district priorities, including MTSS, positive behavior supports, multilingual learner strategies, PLC development, equitable standards-based grading practices, SEL, trauma-informed practices, college and career readiness, and campus safety. The Year 2 outcome reflected 96% teacher participation in district professional development days, showing continued strong staff engagement in professional learning. Moving forward, the district will continue to strengthen follow-up support and monitor how professional learning is applied in classrooms and PLCs.

Action 1.7, aligned with Metric 1.7, Professional Learning Communities, was effective and showed positive growth. The district continued its PLC framework work to improve teachers' use of data for intervention, enrichment, reassessment, and instructional planning. Prior outcome data showed that 55% of PLCs self-identified as at least "progressing" in their use of the PLC process, and the Year 2 outcome increased to 75%. This growth demonstrates that more PLCs are developing stronger collaborative practices and using data more consistently to support student learning.

Action 1.8, aligned with Metric 1.8, Student Access to Technology, was effective. Student access to technology remained at 100% in the Year 2 outcome. The district continued ongoing implementation of instructional technology supports, ensuring that students maintained access to Chromebooks, chargers, digital curriculum, online assessments, and classroom learning tools. This action continues to support equitable participation in instruction and access to digital learning resources.

Action 1.9, aligned with Metric 1.10, Collaboration with Alternative Education Partners, was partially effective. The district continued to recognize the importance of collaboration between SBHSD, San Andreas Continuation High School, and the San Benito County Office of Education; however, implementation remained inconsistent. The baseline reflected four non-scheduled meetings between SBHSD and SBCOE, while the prior measured outcome dropped to zero meetings. In 2025–26, two meetings were held, which demonstrates some progress from the prior year but still falls short of the district's long-term target of quarterly, agendized collaboration meetings. This action remains important, but stronger calendaring, shared agendas, and defined outcomes are needed to make collaboration more consistent and sustainable.

In summary, the majority of Goal 1 actions were effective in supporting high-quality teaching and learning environments for all students. Strong areas of effectiveness included teacher credentialing and assignments, instructional materials, facilities, standards alignment, professional development participation, PLC growth, and student access to technology. Areas requiring continued attention include expanding ELD standards integration across more PLCs and formalizing collaboration with alternative education partners. As a result, the

district will continue these actions while refining implementation to strengthen instructional coherence, language development, PLC practices, and cross-agency collaboration.

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

Based on reflections from the 2025–26 school year, no major changes are planned to Goal 1, its metrics, or its target outcomes for the coming year. The district has determined that the goal continues to align with the ongoing priority of providing high-quality teaching and learning environments for all students. The foundational conditions addressed in Goal 1, including access to appropriately credentialed teachers, instructional materials, technology, safe facilities, professional learning, and standards-aligned curriculum, remain essential to supporting student achievement.

However, the district will make targeted adjustments to planned actions and implementation for the 2026–27 school year based on reflections on prior practice, staffing needs, enrollment growth, and district priorities. One significant adjustment will be a reduction in instructional coaching by 0.6 FTE. The district needs to reallocate staffing to provide additional English course sections in response to the growing student population. While overall instructional coaching capacity will be reduced, mathematics remains an academic area of need; therefore, math coaching will be sustained at the current level of 0.8 FTE. Maintaining this math coaching support will allow the district to continue prioritizing instructional improvement in mathematics, particularly as part of ongoing Differentiated Assistance work and efforts to improve outcomes for student groups who are not yet meeting state indicators.

The district will also continue to prioritize mathematics professional development in the coming year. Professional learning connected to the California Math Framework and other math-specific instructional supports will remain important as teachers continue to strengthen lesson design, pedagogy, and equitable instructional practices. In addition, members of the district's Differentiated Assistance team will participate in WestEd's System Transformation Series to strengthen system-level leadership, root cause analysis, implementation planning, and sustainable improvement efforts connected to mathematics outcomes.

Another adjustment for the coming year will be the streamlining of instructional technology usage across the district. Following school closures due to COVID-19, the district purchased and utilized multiple instructional technology platforms to support teaching and learning. Based on reflection and implementation experience, the district will move toward using fewer instructional technology platforms with more focused professional development on the products that are most aligned with district goals. This shift is intended to reduce duplication, improve consistency of use, support stronger teacher implementation, and ensure that professional learning is more targeted and sustainable.

Overall, Goal 1 will remain largely unchanged for the coming year, as the goal and metrics continue to reflect the district's commitment to high-quality instructional conditions for all students. The primary changes will be targeted implementation adjustments, including reducing overall instructional coaching due to staffing needs, sustaining math coaching because mathematics remains a priority area, continuing math-focused professional development and system transformation work, and streamlining instructional technology to support more focused and effective implementation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support New and Experienced Teachers	San Benito High School District (SBHSD) will implement a comprehensive strategy to attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees. The district will ensure that all hired staff possess the appropriate credentials and certificates, enabling them to provide exceptional educational services to all students. This initiative aims to create a diverse and dynamic workforce that reflects the community, promotes educational equity, and enhances the overall quality of education within the district.	$391,960.00	Yes
1.2	Textbook Adoptions	The Department of Academics and Instructional Programs will continue implementing textbook/material adoption to ensure access to core instructional materials, including all Common Core State Standards (CCSS) adoptions and implementing Next Generation Science Standards (NGSS) and Integrated ELD Standards districtwide.	$300,000.00	No
1.3	Maintain Facilities	Maintain SBHSD and supporting facilities in good repair to increase safety and security for all students and employees.	$1,776,050.00	No
1.4	Program Specialists and Teacher Coaching and Supports	Program Specialists will deliver targeted support and professional learning opportunities for all staff to enhance academic support for underperforming and disadvantaged students. This initiative provides tailored assistance to English learners, socioeconomically disadvantaged students, and homeless/foster students, ensuring they receive the high-quality education and resources needed to succeed. Through specialized training and ongoing professional development, staff will be equipped with the skills and strategies to effectively address the diverse needs of these student populations.	$368,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-High-quality coaching (0.8 FTE) -Program Specialist (1.0 FTE) -Stipend for State Civic Seal and STEM (2 stipends)		
1.5	Curriculum & Content Area Release Days	The Department of Academics and Instructional Programs will continue to provide additional time for teachers to plan support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. • Embed ELA literacy standards and ELD standards to provide relevance to students • Implementation of Essential Standards Curriculum Guides for each content area with a focus on equitable grading and quality assessments (rubrics). • Implementation of Universal Design for Learning (UDL) principles • Embed Culturally Relevant Teaching Practices • Focused Math coaching for all math courses	$35,834.00	Yes
1.6	Professional Development	The Department of Academics and Instructional Programs will deliver comprehensive professional development and ongoing support for teachers and administrators to ensure the successful implementation of district initiatives. These initiatives are designed based on disaggregated data and tailored to address the specific needs of diverse student groups, including English learners, socioeconomically disadvantaged students, and students with special needs. This strategic approach aims to enhance instructional practices, foster educational equity, and improve student outcomes across the district. -Multi-Tiered Systems of Support (MTSS) -Positive Behavior Supports -Focused Multilingual Learner PD for all Staff -PLC Framework -Equitable, Standards-based grading practices -UDL Practices and Lesson Design -SEL and Trauma-Informed Practices	$173,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-College and Career Readiness for all students -Campus Safety		
1.7	PLC Framework	San Benito High School District (SBHSD) will offer comprehensive professional learning and support for teachers and site administrators to implement research-based best practices within Professional Learning Communities (PLCs). The initiative aims to enhance the effectiveness of PLCs by equipping lead teachers with the skills to disaggregate data, utilize intervention software, and design targeted intervention and enrichment sessions. This focused approach will address the needs of diverse student groups, including English learners (EL), students with disabilities (SPED), and students with 504 plans, ensuring that all students receive the support necessary to succeed.	$134,900.00	Yes
1.8	Instructional Technology Curriculum & Supports	The Department of Academics and Instructional Programs in conjunction with the Information, Technology & Accountability Department will provide professional learning and services to increase the integration of technology into daily teaching and learning, primarily focused on unduplicated student groups. -Utilization of research-based instructional strategies that support all learners -Provide hardware and software to support curriculum and assessment -Purchase instructional technology curriculum and supports -Library Personnel to support the implementation of Chromebooks	$593,566.00	No
1.9	Instructional Supports for Alternative Education	San Benito County Office of Education (SBCOE) will provide high quality teaching and learning environments. -provide Induction Program -provide Independent Study Program -ensure state standards-aligned curriculum and technology -provide targeted intervention -professional development to staff	$231,900.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The 2025 California School Dashboard highlights continued academic need across San Benito High School District as an LEA. Districtwide, SBHSD was in the Orange performance level for English Language Arts, performing 1.8 points below standard and declining 12.0 points from the prior year. Students with Disabilities were Red at 114.1 points below standard; English Learners were Orange at 57.3 points below standard; Long-Term English Learners were Orange at 94.9 points below standard; Hispanic students were Orange at 11.4 points below standard; and Socioeconomically Disadvantaged students were Orange at 17.2 points below standard. Mathematics represents an even greater districtwide need, with SBHSD in the Red performance level at 116.1 points below standard, a decline of 19.7 points. Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students were also in the Red performance level in mathematics, while English Learners and Long-Term English Learners were Orange. Site-level data provide additional context: Hollister High School and San Andreas Continuation High School each demonstrate distinct areas of academic need, including significant ELA and mathematics gaps at San Andreas. Collectively, these district and site results reinforce the need for targeted academic support, differentiated instruction, intervention, and equitable access to rigorous coursework throughout the LEA.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments (CAASPP Assessments) and Early Assessment Program (EAP)	2022-23 SBAC data, % met or exceeds standards: ELA - HHS Overall: 45.1% SPED: 10.4% EL: 6.1% Homeless: 35.7% Low Income: 40.8% ELA - SBHSD Overall: 44.3% SPED: 10.7% EL: 6.1% Homeless: 31.3% Low Income: 40.2% Math - HHS Overall: 19.5% SPED: 1.0% EL: 0.0% Homeless: 0.0% Low Income: 15.3% Math - SBHSD Overall: 18.6% SPED: 1.0% EL: 0.0% Homeless: 0.0% Low Income: 14.3% CST - HHS Overall: 27.3% SPED: 2.6%	2023-24 SBAC data, % met or exceeds standards: ELA - HHS Overall: 57.8% SPED: 16.9% EL: 8.7% Homeless: 43.8% Low Income: 52.9% ELA - SBHSD Overall: 56.9% SPED: 16.5% EL: 8.2% Homeless: 38.9% Low Income: 51.8% Math - HHS Overall: 20.7% SPED: 3.4% EL: 0.00% Homeless: 25% Low Income: 16.6% Math - SBHSD Overall: 20.1% SPED: 3.3% EL: 0.0% Homeless: 22.2%	2024-25 SBAC data, % met or exceeds standards: ELA - HHS Overall: 52.7% SPED: 14.3% EL: 1.9% Homeless: 37.2% Low Income: 48.1% ELA - SBHSD Overall: 51.0% SPED: 13.5% EL: 1.6% Homeless: 35.9% Low Income: 45.9% Math - HHS Overall: 16.7% SPED: 1.0% EL: 0.0% Homeless: 8.8% Low Income: 12.4% Math - SBHSD Overall: 16.0% SPED: 1.0% EL: 0.0% Homeless: 7.9%	2026-27 SBAC data, % met or exceeds standards: Increase met and exceeds standards by 10% for all student groups	ELA – HHS: Overall increased 7.6 percentage points (45.1% to 52.7%); SWD increased 3.9 points (10.4% to 14.3%); EL decreased 4.2 points (6.1% to 1.9%); Homeless increased 1.5 points (35.7% to 37.2%); Low-Income increased 7.3 points (40.8% to 48.1%). ELA – SBHSD: Overall increased 6.7 points (44.3% to 51.0%); SWD increased 2.8 points (10.7% to 13.5%); EL decreased 4.5 points (6.1% to 1.6%); Homeless increased 4.6 points (31.3% to 35.9%); Low-Income increased 5.7 points (40.2% to 45.9%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0.0% Homeless: 8.3% Low Income: 23.2% CST - SBHSD Overall: 26.5% SPED: 2.5% EL: 0.0% Homeless: 7.7% Low Income: 22.2%	Low Income: 15.9% CST-Science - HHS Overall: 28.1% SPED: 2.8% EL: 0.0% Homeless: 25.0% Low Income: 23.7% CST - SBHSD Overall: 27.2% SPED: 2.8% EL: 0.0% Homeless: 22.7% Low Income: 22.7%	Low Income: 11.7% CST-Science - HHS Overall: 25.1% SPED: 6.1% EL: 1.9% Homeless: 16.7% Low Income: 22.5% CST - SBHSD Overall: 23.6% SPED: 5.6% EL: 1.5% Homeless: 14.6% Low Income: 20.9%		Math – HHS: Overall decreased 2.8 points (19.5% to 16.7%); SWD remained unchanged at 1.0%; EL remained unchanged at 0.0%; Homeless increased 8.8 points (0.0% to 8.8%); Low-Income decreased 2.9 points (15.3% to 12.4%). Math – SBHSD: Overall decreased 2.6 points (18.6% to 16.0%); SWD remained unchanged at 1.0%; EL remained unchanged at 0.0%; Homeless increased 7.9 points (0.0% to 7.9%); Low-Income decreased 2.6 points (14.3% to 11.7%). Science – HHS: Overall decreased 2.2 points (27.3% to 25.1%); SWD increased 3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points (2.6% to 6.1%); EL increased 1.9 points (0.0% to 1.9%); Homeless increased 8.4 points (8.3% to 16.7%); Low-Income decreased 0.7 points (23.2% to 22.5%). Science – SBHSD: Overall decreased 2.9 points (26.5% to 23.6%); SWD increased 3.1 points (2.5% to 5.6%); EL increased 1.5 points (0.0% to 1.5%); Homeless increased 6.9 points (7.7% to 14.6%); Low-Income decreased 1.3 points (22.2% to 20.9%).
2.2	Total and percentage of English Learner pupils who have made progress towards English proficiency on the ELPAC (CA Dashboard - ELPI)	2022-23 HHS Result EL progress indicator on the CA dashboard: 42.4% making progress towards English proficiency SBHSD Results	2023-24 HHS Result EL progress indicator on the CA dashboard: 48.4% making progress towards English proficiency	2024-25 HHS Result EL progress indicator on the CA dashboard: 58.6% making progress towards English proficiency	2026-27 EL progress indicator on the dashboard: Increase to 65% or higher	At HHS, the percentage increased by 16.2 percentage points, from 42.4% in 2022–23 to 58.6% in 2024–25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL progress indicator on the CA dashboard: 44.1% making progress towards English proficiency	SBHSD Results EL progress indicator on the CA dashboard: 47.7% making progress towards English proficiency	SBHSD Results EL progress indicator on the CA dashboard: 56.2% making progress towards English proficiency		At SBHSD, the percentage increased by 12.1 percentage points, from 44.1% in 2022–23 to 56.2% in 2024–25.
2.3	English Learner Reclassification Rate (Local Indicator)	2022-23 Overall: 104/533 19.5% LTEL: 12/149 8.1%	2023-24 Overall: 96/497 19.3% LTEL: 90/367 24.5%	2024-25 Overall: 137/436 31.4% LTEL: 124/316 39.2%	2025-26 Increase the Overall and LTEL reclassification rates by 10% 25-26 Overall: 29.5% LTEL: 18.1%	The overall English Learner reclassification rate increased by 11.9 percentage points, from 19.5% in 2022–23 to 31.4% in 2024–25. The Long-Term English Learner reclassification rate increased by 31.1 percentage points, from 8.1% in 2022–23 to 39.2% in 2024–25.
2.4	LTEL Co-Taught Courses (Local Indicator)	2023-24 Students completing Semester 1 grades with a C or better 39%	2024-25 Students completing Semester 1 grades with a C or better 43.2%	2025-26 Students completing Semester 1 grades with a C or better 54.5%	2026-27 Increase C or better pass rate by 10%	The C or better completion rate in LTEL co-taught courses increased by 15.5 percentage points, from 39% in 2023–24 to 54.5% in 2025–26.
2.5	Total and percentage of pupils who have	2022-23	2023-24	2024-25	2026-27	At HHS, the overall percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	successfully completed CSU/UC eligibility requirements (Data Quest)	HHS CSU/UC Qualification - Overall: 385 51.1% SPED: 8 11.1% EL: 22 19.6% Foster: * *% SED: 230 43.7% SBHSD CSU/UC Qualification - Overall: 385 45.2% SPED: 8 7.8% EL: 22 15.4% Foster: * SED: 230 37.4% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	HHS CSU/UC Qualification - Overall: 383 46.8% SPED: 13 12.1% EL: 32 19.9% Foster: * *% SED: 252 42.8% SBHSD CSU/UC Qualification - Overall: 383 41.5% SPED: 13 11.8% EL: 32 18.6% Foster: * SED: 252 40.6% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	HHS CSU/UC Qualification - Overall: 410 50.8% SPED: 15 14.7% EL: 35 25.2% Foster: * *% SED: 297 47.1% SBHSD CSU/UC Qualification - Overall: 410 49.2% SPED: 15 14.0% EL: 35 23.5% Foster: * SED: 297 45.2%	Ensure all groups have increased by 10%.	students completing CSU/UC eligibility requirements decreased slightly by 0.3 percentage points, from 51.1% in 2022–23 to 50.8% in 2024–25. However, student group outcomes increased: Students with Disabilities increased by 3.6 percentage points, from 11.1% to 14.7%; English Learners increased by 5.6 percentage points, from 19.6% to 25.2%; and Socioeconomically Disadvantaged/Low-Income students increased by 3.4 percentage points, from 43.7% to 47.1%. At SBHSD, the overall percentage increased by 4.0 percentage points, from 45.2% in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2022–23 to 49.2% in 2024–25. Student group outcomes also increased, with Students with Disabilities increasing by 6.2 percentage points, English Learners increasing by 8.1 percentage points, and Socioeconomically Disadvantaged students increasing by 7.8 percentage points.
2.6	Total and percentage of pupils who are enrolled in a CTE concentrator/capstone course (Local Indicator)	2022-23 Overall: 944, 27.8% SPED: 123, 28.2% EL: 73, 21.1% Foster: * *% SED: 553, 26.5% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2023-24 Overall: 1150 34.8% SPED: 137 33% EL: 98 30.3% Foster: * *% SED: 692 34.3% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2025-26 Overall: 1513 45.4% SPED: 99 22.0% EL: 75 23.0% Foster: * SED: 872 43.3%	2026-27 Sustain CTE enrollment in each student group.	The overall percentage of students enrolled in a CTE concentrator or capstone course increased by 17.6 percentage points, from 27.8% to 45.4%. Students with Disabilities decreased by 6.2 percentage points, from 28.2% to 22.0%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners increased by 1.9 percentage points, from 21.1% to 23.0%; and Socioeconomically Disadvantaged students increased by 16.8 percentage points, from 26.5% to 43.3%. Foster Youth data remain suppressed due to small student counts.
2.7	Work-based learning Gold Standard for SBHSD (Local Indicator)	2023-24 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL: • 50 guest speakers • 15 industry tours • 10 college tours • 5 internships	2024-25 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL: • 50 guest speakers • 15 industry tours • 10 college tours • 5 internships	2025-26 14 Career and Technical Education (CTE) pathways achieved the Gold Standard for WBL: • 50 guest speakers • 15 industry tours • 10 college tours • 5 internships	2026-27 Increase all WBL experiences (doubled) WBL: -100 guest speakers -30 industry tours -20 college tours -10 internships	The Gold Standard for WBL remained consistent from 2023–24 to 2025–26.
2.8	Total and percentage of pupils demonstrating	2022-23 College/Career	2023-24 Overall: 325 37.2%	2024-25	2026-27	The overall percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college preparedness as measured by the College Career Readiness Indicator (CA Dashboard)	Overall: 338 41.9% SPED: 5 5.2% EL: 16 12.9% Foster: N/A SED: 202 35.3%	SPED: 7 5.3% EL: 22 11.9% Foster: N/A 0 Foster Youth in Cohort SED: 208 32.7%	HHS College/Career Readiness Overall: 463 54% SPED: 23 18.5% EL: 45 28.1% LTEL: 36 25.7% Foster: * Low Income: 343 51.1% SBHSD College/Career Readiness Overall: 464 , 52.4% SPED: 23, 18.0%; EL: 45, 26.5%; LTEL: 36, 24.2%; Low Income: 344, 49.2%; Foster Youth: suppressed due to small student count.	Improve each group's college/career readiness by 10%	students demonstrating college preparedness increased by 12.1 percentage points, from 41.9% in 2022–23 to 54.0% in 2024–25. Student group outcomes also improved, with Students with Disabilities increasing by 13.3 percentage points, from 5.2% to 18.5%, and English Learners increasing by 15.2 percentage points, from 12.9% to 28.1%. Low-Income students increased by 15.8 percentage points, from 35.3% to 51.1%.
2.9	Total and percentage of pupils who are enrolled in a dual enrollment course (Local Indicator)	2023-24 # students enrollment - 452 87.2% accrued college credit	2024-25 # students enrollment - 532 65.2% accrued college credit	2025-26 # student enrollment - 536 80.2% accrued college credit	2026-27 Increase enrollment by 10% (497 or higher) Increase accrued credit to 90% or higher	From the 2023-24 baseline to 2025-26, dual enrollment participation increased by 84 students, from 452 to 536 students, representing an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						18.6% increase. The percentage of students who accrued college credit decreased by 7.0 percentage points, from 87.2% to 80.2%.
2.10	Percentage of pupils who passed the AP exam with a score of 3 or higher (College Board)	2022-23 Overall: 346 65.7% SPED: 1 25.0% EL: 8 57.1% Foster: N/A SED: 105 76.1%	2023-24 Overall: 492 77.0% SPED: 9 60.0% EL: 25 89.3% Foster: N/A 0 Foster Youth in Cohort SED: 278 75.7%	2024-25 Overall: 493 81.0% SPED: 5 71.4% EL: 7 87.5% Foster: N/A 0 Foster Youth in Cohort Low Income: 272 81.0%	2026-27 Increase the number of overall students who passed with a 3 or higher by 10%	The overall AP pass rate increased by 15.3 percentage points, from 65.7% in 2022–23 to 81.0% in 2024–25. Student group outcomes also improved, with English Learners increasing by 30.4 percentage points, from 57.1% to 87.5%, and Socioeconomically Disadvantaged/Low-Income students increasing by 4.9 percentage points, from 76.1% to 81.0%.
2.12	Access to / Enrollment in a broad course of study and/or programs/services developed and provided to unduplicated pupils	2023-24 100% of students have access to a broad course of study and/or programs/services	24-25 100% of students have access to a broad course of study and/or programs/services	2025-26 100% of students have access to a broad course of study and/or programs/services	2026-27 100% of students have access to a broad course of study and/or programs/services	The percentage of students with access to a broad course of study and/or programs and services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and/or individuals with exceptional needs (Local Indicator)					remained consistent at 100% from 2023–24 to 2025-26.
2.13	Summer School / Credit recovery (Local Indicator)	2022-23 # and % of students successfully recovering credits via Summer School 22-23 Overall: 1133, 98.3% SPED: 168, 99.4% EL: 175, 94.7% Foster: 2, 100% SED: 578, 98.8%	2023-24 Overall: 1076, 89.3% SPED: 172, 88.4% EL: 216, 90.8% Foster: 2, 50% SED: 715, 87.0%	2024-25 Overall: 1122, 96.9% SPED: 176, 96.6% EL: 178, 96.6% Foster: N/A 0 Foster Youth Low Income: 704, 97.2%	2025-2026 # and % of students successfully recovering credits via Summer School Sustain credit accrual needs and sustain credit recovery options.	The overall credit recovery success rate decreased slightly by 1.4 percentage points, from 98.3% in 2022–23 to 96.9% in 2024–25. While the overall rate remained high, subgroup outcomes varied: English Learners increased by 1.9 percentage points, from 94.7% to 96.6%, while Students with Disabilities decreased from 99.4% to 66.0%, and Socioeconomically Disadvantaged/Low-Income students decreased by 1.6 percentage points, from 98.8% to 97.2%.
2.14	AVID program (Local Indicator)	2022-23	2023-24	2024-25	2026-27	The percentage of AVID students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students with post-secondary intentions, i.e. college, trade school, etc. Overall: 137, 100% SPED: 100% EL: 100% Foster: 100% SED: 100%	% of students with post-secondary intentions Overall: 128, 100% SPED: 100% EL 100% Foster:100% SED: 100%	% of students with post-secondary intentions Overall: 163, 100% SPED: 100% EL: 100% Foster: 100% Low Income: 100%	Susatin AVID post-secondary intentions (100%)	post-secondary intentions remained consistently at 100% across all student groups from 2022–23 to 2024-25.
2.15	SPED / co-teaching (Local Indicator)	2022-23 54.4% of SWD have 80% or more of their time in Gen.Ed. courses	2023-24 54.6% of SWD have 80% or more of their time in Gen.Ed. courses	2024-25 63.9% of SWD have 80% or more of their time in Gen.Ed. courses	2026-27 Sustain % of SWD having 80% or more of their time in Gen Ed courses	The percentage of Students with Disabilities (SWD) spending 80% or more of their time in general education settings increased by 9.5 percentage points, from 54.4% in 2022–23 to 63.9% in 2024–25.
2.16	Foster Youth (Data Quest)	2022-23 Grad Rate: * CSU/UC Qualified Rate: * College/Career Readiness: * Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student	2023-24 Grad Rate: * CSU/UC Qualified Rate: * College/Career Readiness: * Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected	2024-25 Grad Rate: * CSU/UC Qualified Rate: * College/Career Readiness: * Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected	2026-27 Foster Youth: graduation rate: > 90% a:g qualified rate: > 90% College / Career ready rate: >50%	Foster youth data remains unavailable for both 2022–23 and 2024–25, as there were 0 Foster Youth in the cohort each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		population (cohort students) is 10 or less.	student population (cohort students) is 10 or less.	student population (cohort students) is 10 or less.		
2.17	Haybaler Support Time (Local Indicator)	2023-24 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	24-25 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	2025-26 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	2026-27 All students were offered a dynamic scheduler 4 days a week which contained the opportunity for intervention, retests/retake, enrichment, and study halls.	The dynamic scheduler offering Haybaler Support Time remained consistent from 2023–24 to 2025–26, providing all students with access to intervention, retakes, enrichment, and study halls four days a week.

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.

Actions and services aligned with Goal 2 were largely implemented as planned during the 2025–26 school year. The district continued to implement systems and supports focused on preparing all students to be college, career, and world-ready upon graduation. Key structures remained in place throughout the year, including college and career readiness programming, Career Technical Education pathways, dual enrollment, Advanced Placement, AVID, English Learner and Long-Term English Learner supports, credit recovery, inclusive supports for Students with Disabilities, Haybaler Support Time, data-driven intervention systems, Foster Youth supports, and alternative education programming.

Action 2.1, College and Career Readiness, was implemented through continued staffing, college and career planning activities, FAFSA support, senior portfolio completion, career exploration, college and career fairs, dual enrollment opportunities, and implementation of the California College Guidance Initiative. The CCGI rollout supported the district’s ability to monitor and support postsecondary planning and application completion.

Action 2.2, Advanced Placement Program, was implemented through AP tutorials, AP fee assistance, and AP teacher workshops. These supports remained in place to increase student access to rigorous coursework and reduce financial barriers for students participating in AP exams. In 2025, 599 students participated in AP coursework and completed a total of 1,337 AP exams. Of those students, 488 earned a score of 3 or higher on at least one AP exam, representing 81% of total AP students. The district continued to monitor AP participation and performance as part of its broader college-readiness efforts.

Action 2.3, Career Technical Education Program Supports, was implemented through continued support for CTE pathways, industry certifications, and work-based learning opportunities. In 2025–26, 1,513 students, or 45.4% of students overall, were enrolled in a CTE concentrator or capstone course. Among student groups, 99 Students with Disabilities (22.0%), 75 English Learners (23.0%), and 872 socioeconomically disadvantaged students (43.3%) were enrolled in a CTE concentrator or capstone course; Foster Youth data were suppressed to protect student privacy. The work-based learning Gold Standard metric also remained consistent for 2025–26. The district will continue to monitor CTE access, participation, and completion across student groups to support equitable access to career-connected learning opportunities.

Action 2.4, Credit Recovery and Summer School, was implemented through summer school and virtual support designed to help students recover credits and remain on track for graduation. During the 2025–26 reporting period, 1,122 students successfully recovered credits through summer school, representing a 96.9% overall success rate. The success rate was 96.6% for Students with Disabilities, 96.6% for English Learners, and 97.2% for socioeconomically disadvantaged/low-income students. Foster Youth data were not available for this reporting period. Credit recovery remains an important component of the district's academic intervention and graduation support system. Based on implementation reflections, the district is planning a minor adjustment for the coming year by increasing face-to-face credit recovery opportunities and transitioning the Evening Virtual Academy model to four-day intersession opportunities during the October, December, February, and April breaks.

Action 2.5, AVID College Readiness, was implemented through AVID electives, AVID coordinator support, professional development, field trips, and senior boot camp. The district continued to sustain AVID as a key college-readiness strategy, particularly for students who benefit from additional academic, organizational, and postsecondary planning support. AVID implementation continued to support students with college-going expectations, access to rigorous coursework, and preparation for postsecondary options.

Action 2.6, English Learner and Long-Term English Learner Supports, was implemented through designated and integrated ELD, LTEL co-taught sections, progress monitoring through Ellevation, instructional aide support, case management, and targeted programming for LTEL students. The district continued to strengthen systems for monitoring English Learner progress, supporting reclassification, and increasing access to core academic courses. During implementation, the district continued to focus on LTEL course success, language development, and coordination among teachers, case managers, instructional aides, and program staff.

Action 2.7, Supports for Students with Disabilities, was implemented through collaboration between special education and general education staff, co-teaching structures, reading intervention, and inclusive service models. The district continued to support access to general education settings for Students with Disabilities, with the percentage of Students with Disabilities spending 80% or more of their time in general education increasing from 54.6% to 63.9%. While inclusive access improved, academic outcomes for Students with Disabilities continue to reflect a need for stronger instructional supports, intervention alignment, and progress monitoring.

Action 2.8, Foster Youth Supports, was an area of implementation challenge. At midyear, this action was listed as planned rather than in ongoing implementation, with minimal expenditures to date. In addition, outcome data for Foster Youth continues to be limited or suppressed due to small student numbers, making it difficult to fully document implementation impact through quantitative measures. This remains an area where individualized support is important, but where the district will need to strengthen documentation, implementation monitoring, and evidence of services provided.

Action 2.9, Haybaler Support Time, was implemented through regular access to reteaching, reassessment, and academic support during the school day. Teachers used HST to provide targeted intervention based on PLC data, grade-level trends, and student need. This structure continued to serve as a key academic support during the school day and remained connected to the district's broader intervention and progress monitoring systems.

Action 2.10, Data-Driven Systems for Monitoring Student Progress, was implemented through continued use of WABA, grade analysis protocols, Panorama, and other local data systems to identify students in need of support and better align interventions across systems. This action supported staff in monitoring academic performance, identifying students at risk of not meeting course or graduation expectations, and coordinating supports across academic, attendance, behavior, and wellness structures.

Action 2.11, Alternative Education Supports, was implemented in collaboration with San Benito County Office of Education. This action supported alternative education students through access to coursework, academic support, credit recovery options, and instructional supports intended to improve academic readiness in English Language Arts, mathematics, and science. This action remains important because statewide assessment outcomes for alternative education students continue to demonstrate a need for targeted academic intervention and stronger alignment between credit recovery, core instruction, and college/career readiness supports.

There were no major substantive differences between most planned actions and actual implementation for Goal 2. Most actions remained in ongoing implementation as planned. Areas requiring continued refinement included Foster Youth support documentation, subgroup participation in CTE, work-based learning data collection, and academic outcomes for student groups with persistent performance gaps. State standardized testing results in English Language Arts, mathematics, and science continue to show a need for stronger academic preparation, particularly for English Learners and Students with Disabilities.

Overall, Goal 2 was carried out with consistent implementation of the district's core college, career, academic intervention, English Learner, AVID, Advanced Placement, dual enrollment, inclusive practices, and alternative education structures. Key implementation successes included continued expansion of CTE participation, strong use of CCGI for postsecondary planning, improved credit recovery outcomes, increased inclusive access for Students with Disabilities, and continued implementation of targeted supports for English Learners and Long-Term English Learners. The district will continue to refine implementation monitoring, subgroup access, documentation of supports, and academic intervention systems to ensure that all students are prepared to be college, career, and world-ready upon graduation.

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

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

Action 2.5: AVID College Readiness Program — Budgeted:$782,242; Estimated Actuals: $841,900, a difference of $59,658 above budget. The increase is due to additional AVID elective activities and higher participation in AVID field trips and summer institutes.

Action 2.6: English Learners and LTEL Supports — Budgeted:$1,179,700; Estimated Actuals: $1,224,440, a difference of $44,740 above budget. The increase is due to associated staffing costs.

Action 2.7: Support for Students with Disabilities — Budgeted:$3,062,479; Estimated Actuals: $3,378,581, a difference of $316,102 above budget. The increase is due to associated staffing costs.

Expenditures less than budgeted amounts for the following contributing actions:

Action 2.2: Advanced Placement Program — Budgeted: $57,642; Estimated Actuals: $47,106, a difference of $10,536 below budget. Actual expenditures for Advanced Placement program supports were lower than originally budgeted.

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

The actions outlined in Goal 2 have been effective in supporting the district's goal of preparing all students to be college, career, and world-ready upon graduation. Overall, the district sustained strong implementation across college and career readiness programming, Advanced Placement, Career Technical Education, AVID, English Learner and Long-Term English Learner supports, dual enrollment, Haybaler Support Time, credit recovery, data-driven intervention systems, and inclusive supports for Students with Disabilities. Several aligned metrics showed clear positive outcomes, including growth in the College/Career Indicator, CSU/UC eligibility, AP exam performance, CTE concentrator and capstone enrollment, English Learner progress, reclassification, credit recovery, LTEL course outcomes, and access to inclusive settings for Students with Disabilities. At the same time, a few actions remain partially effective due to subgroup gaps and continued academic performance concerns.

Action 2.1, aligned with Metrics 2.5, 2.8, 2.9, and 2.12, College and Career Readiness, was effective in supporting progress toward Goal 2. The district continued to provide a broad range of college and career readiness supports, including career exploration, senior portfolio development, FAFSA support, college and career fairs, expanded dual enrollment opportunities, and implementation of the California College Guidance Initiative. The most aligned outcome metrics reflect meaningful progress. The College/Career Indicator increased from 41.9% at baseline to 54.0% in 2024–25, and student group outcomes also improved for Students with Disabilities, English Learners, and low-income students. CSU/UC eligibility increased districtwide from 45.2% to 49.2%, with gains for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. Dual enrollment participation also remained strong, increasing by 84 students, from 452 to 536 students, representing an 18.6% increase. These results indicate that the district's college and career readiness systems are supporting stronger postsecondary readiness outcomes for students.

Action 2.2, aligned with Metric 2.10, Advanced Placement Program, was effective in supporting access to rigorous coursework and college readiness. The district continued to provide AP tutorials, AP fee assistance, and AP teacher workshops to reduce barriers and support student success in advanced coursework. The aligned metric showed continued improvement, with the percentage of students earning a score of 3 or higher on AP exams increasing from 65.7% at baseline to 81.0% in 2024–25. Student group outcomes also improved, including

outcomes for English Learners and low-income students. These results show that the AP program continues to support student success in rigorous coursework and contributes to college readiness.

Action 2.3, aligned with Metrics 2.6 and 2.7, CTE Program Supports, was effective overall in expanding access to Career Technical Education pathways and work-based learning opportunities. In 2025–26, 1,513 students, or 45.4% of students overall, were enrolled in a CTE concentrator or capstone course. Among student groups, 99 Students with Disabilities (22.0%), 75 English Learners (23.0%), and 872 socioeconomically disadvantaged students (43.3%) were enrolled in a CTE concentrator or capstone course; Foster Youth data were suppressed to protect student privacy. The work-based learning Gold Standard metric also remained consistent for 2025–26. The district will continue to monitor CTE access, participation, and completion across student groups to support equitable access to career-connected learning opportunities.

Action 2.4, aligned with Metric 2.13, Credit Recovery, was partially effective in supporting students with credit recovery and progress toward graduation. The district continued to provide summer school, ELD summer seminar, and virtual credit recovery options to help students stay on track. The aligned metric showed that the overall credit recovery success rate remained high at 96.9% in 2024–25 and increased from the prior year outcome of 89.3%. While the overall rate decreased slightly from the baseline of 98.3%, the current outcome demonstrates that credit recovery remains a strong support structure for students who need additional opportunities to earn credits. Continued monitoring of subgroup outcomes is needed to ensure all student groups benefit consistently from these opportunities.

Action 2.5, aligned with Metric 2.14, AVID College Readiness Program, was effective in sustaining a college-going culture and supporting participating students with postsecondary planning. The AVID program continued to provide elective courses, coordinator support, professional development, field trips, senior boot camp, and portfolio support designed to close opportunity gaps and promote college readiness. The aligned metric remained strong, with 100% of AVID students reporting postsecondary intentions. These results reflect continued success in preparing AVID students for postsecondary pathways.

Action 2.6, aligned with Metrics 2.2, 2.3, and 2.4, English Learner and Long-Term English Learner Supports, was effective and showed some of the strongest aligned outcomes in Goal 2. The district continued to provide integrated and designated ELD, LTEL co-taught sections, instructional aide support, case management, family support, and progress monitoring through Ellevation. English Learner progress toward English proficiency increased from 42.4% to 58.6% at Hollister High School and from 44.1% to 56.2% districtwide. Reclassification also improved, with the overall English Learner reclassification rate increasing from 19.5% to 31.4% and the LTEL reclassification rate increasing from 8.1% to 39.2%. In addition, the percentage of students in LTEL co-taught courses earning a C or better increased from 39.0% to 54.5%. Together, these outcomes indicate that the district's EL and LTEL supports are producing meaningful gains in language development, reclassification, and course success.

Action 2.7, aligned with Metrics 2.1 and 2.15, Support for Students with Disabilities, was partially effective. The district continued to implement co-teaching, reading intervention, and collaborative inclusive supports for Students with Disabilities. One aligned metric showed clear progress, with the percentage of Students with Disabilities spending 80% or more of their time in general education increasing from 54.4% at baseline to 63.9% in 2024–25. However, academic readiness outcomes for this student group remain low, including 18.5% college/career readiness and very low statewide assessment performance in English Language Arts and mathematics. While access and inclusion improved, student outcome data suggest that stronger academic intervention, instructional alignment, co-planning, and progress monitoring are still needed.

Action 2.8, aligned with Metric 2.16, Foster Youth Supports, was partially effective. The district planned coordinated case management and targeted supports for Foster Youth; however, at midyear, the action remained listed as planned, with minimal expenditures to date. In addition, most Foster Youth outcome data remain suppressed due to small student numbers, limiting the district's ability to evaluate measurable impact. While individualized supports remain important, there is limited evidence this year to demonstrate the effectiveness of this action. Moving forward, the district will need to strengthen documentation of supports provided and monitor implementation more clearly.

Action 2.9, aligned with Metric 2.17, Haybaler Support Time, was effective in maintaining a schoolwide academic intervention structure. The district sustained Haybaler Support Time as a systemwide support, providing students with regular access to reteaching, intervention, retakes, enrichment, and study halls during the school day. The aligned local indicator remained fully implemented with no change from prior years. HST continues to serve as an important Tier 1 and Tier 2 academic support structure that allows students to access intervention without requiring support outside the school day.

Action 2.10, aligned with Metrics 2.1 and 2.17, Data-Driven Decision Making, was effective in supporting implementation across Goal 2. The district continued to strengthen data systems and monitoring structures through the Information Systems Lead role, WABA, Panorama, and grade analysis protocols. The ongoing use of data tools and monitoring systems supports student identification, academic intervention planning, and decision-making across multiple Goal 2 actions. This action remains important because improved data use supports more timely identification of student needs and better alignment of interventions.

Action 2.11, aligned with Metric 2.1, College and Career Readiness for Alternative Education, was partially effective. Alternative education students continued to receive access to coursework, academic support, credit recovery options, and college/career readiness opportunities aligned with graduation and future planning. However, because this action is most closely aligned to Metric 2.1, statewide assessment outcomes for alternative education students continue to demonstrate significant academic need in English Language Arts, mathematics, and science. The action remains important, but the academic outcome data indicate that stronger intervention, instructional support, and alignment between credit recovery and core academic readiness are still needed.

In summary, the majority of Goal 2 actions were effective in supporting the district's work to prepare students for college, career, and life after graduation. Strong areas of effectiveness included college and career readiness, Advanced Placement, CTE expansion, credit recovery, AVID, English Learner and Long-Term English Learner supports, Haybaler Support Time, and data systems for student support. Actions related to Students with Disabilities, Foster Youth, and Alternative Education were partially effective, as each reflected subgroup gaps, incomplete implementation evidence, limited measurable impact, or continued academic performance concerns. As a result, the district will continue these actions while refining implementation to better address equity gaps, strengthen academic readiness, and improve outcomes across all student groups.

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

Based on reflections from prior practice, no major changes are planned to Goal 2, its metrics, target outcomes, or actions for the coming year. The district has determined that the current goal and action structure remain aligned to its mission to educate all students to their

highest potential so they will have the greatest range of personal options upon graduation. The majority of Goal 2 actions will remain in place, as they continue to provide the foundational systems and supports needed to prepare students for college, career, and world-readiness.

The district will continue to sustain the core programs and strategies already established within Goal 2, including college and career readiness programming, Advanced Placement access, CTE pathways, credit recovery, AVID, English Learner and LTEL supports, co-teaching and inclusive practices for Students with Disabilities, Foster Youth case management, Haybaler Support Time, and data-driven systems for monitoring student progress. These actions continue to reflect the district's priorities and remain appropriate based on current student outcome data and educational partner feedback.

While no significant changes are being made to the overall structure of Goal 2, the district will make a small adjustment to Action 2.4, Credit Recovery. Beginning in the coming year, credit recovery supports will shift to all face-to-face interactions. In addition, the Evening Virtual Academy model will be abandoned to provide four-day intersession opportunities during the October, December, February, and April breaks. This adjustment is intended to provide students with more direct instructional support, increase accountability, and strengthen opportunities for students to recover credits in a more structured setting.

The district will continue to refine implementation within existing actions in order to strengthen impact. This includes continued attention to dual enrollment access, sustained support for English Learners and Long-Term English Learners, ongoing efforts to improve mathematics outcomes, and continued strengthening of Tier 1 and Tier 2 academic supports through Haybaler Support Time and related intervention systems. The district will also continue to monitor subgroup outcomes closely, particularly for English Learners, Students with Disabilities, and Foster Youth, in order to ensure that existing actions are producing meaningful results for students who need the most support.

Overall, no substantial revisions are being made to Goal 2 for the coming year. Instead, the district will continue implementing the current actions and monitoring progress closely, with the understanding that the existing framework remains the right one to support student preparation for postsecondary success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 College and Career Readiness	San Benito High School District (SBHSD), with support from Student Services, will enhance and expand its College and Career Programs to foster college, career, and world readiness. This initiative is dedicated to maintaining and improving equitable student support programs, ensuring that underrepresented and unduplicated students in all grades receive comprehensive educational and social-emotional support. By targeting staffing and activities that address the specific needs of these students,	$753,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SBHSD aims to increase a-g course attainment and prepare all students for success in higher education and future careers. -Director, College and Career (1.0 FTE) -Career Center staff (1.0 FTE) -Work-based learning Specialist supporting CTE pathways (1.0 FTE) -Migrant Program Specialist (1.0 FTE) -CalSOAP support, Foster youth focus -PSAT, SAT, and ACT support -School-wide FAFSA applications -Senior Portfolio Completion (Resume, Job Application, College Application) -California College Guidance Initiative (CCGI) -College and Career Fairs -Early College Academy and Academy of Health Sciences -Increased Dual Enrollment Opportunities		
2.2	2.2 Advanced Placement Program	School site administrators will enhance the Advanced Placement (AP) program to offer a rigorous and inclusive academic experience for all students, with a particular focus on underrepresented and unduplicated student groups. This initiative aims to reduce opportunity gaps and increase college credit eligibility by providing comprehensive tutoring and additional support services. By ensuring equitable access to challenging coursework and fostering an environment that supports academic excellence, the AP program will prepare students for success in higher education and beyond. -AP tutorials -AP fee assistance -AP workshops for teachers	$47,917.00	Yes
2.3	2.3 CTE Program Supports	The Department of Academics and Instructional Programs will enhance and sustain Career Technical Education (CTE) programs to foster college, career, and global readiness among students. This initiative aims to provide students with comprehensive two and three-year course pathways that lead to industry certifications, robust partnerships with industry	$1,117,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leaders, and practical work-based learning experiences. By aligning CTE programs with industry standards and emerging career opportunities, the department will ensure that students acquire the technical skills, academic knowledge, and real-world experience necessary to excel in the modern workforce and pursue post-secondary education. • CTE teachers (6.0 FTE) • CTE Instructional aide (1.0 FTE) • Industry certifications		
2.4	2.4 Credit Recovery-Summer School & Virtual Support	San Benito High School District (SBHSD) will implement a comprehensive credit recovery program designed to close the achievement gap for underperforming students and provide increased opportunities for students to recover course credits. This initiative aims to ensure that all students, particularly those who are at risk of falling behind, stay on track for graduation and are prepared for post-secondary success. -ELD Summer Seminar -Summer School -Credit Recovery Intersessions	$320,602.00	Yes
2.5	2.5 AVID College Readiness Program	San Benito High School District (SBHSD) will continue to enhance the AVID (Advancement Via Individual Determination) program to close opportunity gaps and promote college and career readiness for middle-of-the-road students. The program will focus on providing these students with the skills, support, and resources needed to succeed in advanced and AP courses and pursue higher education at 4-year colleges and universities. Additionally, the program will offer targeted interventions to support unduplicated students to ensure equitable access to college and career pathways. -AVID Elective Teachers (4.4 FTE) -AVID co-coordinator stipends (2) -AVID professional development -AVID field trips -AVID senior boot camp supports -Online portfolio platform	$853,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	2.6 English Learner and LTEL Supports	SBHSD will provide English learners with daily integrated and designated English Language Development (ELD) in all grades. Additional support and monitoring will be implemented to increase language proficiency and academic performance. A specific focus will be placed on supporting Long-Term English Learners (LTELs) to ensure they receive the necessary resources and instruction to succeed academically with the ultimate goal of reclassification. -Use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Re-designated Fluent English Proficient (RFEP) students. -Instructional aides support (3.0 FTE IAs) -EL Program Specialist (1.0 FTE) -EL case manager assistance with progress monitoring (2.0 FTE EL CM) -EL Program Family Personnel (1.0 FTE) -LTEL co-taught courses, 7 sections (1.4 FTE) -Instructional technology support -Math support through collaboration with CA Educational Partners	$1,278,355.00	Yes
2.7	2.7 Support for Students with Disabilities (SWD)	SBHSD will increase collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families. This action is supported in part by LREBG funds. Research supports co-teaching as an effective strategy to improve access to content and learning outcomes for SWD. Progress will be measured through metrics already embedded in the LCAP, including proficiency rates in CAASPP ELA and Math for SWD, and graduation rates. • Academy RS/SC course (6 sections, 1.2 FTE) • Co-teach model and professional development (14.0 FTE) • Researched-based Reading Support course • Reading Intervention Software (Lexia)	$3,395,632.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	2.8 Foster Youth Supports	SBHSD will provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth. -Establish policies to ensure equitable access (including priority access, as appropriate) to academic support (such as tutoring, summer school, extended learning time) and opportunities (such as AP and a-g enrollment) for youth in foster care. -Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, site-based) regarding the needs of youth in foster care.	$2,000.00	No
2.9	2.9 Haybaler Support Time, HST	San Benito High School District (SBHSD) will expand learning opportunities for all students to accelerate progress in closing learning gaps by implementing Haybaler Support Time (HST). This initiative will provide dedicated, in-school support sessions four times a week for 30 minutes each, ensuring that students receive the targeted academic assistance they need within the regular school day. HST aims to offer personalized support, enhance student engagement, and promote academic excellence for all learners. -Intervention software -School clerk support for HST (1.0 FTE)	$102,036.00	Yes
2.10	2.10 Data-Driven Decision Making-Supporting Student Outcomes	Information Systems Lead improves the accuracy and quality of student demographic and assessment information in district data management systems to facilitate site-level, data-driven decisions to increase student outcomes especially to close the unduplicated student group gaps leading to college, career and world readiness. (1.0 FTE)	$133,793.00	Yes
2.11	2.11 Career and College Readiness for Alternative Education	SBCOE will provide support to alternative education students for success in career and college upon graduation. -providing extended learning opportunities -expanding laboratory classroom -providing high-interest opportunities through field trips	$134,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-professional development around SEL and Trauma-Informed Practices -implement college and career-aligned software		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SBHSD developed this goal to strengthen student, parent, family, and community engagement while continuing to improve student wellness, school climate, attendance, behavior, and overall connectedness to school. The district recognizes that meaningful engagement with students and families is essential to improving both short- and long-term educational outcomes, particularly for unduplicated pupils and historically underserved student groups.

SBHSD has worked diligently to increase parent and family engagement in school activities, academic events, parent meetings, advisory groups, and community events. The district currently communicates with more than 20,000 family and community members through weekly electronic communications that include important recognition, school updates, district information, and opportunities for involvement. The Communication Officer and Stakeholder Engagement/Strategic Plan Coordinator have continued to expand stakeholder engagement through social media platforms, bilingual communication, family workshops, Zoom meetings, and other opportunities designed to increase access for students and families.

While these efforts have strengthened communication and outreach, SBHSD recognizes the need to better monitor parent, family, and student involvement in on-campus and district activities. This includes continuing to disaggregate participation data by student group, improving two-way communication, and ensuring that families of disadvantaged, unduplicated, and underserved students have meaningful opportunities to provide input and participate in school and district decision-making. This goal supports the district’s continued implementation of a strategic communication plan that increases engagement between the Board of Trustees, administration, staff, students, parents, families, and the broader SBHSD community.

This goal is also driven by the continued need to address student behavior, attendance, school culture, and student wellness. The 2025 California School Dashboard reflects significant improvement in SBHSD’s suspension rate for all students. The district received a Green performance level, with 3.0% of students suspended at least one day, representing a decline of 5.4 percentage points. This improvement reflects progress in the district’s continued implementation of MTSS, restorative practices, Baler Bridges, student support systems, and school climate efforts.

Although the overall suspension rate has declined, SBHSD recognizes the need to sustain this progress and continue monitoring suspension data by student group. The district remains committed to proactive behavior supports, prevention and intervention strategies, restorative practices, consistent adult response, and expanded wellness and counseling supports. This CA Dashboard metric is a part of our Differentiated Assistance work in collaboration with Tulare County Office of Education (TCOE), Hollister Elementary School District (HESD), and San Juan Aromas School District (ASJUSD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) (Local Indicator)	2023-24 100% of district governance groups are compliant and solicit parent input per meeting invites, sign in sheets, and agendas/notes.	2024-25 100% of district governance groups are compliant and solicit parent input per meeting invites, sign in sheets, and agendas/notes.	2025-26 100% of district governance groups are compliant and solicit parent input per meeting invites, sign in sheets, and agendas/notes.	2026-27 100% of district governance groups are compliant and solicit parent input	The percentage of district governance groups that are compliant and actively solicit parent input remained consistent at 100% from 2023–24 to 2025-26.
3.2	Pupil suspension rate (Data Quest)	2022-23 HHS Results Overall: 8.5% SPED: 12.9% EL: 14.8% Foster: 25.0% Low Income: 11.0% SBHSD Results Overall: 8.4% SPED: 12.8% EL: 14.3% Foster: 25.0%	2023-24 HHS Results Overall: 8.8% SPED: 13.4% EL: 12.8% Foster: 54.5% Low Income: 9.8% SBHSD Results Overall: 8.8% SPED: 13.5% EL: 12.4% Foster: 54.5%	2024-25 HHS Results Overall: 2.9% SPED: 5.2% EL: 5.5% Foster: 25.0% Low Income: 3.2% SBHSD Results Overall: 3.0% SPED: 5.7% EL: 5.9% Foster: 22.2%	2026-27 Ensure each student group's CA School Dashboard is in yellow indicator or above.	The overall suspension rate decreased from 8.4% to 3.0% for SBHSD, reflecting a 5.4 percentage point decrease. HHS also decreased from 8.5% to 2.9%, reflecting a 5.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 10.8%	Low Income: 9.7%	Low Income: 3.4%		percentage point decrease. Suspension rates also declined for Students with Disabilities, English Learners, and Low-Income students; however, Foster Youth suspension rates remained an area for continued monitoring.
3.3	Pupil expulsion rate (Data Quest)	2022-23 HHS Results Overall: 0.7% SPED: 1.5% EL: 2.4% Foster: 8.3% Low Income: 0.9% SBHSD Results Overall: 0.7% SPED: 1.5% EL: 2.2% Foster: 8.3% Low Income: 0.9%	2023-24 HHS Results Overall: 0.6% SPED: 0.9% EL: 1.2% Foster: 0.0% Low Income: 0.6% SBHSD Results Overall: 0.6% SPED: 0.9% EL: 1.2% Foster: 0.0% Low Income: 0.6%	2024-25 HHS Results Overall: 0.3% SPED: 0.0% EL: 1.0% Foster: 0.0% Low Income: 0.4% SBHSD Results Overall: 0.3% SPED: 0.2% EL: 0.9% Foster: 0.0% Low Income: 0.4%	2026-27 Maintain an expulsion rate of 0.1% or lower.	The overall expulsion rate decreased from 0.7% to 0.3% for both HHS and SBHSD, reflecting a 0.4 percentage point decrease. Expulsion rates also declined for Students with Disabilities, English Learners, Foster Youth, and Low-Income students.
3.4	School Climate - Perceptions of the school's overall social	2023-24 Panorama Survey:	2024-25 Panorama Survey indicates	2025-26 Panorama Survey indicates:	2026-27 Increase of 10% for perceptions of	The current favorable response rate is 50%, which

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and learning climate by parents and students. (Panorama Survey)	Perceptions of the school's overall social and learning climate by parents and students. Students - baseline TBD in 24-25 Parents - 40% favorable (380 responses)	50% of parents reported favorable perceptions of the overall social and learning climate at Hollister High School, which matches the district average.	50% of parents reported favorable perceptions of the overall social and learning climate at Hollister High School. 57% of students reported favorable perceptions of the overall social and learning climate at Hollister High School.	the overall social and learning climate of the school by both parents and students.	reflects a 10 percentage point increase from the baseline of 40%. 57% of students reported favorable perceptions of the overall social and learning climate at Hollister High School. This is the baseline.
3.5	MTSS / Interventions (Local Indicator)	2023-24 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. Panorama Data : 6.7% of students need a team or integrated SST 17% of students need support in one area • 0.4% in Behavior • 2.4% in Wellness • 3.6% in attendance	2024-25 Panorama Data Semester 1 Academics - 70% on track Attendance - 88% on track Behavior - 99% on track SEL - 83% on track	2025-26 Panorama Data Semester 1 Academics - 76% on track Attendance - 96% on track Behavior - 99% on track SEL - 79% on track	2026-27 The number of students with an at-risk point indicator that indicates a need for tier 2 or tier 3 service. 90% of students are successful in Tier I 10% of students receive integrated or one area of support within WABA	Academics: increased by 6% Attendance: increased by 8% Behavior: Sustained under 1% off track. Wellness (SEL): Reflects a 4% decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 10.2% in Academics 77% of students are "successful" in Tier I				
3.6	Attendance rate (Local Indicator)	2022-23 Overall: 92.4% SPED: 88.2% EL: 89.9% Foster: 93.6% SED: 91.1%	2023-24 Overall: 93.1% SPED: 89.3% EL: 90.1% Foster: 93.2% SED: 93.0%	2024-25 Overall: 94.7% SPED: 91.2% EL: 91.8% Foster: 94.4% Low Income: 94.5%	2026-27 Increase the attendance rate of each group to 90% or higher.	The overall attendance rate increased from 92.4% to 94.7%, reflecting a 2.3 percentage point increase. .
3.7	Graduation rate (Data Quest)	2022-23 HHS Results Overall: 93.7% SPED: 75.0% EL: 90.3% Foster: N/A 0 Foster Youth in Cohort SED: 92% SBHSD Result Overall: 92.4% SPED: 73.5% EL: 87.4% Foster: * Low Income: 90.4% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student	2023-24 HHS Results Overall: 93.6% SPED: 81.7% EL: 87.0% Foster: N/A 0 Foster Youth in Cohort SED: 92.5% SBHSD Result Overall: 92.2% SPED: 82.1% EL: 85.6% Foster: * Low Income: 90.6% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports	2024-25 HHS Result Overall: 94.3% SPED: 82.3% EL: 87.4% Foster: * Low Income: 94.2% SBHSD Result Overall: 94.1% SPED: 82.9% EL: 88.2% Foster: * Low Income: 94.0% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size	2026-27 Increase each group's gradation rate to 92% or higher.	The overall graduation rate increased from 92.4% to 94.1% for SBHSD, reflecting a 1.7 percentage point increase. HHS also increased from 93.7% to 94.3%, reflecting a 0.6 percentage point increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		population (cohort students) is 10 or less.	if the cell size within a selected student population (cohort students) is 10 or less.	within a selected student population (cohort students) is 10 or less.		
3.8	Dropout rate (Data Quest)	2022-23 HHS Results Overall: 5.3% SPED: 22.9% EL: 8.1% Foster: N/A SED: 6.8% SBHSD Result Overall: 6.3% SPED: 23.5% EL: 10.5% Foster: * Low Income: 8.0% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2023-24 HHS Results Overall: 3.0% SPED: 6.9% EL: 5.9% Foster: N/A SED: 3.3% SBHSD Result Overall: 3.9% SPED: 6.7% EL: 6.5% Foster: * Low Income: 4.5% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2024-25 HHS Result Overall: 2.1% SPED: 4.0% EL: 5.0% Foster: * Low Income: 1.9% SBHSD Result Overall: 2.3% SPED: 3.9% EL: 4.7% Foster: * Low Income: 2.1% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	2026-27 Lower the individual group's rates to 5% or lower.	The overall dropout rate decreased from 6.3% to 2.3% for SBHSD, reflecting a 4.0 percentage point decrease. HHS also decreased from 5.3% to 2.1%, reflecting a 3.2 percentage point decrease.
3.9	Chronic Abseentism (Data Quest)	2022-23 HHS Results Overall: 24.8% SPED: 37.5% EL: 32.5% Foster: 36.4% SED: 29.1%	2023-24 HHS Results Overall: 20.6% SPED: 32.3% EL: 27.8% Foster: * SED: 22.9%	2024-25 HHS Result Overall: 15.0% SPED: 24.6% EL: 19.4% Foster: *	2026-27 Lower the chronic absenteeism rate of individual groups to 10% or below.	The overall chronic absenteeism rate decreased from 26.8% to 17.0% for SBHSD, reflecting a 9.8 percentage point decrease.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SBHSD Result Overall: 26.8% SPED: 37.9% EL: 36.2% Foster: 36.4% Low Income: 32.2%	SBHSD Result Overall: 22.3% SPED: 33.0% EL: 31.0% Foster: * Low Income: 25.2% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Low Income: 17.2% SBHSD Result Overall: 17.0% SPED: 26.1% EL: 22.8% Foster: * Low Income: 20.0% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.		HHS also decreased from 24.8% to 15.0%, reflecting a 9.8 percentage point decrease.

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.

Actions and services aligned with Goal 3 were largely implemented as planned during the 2025–26 school year. The district continued to implement systems and supports focused on student engagement, family involvement, communication, school climate, attendance, wellness, behavior intervention, and tiered student supports. Key structures remained in place throughout the year, including parent and student engagement opportunities, district communication systems, MTSS/WABA structures, restorative practices, targeted student supports, alternative education collaboration, and contracted school safety supports.

Action 3.1, Student and Parent Engagement, was implemented through ongoing family engagement opportunities, parent meetings, counseling support, interpretation and translation services, bilingual staff assistance, and continued support for families using the Aeries Parent Portal. The district also continued to maintain governance and advisory structures that allow parents and educational partners to provide input into district programs and decision-making.

Action 3.2, Parent Involvement, was implemented through continued support for DELAC, School Site Council, Migrant Parent Advisory Committee, and other parent engagement opportunities. These structures remained in place during the year and continued to provide families with opportunities to participate in trainings, workshops, and feedback processes connected to district planning and student support.

Action 3.3, Communication to Stakeholders, was implemented through the district's ongoing communication systems, including newsletters, district and school updates, outreach to families, and two-way communication efforts. The district continued to prioritize communication with families and the broader community, with attention to ensuring that information was accessible to families from underserved student groups.

Action 3.4, Multi-Tiered Systems of Support, was implemented through continued use of WABA structures that integrate wellness, attendance, behavior, and academics. The district continued to use Panorama and other local data systems to monitor student needs and support intervention planning. MTSS staffing, counseling supports, and intervention coordination remained part of the district's implementation structure. During the year, the district continued to refine how teams use student data to identify needs, coordinate supports, and monitor student progress.

Action 3.5, Tiered Restorative Practices to Support Student Behavior and Wellness, was implemented through continued staffing and supports for Tier 2 and Tier 3 behavior systems, including restorative practices personnel, the On-Campus Intervention teacher, and related professional development for staff. The district continued to focus on behavior intervention, restorative responses, and alternatives to exclusionary discipline. Implementation included continued monitoring of student behavior data, OCI participation, and repeated referrals in order to support more consistent intervention practices.

Action 3.6, Additional Supports for Students, was implemented through structures designed to increase student engagement, connectedness, and support for underrepresented and struggling students. The district continued to support student leadership opportunities, student engagement activities, and coordination with SBCOE regarding appropriate student transitions. These supports were intended to help students remain connected to school and access the academic, behavioral, and wellness supports needed to remain on track.

Action 3.7, Engagement and Involvement for Alternative Education, was implemented in collaboration with SBCOE. Alternative education students and families continued to receive support through restorative practices, two-way communication using Aeries, and family engagement activities. This action remained focused on ensuring that students in alternative settings and their families had access to communication, engagement opportunities, and supports aligned to improved educational outcomes.

Action 3.8, Contracted Services, including the School Resource Officer contract, was implemented as planned. The district continued its contract with the Hollister Police Department for School Resource Officer support and with San Benito County Probation. These contracted services supported campus safety, response to incidents, coordination with site staff, and follow-up for situations requiring additional safety or intervention support.

There were no major substantive differences between planned actions and actual implementation for Goal 3. Most actions remained in ongoing implementation as planned. A few areas required continued refinement during the year, including the use of social-emotional data, monitoring of subgroup attendance and engagement, and ensuring that tiered interventions were consistently matched to students with the highest levels of need.

Overall, Goal 3 was carried out with consistent implementation of the district's core engagement, communication, MTSS, restorative practice, student support, alternative education, and safety structures. Key implementation successes included stronger use of data to monitor student needs, continued coordination across wellness, attendance, behavior, and academic supports, and sustained family engagement systems. The district will continue to refine these structures to ensure that students and families are fully engaged and supported in both short- and long-term educational 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.

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

Action 3.1: Student and Parent Engagement — Budgeted: $744,379; Estimated Actuals: $779,007, a difference of $34,628 above budget. The increase was due to staffing and support costs connected to student and family engagement services.

Expenditures less than budgeted amounts for the following contributing actions:

Action 3.4: Multi-Tiered Systems of Support for Students (MTSS) — Budgeted: $870,782; Estimated Actuals: $804,634, a difference of $66,148 below budget. Change in staffing.

Action 3.5: Tiered Restorative Practices to Support Student Behavior and Wellness — Budgeted: $605,906; Estimated Actuals: $565,104, a difference of $40,802 below budget. The variance reflects delays in onboarding some contracted behavior intervention specialists for Tier 2 & 3 services.

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

The actions outlined in Goal 3 have largely been effective in supporting the district's goal of fully engaging students, parents, and the community in support of short- and long-term educational outcomes. Overall, the district sustained strong implementation across family engagement, communication, MTSS, restorative practices, student supports, contracted services, and alternative education partnerships. Several student outcome measures improved notably this year, including suspension, attendance, graduation, dropout, and chronic absenteeism. In addition, the 2025 California School Dashboard showed significant improvement in school climate, with the district moving from Red to Green in Suspension Rate and no student groups identified in the Red performance level for suspension.

Action 3.1, aligned with Metric 3.1, Student and Parent Engagement, was effective in maintaining family engagement and access to school-based supports. The district continued to provide inclusive family engagement programming, including parent meetings, counseling support, interpretation services, bilingual staff assistance, and support with the Aeries Parent Portal. Metric 3.1 shows that 100% of district governance groups continued to meet compliance expectations and solicit parent input through agendas, sign-in sheets, and meeting documentation. This indicates that the district sustained systems that support family-school connection and educational partner input.

Action 3.2, aligned with Metric 3.1, Parent Involvement, was effective in providing parents with consistent opportunities to participate in district decision-making processes. DELAC, School Site Council, and Migrant Parent Advisory Committee structures remained in place, and

the district continued offering trainings, workshops, and meeting opportunities designed to build parent leadership and gather feedback. The aligned Metric 3.1 remained at 100% compliance for district governance groups soliciting parent input, showing that the district maintained meaningful structures for parent involvement.

Action 3.3, aligned with Metric 3.1 and Metric 3.4, Communication to Stakeholders, was effective in sustaining communication with students, families, and the broader community. The district continued to implement communication systems through newsletters, district and school updates, outreach, and two-way communication structures, with attention to underserved student groups and their families. Metric 3.1 remained at 100% compliance for parent input structures, demonstrating continued access to educational partner engagement. In addition, this action supports Metric 3.4 by contributing to broader family connection, student engagement, and school climate efforts.

Action 3.4, aligned with Metrics 3.2, 3.5, 3.6, 3.7, 3.8, and 3.9, Multi-Tiered Systems of Support, was effective in strengthening systems that identify and respond to students' wellness, attendance, behavior, and academic needs. The district continued implementing WABA structures supported by MTSS staffing, Panorama, intervention coordination, and counseling supports. The most aligned Tier 1 monitoring data showed improvement in several key areas. Panorama Semester 1 data improved from 70% to 76% on track in academics and from 88% to 96% on track in attendance, while behavior remained strong at 99% on track. These results indicate that MTSS continues to provide an effective structure for coordinating student supports and monitoring progress.

Action 3.5, aligned with Metrics 3.2, 3.6, 3.7, 3.8, and 3.9, Tiered Restorative Practices to Support Student Behavior and Wellness, was effective in supporting improved behavior and school climate outcomes. The district continued to implement restorative practices, behavior intervention, the On-Campus Intervention teacher, restorative practices personnel, and related staff professional development. The most aligned student outcome metric, suspension rate, improved substantially. Hollister High's suspension rate dropped from 8.8% in 2023–24 to 2.9% in 2024–25, with notable improvement across multiple student groups, including Students with Disabilities, English Learners, and low-income students. The 2025 Dashboard further reflects this improvement, as suspension performance moved to Green overall and no student groups were identified in Red for suspension. These results indicate that the district's restorative practices and behavior support systems had a meaningful positive effect this year.

Action 3.6, aligned with Metrics 3.6, 3.7, 3.8, and 3.9, Additional Supports for Students, was effective in increasing access to supports for underrepresented and struggling students. The district continued providing student support structures designed to increase engagement, connectedness, and a safe, productive school environment. This included collaboration with SBCOE on appropriate transitions for at-promise students, as well as leadership opportunities intended to engage historically underrepresented students. Related outcome data improved in areas closely connected to student support and engagement. Attendance increased to 94.7%, graduation rose to 94.3% at Hollister High, and dropout declined to 2.1%. These improvements suggest that the district's additional student support systems are contributing to stronger student engagement and positive educational outcomes.

Action 3.7, aligned with all Goal 3 metrics, Engagement and Involvement for Alternative Education, was effective in sustaining family engagement, communication, and support for alternative education students. SBCOE continued to implement restorative practices, use the Aeries portal for two-way communication, and host student and parent events to support educational outcomes. Because this action supports the full range of Goal 3 engagement, climate, attendance, and student support outcomes, it remains an important component of the district's overall system for supporting students in alternative settings and their families.

Action 3.8, aligned with Metric 3.4 and Metric 3.5, Contracted Services, including the School Resource Officer contract, was effective in helping maintain school safety and responsiveness on campus. The district fulfilled its contract with the Hollister Police Department for School Resource Officer support and with San Benito County Probation, and the action remained in ongoing implementation. The SROs continued to provide a visible campus presence and support during high-need situations, helping site staff respond to behavioral escalations, investigations, and safety concerns. This action supports the district's broader school climate, safety, and student support efforts reflected in the Goal 3 metrics.

In summary, Goal 3 actions were effective overall in supporting student, parent, and community engagement, as well as strengthening the district's systems for attendance, behavior, communication, intervention, and student support. Particularly strong areas this year included family engagement structures, MTSS, restorative practices, attendance, graduation, dropout reduction, chronic absenteeism improvement, and significant improvement in the 2025 Dashboard school climate indicator for suspension. While some areas, such as social-emotional climate, parent climate data, and student group attendance outcomes, still require continued attention, the district's overall implementation of Goal 3 actions has been effective in making progress toward the goal.

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

Based on reflections from prior practice, no major changes are planned to Goal 3, its metrics, target outcomes, or the majority of its actions for the coming year. The district has determined that the current goal and action structure remain aligned to the continued priority of fully engaging students, parents, and the community in support of short- and long-term educational outcomes. Most actions will remain in place, as they continue to provide the core systems and supports needed for family engagement, communication, student wellness, attendance, behavior intervention, and school connectedness.

While no significant structural changes are planned, the district will make a small adjustment within its wellness staffing model. For the coming year, the district will reduce by one social worker position in the Wellness Center. This adjustment is being made because the district has been able to continue meeting student needs through the use of program interns, who have provided additional support and helped expand service capacity.

The district will also reduce the Strategic Plan Coordinator position from 0.6 FTE to 0.2 FTE. This adjustment reflects the district's transition from initial implementation and development of the strategic plan to ongoing monitoring, communication, and support, which can be sustained with a reduced allocation while maintaining essential engagement and coordination functions.

In addition, the district plans to strengthen student engagement and peer leadership opportunities by adding the PLUS Program curriculum to an existing Leadership section. The PLUS/Peer Resource course is designed to build communication, leadership, mentorship, conflict resolution, and school climate improvement skills through peer-led forums, participatory action research, and outreach projects. The course is intended to help students build stronger peer connections, increase school connectedness, and contribute positively to campus climate, making it a strong addition to the district's Goal 3 work around engagement and belonging.

Overall, Goal 3 will remain largely unchanged for the coming year. The district's reflections indicate that the current framework remains appropriate, with only targeted adjustments to staffing and student leadership opportunities in order to sustain support systems and continue strengthening school climate and student engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Student and Parent Engagement	Student Services will provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their students by enhancing their parenting capacity, increasing connections to school/community, engaging in the IEP process for Students with Disabilities, and promoting parent leadership development. -Hold parent information meetings (all grades) -Aeries parent portal -Additional counselors (4.0 FTE) -Language Translator and Bilingual School Clerk (2.0 FTE)	$805,469.00	Yes
3.2	3.2 Parent Involvement	SBHSD will provide trainings, workshops, and opportunities for parents to get involved in district decision-making processes in order to build their capacity. -DELAC meetings -SSC meetings -Migrant PAC meetings	$0.00	No
3.3	3.3 Communication to Stakeholders	SBHSD will implement a strategic communications plan to increase community engagement and two-way communication between the Board of Trustees, administration, staff, students, parents, and the SBHSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. -Communication Officer (1.0 FTE) -Parent and Community Engagement/Strategic Plan Coordinator (0.2 FTE)	$201,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	3.4 Multi-Tiered Systems of Support for Students	MTSS Team develops sustainable, site-level, equity-embedded MTSS frameworks focused on the foundational structures while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans, and (4) evaluate progress while focusing on disadvantaged (unduplicated) and underserved students. The comprehensive support within the Multi-Tiered System of Supports (MTSS), known as WABA, integrates Wellness, Attendance, Behavior, and Academics to ensure a holistic approach to student success, addressing their diverse needs and promoting overall well-being and achievement. -MTSS Lead (1.0 FTE) -MTSS counselor (1.0 FTE) -School Social Workers (1.0 FTE) -Intervention Coordinator (1.0 FTE) -SEL universal screener	$777,566.00	Yes
3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Site administrators will implement Restorative Practices with integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), and trauma-informed practices. The team will focus on disadvantaged (unduplicated) and underserved students. -Tier 2 and Tier 3 Behavioral Supports -Safety and Security Supervisor (1.0 FTE) -Restorative Practices Personnel (1.0 FTE) -On Campus Intervention (OCI) Teacher (1.0 FTE)	$611,988.00	Yes
3.6	3.6 Additional Supports for Students	SBHSD will provide additional support to increase student engagement for underrepresented and struggling students, connectedness to school and community, and promote a safe and productive school environment. -Collaborate with SBCOE on the appropriate transition of at-promise students to San Andreas -Sections of Leadership to focus on including and engaging historically disenfranchised students (ELs, SPED, Low-income) (0.6 FTE)	$923,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	3.7 Engagement and Involvement for Alternative Education	SBCOE will fully engage alternative education students, family, and the community in support of educational outcomes. -implement Restorative Practices -provide information using two-way communication using the Aeries portal -hosting student and parent events	$101,050.00	Yes
3.8	3.8 Contracted Services	Contract with Hollister Police Department for School Resource Officer	$110,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate (CA Dashbaord)	CA Dashbaord Suspension Rate Data 2023	2024 Dashbaord CA Dashboard Suspension rate: Orange Indicator	2025 Dashbaord CA Dashboard Suspension rate: Yellow Indicator	CA Dashbaord Suspension Rate	From the 2023 baseline to the 2025 Dashboard, the suspension

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow Indicator 6.6% suspended at least one day Declined 9.7% English Learners - 6.8% SED - 7.2% Hispanic - 7.3%	7.9% suspended at least one day EL - green indicator SED 7.1% Hispanic - 8.3%	6.1% suspended at least one day EL - 0% SED - 6% Hispanic - 5.7%	Sustain all student groups in the yellow indicator or better for suspension rates.	rate decreased from 6.6% to 6.1%, reflecting a 0.5 percentage point decrease. English Learners improved from 6.8% to 0%, SED students improved from 7.2% to 6.0%, and Hispanic students improved from 7.3% to 5.7%. Overall, the SA maintained the Yellow performance level and showed progress toward reducing suspension rates.
4.2	Student Office Referrals (Local Indicator)	Baseline to be established in the 2024-2025 school year 0% - 2023-24	24-25 17.4% of students have been referred to the office at least one time	25-26 8% of students have been referred at the office at least one time	Decrease office referrals to 10% or less	Office referrals decreased by 9.4 percentage points from the 2024–25 baseline, from 17.4% to 8% in 2025–26. This result surpasses the goal of 10% or less.

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.

The goal to reduce suspensions and office referrals at San Andreas Continuation School was implemented largely as planned during the 2025–26 school year. San Benito County Office of Education continued to implement Action 4.1 through contracted support from a Board Certified Behavior Analyst (BCBA), and both Goal 4 actions were identified as ongoing implementation in the district's monitoring report. The BCBA continued to support the school's efforts to address student behaviors that contribute to suspensions and office referrals by helping staff and students develop tools and strategies for emotional regulation, behavior response, and decision-making.

Implementation this year appears to have been stronger and more embedded than in the prior year. In addition to regular monthly meetings with the BCBA and the school principal, the BCBA also co-led the COSST process and supported more routine review of suspensions and office referrals. Weekly review of discipline trends and more structured attention to student behavior data helped strengthen the school's response systems. Action 4.2 was also carried out through the use of Behavior Intervention Plans for students with Tier 2 and Tier 3 behaviors. At this point in the year, two students were identified with a Level 1 Behavior Plan and two students were receiving Tier 2 behavior interventions. These actions suggest a more consistent use of data and behavior planning structures than in the previous year.

A key success this year was improvement in the suspension metric. The 2025 Dashboard shows San Andreas improved from an Orange suspension indicator at 7.9% in 2024 to a Yellow indicator at 6.1% in 2025. Student group data also improved, including English Learners at 0%, Socioeconomically Disadvantaged students at 6.0%, and Hispanic students at 5.7%. These results indicate that the school made progress toward the stated goal of keeping all student groups in Yellow or better for suspension rates.

At the same time, office referral data remains a challenge in terms of full evaluation. The metric notes that office referrals are being monitored in the spring, so final current-year outcome data are not yet available. As a result, while implementation of behavior supports appears stronger this year, the district does not yet have complete evidence to determine whether office referrals have decreased to the target level of 10% or less.

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

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

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

Action 4.1: Hire a Board Certified Behavior Analyst (BCBA) – Effective
This action was effective. The BCBA continued to provide targeted expertise to support students and staff in addressing behaviors contributing to suspensions and office referrals. This year, the support structure appears to have become more routine and embedded through monthly meetings, co-leadership of COSST, and regular review of suspension and referral data. The most aligned outcome metric,

suspension rate, improved from 7.9% to 6.1%, moving San Andreas from Orange to Yellow on the Dashboard. These results suggest that the BCBA support contributed to stronger behavior systems and improved suspension outcomes.

Action 4.2: Behavior Intervention Plans for Students – Effective
This action was effective. The school continued to use behavior planning structures for students with elevated needs, with two students on a Level 1 Behavior Plan and two students receiving Tier 2 behavior interventions. This reflects ongoing implementation of individualized behavior supports for students most in need. However, because office referral data for 2025–26 is still being monitored in the spring, the district does not yet have final outcome data to determine whether these plans have reduced office referrals to the desired target. As a result, the action appears to be appropriately implemented, but only partially effective to date because full impact cannot yet be confirmed.

Overall, Goal 4 actions have shown stronger implementation this year and early evidence of improved effectiveness, particularly in reducing suspensions. Continued monitoring of office referrals and behavior intervention outcomes will be important to determine whether the school is also making comparable progress toward reducing referrals and strengthening schoolwide behavior supports.

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

Based on reflections from prior practice, no major changes are planned to Goal 4, its metrics, target outcomes, or actions for the coming year. The district has determined that the current goal and action structure remain appropriate and aligned to the continued need to reduce suspensions and office referrals at San Andreas Continuation School.

The district plans to maintain the current use of a 1.0 FTE BCBA support, as this year's implementation showed stronger consistency and more embedded systems for behavior review, student support, and staff collaboration. The continued use of monthly BCBA meetings, co-leadership of COSST, and routine review of behavior data will remain important components of this work. The district will also continue implementing Behavior Intervention Plans for students with Tier 2 and Tier 3 behavior needs in order to provide more individualized and proactive support.

Overall, the district does not plan to make significant revisions to Goal 4 for the coming year. Instead, it will continue implementing the current actions while monitoring suspension and office referral outcomes closely to determine whether the stronger implementation seen this year leads to sustained improvement over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Hire a Board Certified Behavior Analyst (BCBA)	1.0 FTE BCBA will allow students and staff to benefit from their expertise in addressing student behaviors that may be contributing to suspensions or office referrals. This action will also allow tools and strategies to be developed with students to better handle their emotions and decisions that have led them to their current placement.	$107,052.00	No
4.2	Behavior Intervention Plans for Students	Students identified as having Tier 2 and Tier 3 behaviors will be placed on a Behavior Intervention Plan to monitor the frequency and possible reduction of identified behaviors that have resulted in suspensions or office referrals. These plans and the time needed to develop and monitor them is captured in the cost of Action 4.1.	$0.00	No

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
$7,385,271	$474,941

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
17.307%	0.000%	$0.00	17.307%

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:** Support New and Experienced Teachers **Need:** Unduplicated students, which include English Learners (EL), low-income students, foster youth, and students with disabilities, have demonstrated significant gaps in academic achievement, particularly in English Language Arts (ELA) and Math. Additionally, these students face higher rates of absenteeism,	The actions taken to support new and veteran teachers and provide mentors for teacher support address the identified needs of unduplicated students by enhancing the overall quality of instruction and support services across the district. These actions include professional development, mentorship support, and support for veteran and new teachers.	To monitor the effectiveness of these actions, the following metrics will be used: 1.1, 1.5, 1.9.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the 2026-27 school year, the San Benito High School District (SBHSD) has allocated Local Control Funding Formula (LCFF) Supplemental and Concentration funds totaling $7,385,271, with 17.307% of these funds specifically designated to support unduplicated students. This percentage represents the district's commitment to meeting the increased or improved services requirement for foster youth, low-income students, and English learners, in alignment with state expectations.

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

1) Needs Assessment and Data Analysis (WABA Data):
The district conducts comprehensive needs assessments to identify the academic, behavioral, and social-emotional needs of unduplicated students. Multiple data sources, including academic achievement, attendance, disciplinary data, and stakeholder input, inform the design and prioritization of targeted services.

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

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

4) Ongoing Monitoring and Evaluation:
The district establishes clear metrics to evaluate the impact of each contributing action on unduplicated student outcomes. Monitoring includes both implementation fidelity and progress toward specific goals outlined in the LCAP. The 17.959% proportionality target serves as a benchmark to ensure the scale and scope of services provided are sufficient to meet or exceed state requirements.

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

Additional Concentration Grant Funding

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

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

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

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	$42,672,164	7,385,271	17.307%	0.000%	17.307%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,973,032.00	$6,210,521.00	$0.00	$601,077.00	$15,784,630.00	$12,913,121.00	$2,871,509.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support New and Experienced Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$369,160.00	$22,800.00	$304,582.00			$87,378.00	$391,960.00	
1	1.2	Textbook Adoptions	All	No				on-going	$0.00	$300,000.00		$300,000.00			$300,000.00	
1	1.3	Maintain Facilities	All	No				on-going	$1,776,050.00	$0.00		$1,776,050.00			$1,776,050.00	
1	1.4	Program Specialists and Teacher Coaching and Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$367,896.00	$700.00	$368,596.00	$0.00	$0.00	$0.00	$368,596.00	
1	1.5	Curriculum & Content Area Release Days	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$3,934.00	$31,900.00	$35,834.00				$35,834.00	
1	1.6	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$20,898.00	$152,500.00	$90,898.00	$0.00	$0.00	$82,500.00	$173,398.00	
1	1.7	PLC Framework	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$129,400.00	$5,500.00	$134,900.00				$134,900.00	
1	1.8	Instructional Technology Curriculum & Supports	All	No				on-going	$52,566.00	$541,000.00	$54,000.00	$400,000.00		$139,566.00	$593,566.00	
1	1.9	Instructional Supports for Alternative Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	on-going	$0.00	$231,900.00	$231,900.00				$231,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	2.1 College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$678,450.00	$75,500.00	$548,059.00	$205,891.00			$753,950.00	
2	2.2	2.2 Advanced Placement Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$4,917.00	$43,000.00	$47,917.00				$47,917.00	
2	2.3	2.3 CTE Program Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$1,077,426.00	$40,000.00	$1,018,743.00	$40,000.00		$58,683.00	$1,117,426.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	Ongoing and Summer Service	$320,602.00	$0.00	$320,602.00				$320,602.00	
2	2.5	2.5 AVID College Readiness Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$751,736.00	$102,257.00	$853,993.00				$853,993.00	
2	2.6	2.6 English Learner and LTEL Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	on-going	$1,217,355.00	$61,000.00	$1,102,213.00			$176,142.00	$1,278,355.00	
2	2.7	2.7 Support for Students with Disabilities (SWD)	Students with Disabilities SWD	No				ongoing	$3,393,332.00	$2,300.00	$17,052.00	$3,378,580.00			$3,395,632.00	
2	2.8	2.8 Foster Youth Supports	All Foster Youth	No			Specific Schools: Hollister High School	on-going	$0.00	$2,000.00				$2,000.00	$2,000.00	
2	2.9	2.9 Haybaler Support Time, HST	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	on-going	$87,036.00	$15,000.00	$102,036.00				$102,036.00	
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$133,793.00	$0.00	$133,793.00				$133,793.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	2.11 Career and College Readiness for Alternative Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	$0.00	$134,300.00	$134,300.00				$134,300.00	
3	3.1	3.1 Student and Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$805,469.00	$0.00	$805,469.00				$805,469.00	
3	3.2	3.2 Parent Involvement	All	No				on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	3.3 Communication to Stakeholders	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High SchoolSan Benito High School	on-going	$200,541.00	$1,000.00	$201,541.00				$201,541.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$762,566.00	$15,000.00	$777,566.00				$777,566.00	
3	3.5	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$549,988.00	$62,000.00	$557,180.00			$54,808.00	$611,988.00	
3	3.6	3.6 Additional Supports for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	on-going	$100,006.00	$823,750.00	$923,756.00				$923,756.00	
3	3.7	3.7 Engagement and Involvement for Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	on-going	$0.00	$101,050.00	$101,050.00				$101,050.00	
3	3.8	3.8 Contracted Services	All	No				on-going	$110,000.00	$0.00		$110,000.00			$110,000.00	
4	4.1	Hire a Board Certified Behavior Analyst (BCBA)	All	No			Specific Schools: San Andreas Continuati	ongoing	$0.00	$107,052.00	$107,052.00				$107,052.00	

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
							on School									
4	**4.2**	Behavior Intervention Plans for Students	All	No			Specific Schools: San Andreas Continuation School	ongoing	$0.00	$0.00	$0.00				$0.00	

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
$42,672,164	7,385,271	17.307%	0.000%	17.307%	$8,794,928.00	0.000%	20.610 %	**Total:**	$8,794,928.00
								LEA-wide Total:	$101,050.00
								Limited Total:	$1,102,213.00
								Schoolwide Total:	$7,591,665.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Support New and Experienced Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$304,582.00	
1	**1.4**	Program Specialists and Teacher Coaching and Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$368,596.00	
1	**1.5**	Curriculum & Content Area Release Days	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$35,834.00	
1	**1.6**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$90,898.00	
1	**1.7**	PLC Framework	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$134,900.00	
1	**1.9**	Instructional Supports for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas 10-12	$231,900.00	
2	**2.1**	2.1 College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	$548,059.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School		
2	2.2	2.2 Advanced Placement Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$47,917.00	
2	2.3	2.3 CTE Program Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$1,018,743.00	
2	2.4	2.4 Credit Recovery-Summer School & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$320,602.00	
2	2.5	2.5 AVID College Readiness Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$853,993.00	
2	2.6	2.6 English Learner and LTEL Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hollister High School	$1,102,213.00	
2	2.9	2.9 Haybaler Support Time, HST	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hollister High School	$102,036.00	
2	2.10	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$133,793.00	
2	2.11	2.11 Career and College Readiness for Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	$134,300.00	
3	3.1	3.1 Student and Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$805,469.00	
3	3.3	3.3 Communication to Stakeholders	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$201,541.00	
3	3.4	3.4 Multi-Tiered Systems of Support for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$777,566.00	
3	3.5	3.5 Tiered Restorative Practices to Support	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hollister High	$557,180.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Student Behavior and Wellness			Low Income	School		
3	**3.6**	3.6 Additional Supports for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hollister High School	$923,756.00	
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: San Andreas Continuation High School 10-12	$101,050.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,969,437.00	$15,721,261.00

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**	Support New and Experienced Teachers	Yes	$367,495	$311,004
1	**1.2**	Textbook Adoptions	No	$245,000	$385,190
1	**1.3**	Maintain Facilities	No	$1,401,339	$1,776,050
1	**1.4**	Program Specialists and Teacher Coaching and Supports	Yes	$399,317	$407,275
1	**1.5**	Curriculum & Content Area Release Days	Yes	$43,733	$31,822
1	**1.6**	Professional Development	Yes	$161,641	$158,814
1	**1.7**	PLC Framework	Yes	$142,306	$137,290
1	**1.8**	Instructional Technology Curriculum & Supports	No	$667,231	$683,439
1	**1.9**	Instructional Supports for Alternative Education	Yes	$231,900	$231,900
2	**2.1**	2.1 College and Career Readiness	Yes	$767,660	$732,420
2	**2.2**	2.2 Advanced Placement Program	Yes	$57,642	$47,106

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	2.3 CTE Program Supports	Yes	$1,038,913	$1,019,625
2	**2.4**	2.4 Credit Recovery- Summer School & Virtual Support	Yes	$338,387	$342,580
2	**2.5**	2.5 AVID College Readiness Program	Yes	$782,242	$841,900
2	**2.6**	2.6 English Learner and LTEL Supports	Yes	$1,179,700	$1,224,440
2	**2.7**	2.7 Support for Students with Disabilities (SWD)	No	$3,062,479	$3,378,581
2	**2.8**	2.8 Foster Youth Supports	No	$2,000.00	$200
2	**2.9**	2.9 Haybaler Support Time, HST	Yes	$97,339	$93,578
2	**2.10**	2.10 Data-Driven Decision Making-Supporting Student Outcomes	Yes	$138,000	$138,695
2	**2.11**	2.11 Career and College Readiness for Alternative Education	Yes	$134,300	$134,300
3	**3.1**	3.1 Student and Parent Engagement	Yes	$744,379	$779,007
3	**3.2**	3.2 Parent Involvement	No	$0.00	$0.00
3	**3.3**	3.3 Communication to Stakeholders	Yes	$255,792	$258,154
3	**3.4**	3.4 Multi-Tiered Systems of Support for Students	Yes	$870,782	$804,634

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Yes	$605,906	$565,104
3	**3.6**	3.6 Additional Supports for Students	Yes	$915,852	$920,051
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	$101,050	$101,050
3	**3.8**	3.8 Contracted Services	No	$110,000	$110,000
4	**4.1**	Hire a Board Certified Behavior Analyst (BCBA)	No	$107,052	$107,052
4	**4.2**	Behavior Intervention Plans for Students	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)
$7,757,157.00	$8,590,913.00	$9,280,749.00	($689,836.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support New and Experienced Teachers	Yes	$299,357.00	$311,004		
1	1.4	Program Specialists and Teacher Coaching and Supports	Yes	$399,317.00	$407,275		
1	1.5	Curriculum & Content Area Release Days	Yes	$43,733.00	$31,822		
1	1.6	Professional Development	Yes	$128,641.00	$158,814		
1	1.7	PLC Framework	Yes	$142,306.00	$137,290		
1	1.9	Instructional Supports for Alternative Education	Yes	$231,900.00	$231,900		
2	2.1	2.1 College and Career Readiness	Yes	$544,349.00	$732,420		
2	2.2	2.2 Advanced Placement Program	Yes	$57,642.00	$47,106		
2	2.3	2.3 CTE Program Supports	Yes	$961,842.00	$1,019,625		
2	2.4	2.4 Credit Recovery- Summer School & Virtual Support	Yes	$338,387.00	$342,580		
2	2.5	2.5 AVID College Readiness Program	Yes	$782,242.00	$841,900		
2	2.6	2.6 English Learner and LTEL Supports	Yes	$989,675.00	$1,224,440		
2	2.9	2.9 Haybaler Support Time, HST	Yes	$97,339.00	$93,578		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.10**	2.10 Data-Driven Decision Making- Supporting Student Outcomes	Yes	$138,000.00	$138,695		
2	**2.11**	2.11 Career and College Readiness for Alternative Education	Yes	$134,300.00	$134,300		
3	**3.1**	3.1 Student and Parent Engagement	Yes	$744,379.00	$779,007		
3	**3.3**	3.3 Communication to Stakeholders	Yes	$255,792.00	$258,154		
3	**3.4**	3.4 Multi-Tiered Systems of Support for Students	Yes	$728,904.00	$804,634		
3	**3.5**	3.5 Tiered Restorative Practices to Support Student Behavior and Wellness	Yes	$555,906.00	$565,104		
3	**3.6**	3.6 Additional Supports for Students	Yes	$915,852.00	$920,051		
3	**3.7**	3.7 Engagement and Involvement for Alternative Education	Yes	$101,050.00	$101,050		

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)
$48,046,449	$7,757,157.00	0	16.145%	$9,280,749.00	0.000%	19.316%	$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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