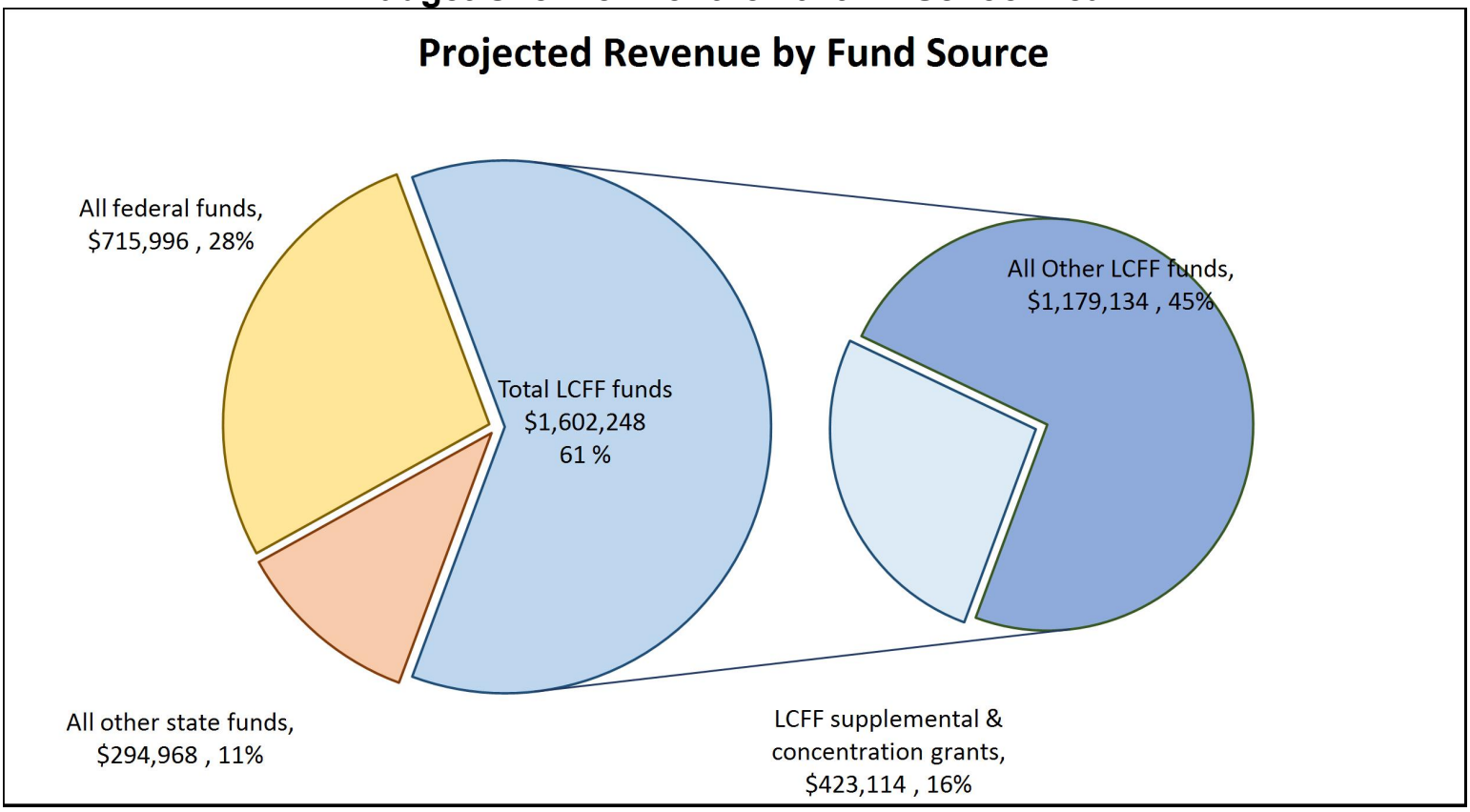
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Butte Charter School
CDS Code: 04 10041 0134213
School Year: 2026-27
LEA contact information:
Mary Sakuma
Superintendent
msakuma@bcoe.org
(530) 532-5650

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

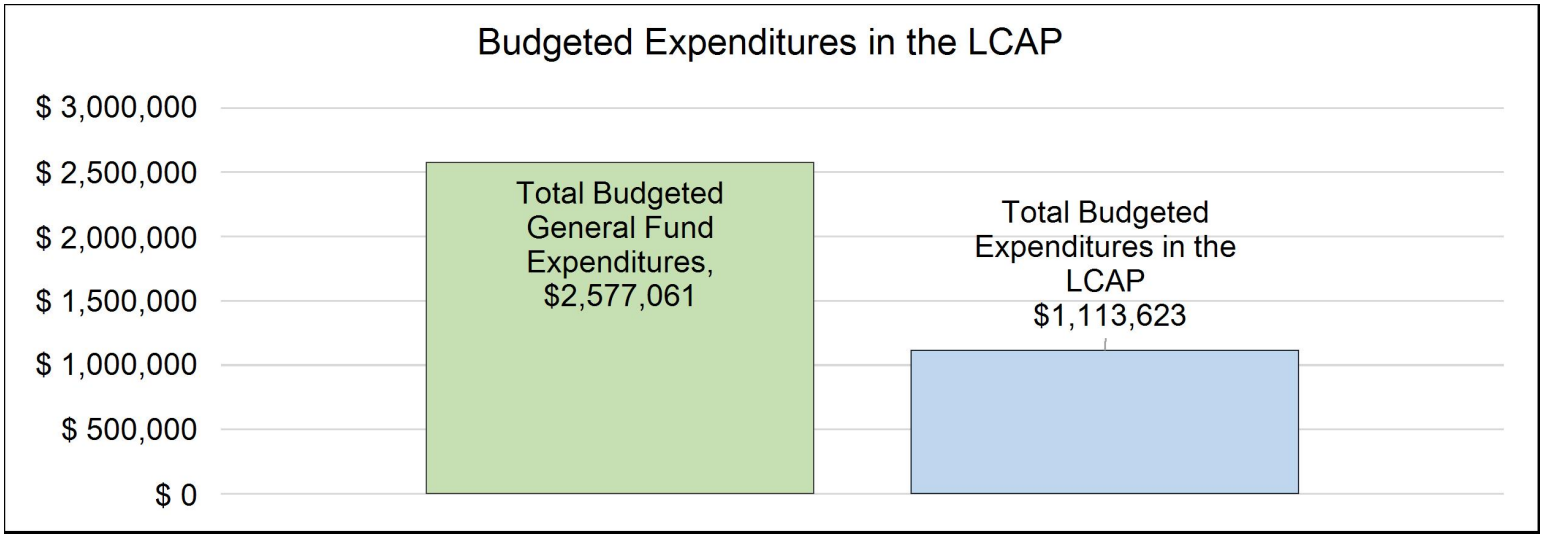


This chart shows the total general purpose revenue Come Back Butte Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Come Back Butte Charter School is $2,613,212, of which $1,602,248.00 is Local Control Funding Formula (LCFF), $294,968.00 is other state funds, $0.00 is local funds, and $715,996.00 is federal funds. Of the $1,602,248.00 in LCFF Funds, $423,114.00 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 Come Back Butte Charter School 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: Come Back Butte Charter School plans to spend $2,577,061.00 for the 2026-27 school year. Of that amount, $1,113,623.00 is tied to actions/services in the LCAP and $1,463,438 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

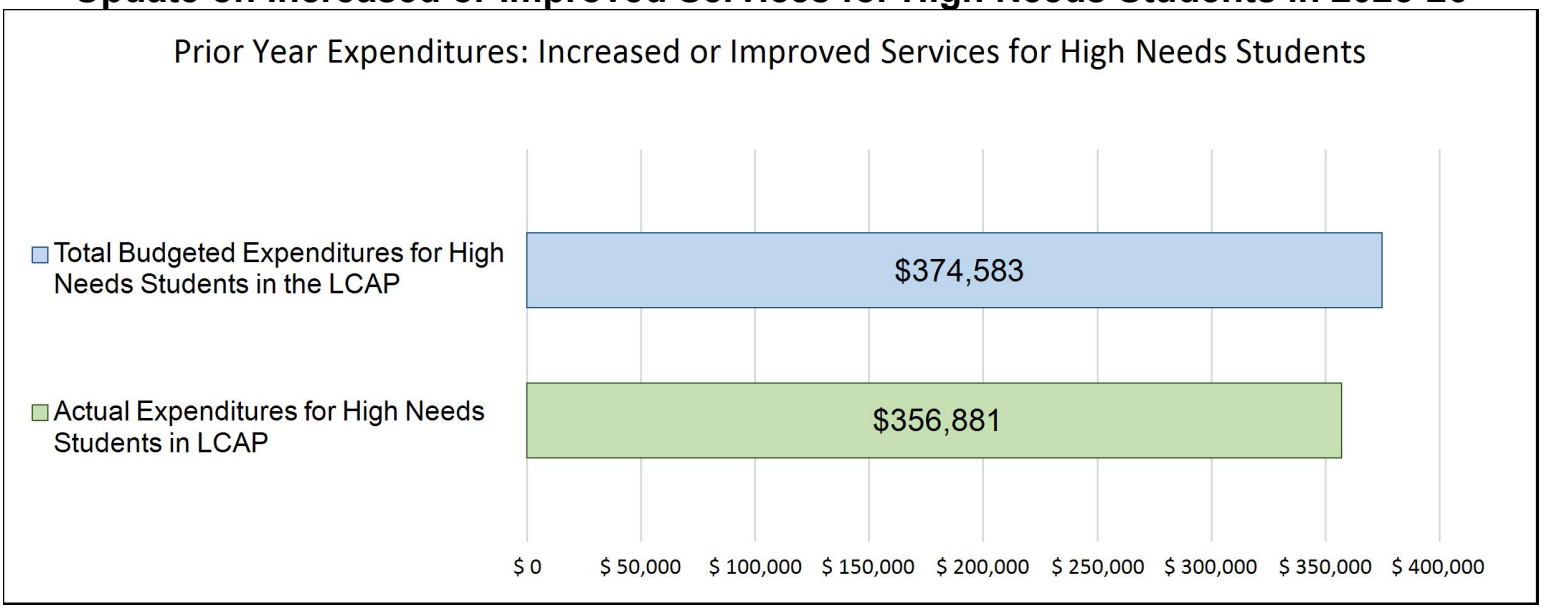
In addition to the expenditures included in the LCAP, Comeback's General Fund budget includes expenditures for administration, maintenance and facilities, curriculum, as well as for the various programs we operate, including but not limited to Special Education, Prop 28 Arts & Music in Schools, California Community Schools Partnership Program, and the Certified Wellness Coach Grant.

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

In 2026-27, Come Back Butte Charter School is projecting it will receive $423,114.00 based on the enrollment of Foster Youth, English learner, and low-income students. Come Back Butte Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Come Back Butte Charter School plans to spend $494,054.00 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 Come Back Butte Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Come Back Butte Charter School 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, Come Back Butte Charter School's LCAP budgeted $374,583.00 for planned actions to increase or improve services for high needs students. Come Back Butte Charter School actually spent $356,881.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $17,702 had the following impact on Come Back Butte Charter School's ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 came in less than the total budgeted expenditures due to a portion of a position being paid out of other funding. The actual actions and services did not change, therefore the overall goals were accomplished.

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
Come Back Butte Charter School	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650

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.

Oroville is a unique place to live, offering a classic small-town feel while acting as a "home base" for more than 55,000 neighbors across the surrounding rural areas of Butte County. The city is home to about 20,000 residents and provides essential services such as healthcare, local government, and shopping. About 21% of the citizens living on limited incomes, many of our students and families, qualify for additional financial and social support at school. Despite these challenges, we are incredibly proud of our community's identity as the heart of the county. From our historic role as the county seat to the million-plus visitors who come to enjoy Lake Oroville every year, our town balances the quiet beauty of a rural area with the energy and resources of a growing regional center.

In Oroville, the majority of our high school students attend the Oroville Union High School District (OUHSD), which serves over 2,200 students at our two main campuses, Las Plumas and Oroville High. These schools offer a traditional "campus life" experience, including competitive sports and specialized career training. For families seeking a different approach to education, our area is also home to several charter and alternative schools that offer flexible pathways to graduation. Come Back Butte Charter offers a vital second chance for students needing to catch up on credits.

Come Back Butte Charter (CBBC), a Western Association of Schools and Colleges (WASC) accredited school in Oroville, CA, offers a supportive and flexible learning environment for students who are 16 and older in grades 9-12 across Butte, Plumas, Yuba, Sutter, Colusa, Glenn, and Tehama counties. Using an independent study model, students meet with teachers weekly to review progress while completing coursework at their own pace online. Four dedicated teachers, each serving about 30 students (approximately 120 students), provide

individualized guidance to help students earn a high school diploma or pass the High School Equivalency Exam (HiSET). CBBC also focuses on preparing students for vocational programs and higher education.

Using data-driven approaches such as Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), staff build strong relationships with students to help them succeed academically and regain confidence in their education. They also collaborate with local community partners to offer additional support programs tailored to students' needs.

Students come from diverse backgrounds and range in age from 16 to older. Staff work with students from various living situations, including independent or family settings, transitional housing, treatment programs, and those released from detention facilities. To enroll, sixteen-year-old students undergo a referral process from their previous school to ensure their needs are addressed before they enroll at CBBC. Enrollment for all students is open throughout the year.

Come Back Butte Charter's goals, as outlined in the Local Control and Accountability Plan (LCAP), are to 1) Prepare CBBC students with the necessary academics, knowledge, and skills for future success in education and the workforce and 2) Provide CBBC students with safe, predictable, nurturing learning environments, supported by equitable, compassionate, and community-minded practices.

Students participate in local LEA assessments three times a year using i-Ready and twice a year using Write Score. Graduation rates and attendance data are also used to track student progress. Graduation rates are monitored annually, while attendance is reviewed monthly to ensure that students receive the support they need.

The core curriculum primarily used is Edgenuity, an online standards-based program. Chromebooks and hotspots are provided for students to access their online coursework. Supplemental curriculum is used when needed. Come Back Butte Charter emphasizes the importance of goal-setting and supports students in achieving their academic and career aspirations.

At Come Back Butte Charter, students are empowered to improve academically, take responsibility for their learning, and lead healthy lifestyles. The school's motto is "Finish what you started at Come Back Butte Charter," and since the school opened in 2016, 310 students have successfully earned their high school diploma or passed the HiSET exam. The school takes pride in the success stories of its students, including Come Back Butte Charter's oldest graduate, who, at 54, found success after struggling in traditional school settings years earlier. Come Back Butte Charter does not have 30 or more English Learners (ELs) or 15 or more Long-Term English Learners (LTELs).

Reflections: Annual Performance

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

Per the 2025 California School Dashboard and local data, Come Back Butte Charter School (CBBC) continues to experience a combination of promising local growth and persistent challenges on state indicators. The school’s most recent data show that local efforts to improve student engagement, credit attainment, and school connectedness are producing positive outcomes; however, state-reported results for graduation rate and college and career readiness remain low and require continued focused attention. CBBC’s 2023 Dashboard results identified Red performance for All Students and the Socioeconomically Disadvantaged student group in Graduation Rate, and Red performance for All Students in the College/Career Indicator. These areas are being addressed through Goal 1, Action 1.1 (Prepare Students

to Transition to College/Career) and Goal 1, Action 1.3 (Increasing Academic Achievement Through Student Engagement), and supported by Goal 2, Action 2.1 (Social-Emotional Education) and Goal 2, Action 2.3 (Student Attendance Support).

By April 2026, CBBC's internal data showed that the overall graduation rate declined slightly from 43.8% to 42.9%, a decrease of 0.9 percentage points. The socioeconomically disadvantaged student group also declined from 44.3% to 40.5%, a decrease of 3.8 percentage points. These results remain in the Red performance level and reflect continued need to strengthen supports for students who enter CBBC significantly behind in credits and with interrupted educational histories. In addition, the 2025 Dashboard indicates that the White student group also remains in the Red performance level for graduation rate. These Red results, including the socioeconomically disadvantaged graduation rate, are being addressed through Goal 1, Action 1.1 (Prepare Students to Transition to College/Career) and Goal 1, Action 1.3 (Increasing Academic Achievement Through Student Engagement). These actions provide transition planning, credit recovery support, tutoring, parent liaison services, career exploration, graduation option counseling, HiSET access, and interventions intended to improve retention and increase the likelihood of graduation.

The College and Career Indicator (CCI) also remained in the Red performance level in the 2025 Dashboard. For All Students, the percentage considered Prepared remained at 0%, while the percentage Approaching Prepared increased from 3.1% to 9%, showing some progress but continued limited access to full college and career readiness outcomes. For the socioeconomically disadvantaged student group, the percentage Prepared remained at 0%, indicating that this student group continues to need stronger access to postsecondary pathways and readiness opportunities. These CCI outcomes are being addressed primarily through Goal 1, Action 1.1, which includes college and career transition services, support for obtaining workplace documents, connections to local community resources, career exploration, CTE planning, and expanded postsecondary transition opportunities.

Local attendance data also indicate an area of concern. Chronic absenteeism increased from 42.2% to 48.5%, an increase of 6.3 percentage points. Student group performance was mixed. The African American student group experienced the largest improvement, decreasing from 100.0% to 60.0%, while remaining a very small student population. The EL + less than 4 years RFEP student group experienced the largest increase, rising from 0.0% to 33.3%. Additional student groups also showed concerning increases, including foster youth/homeless students, who increased from 39.4% to 52.6%, and students with disabilities, who increased from 33.3% to 53.8%. These data indicate that attendance barriers continue to significantly affect several identified student groups and interfere with academic continuity, graduation progress, and access to college and career preparation. These needs are being addressed through Goal 2, Action 2.1 (Social-Emotional Education) and Goal 2, Action 2.3 (Student Attendance Support). Through these actions, CBBC provides counseling, relationship-based supports, monthly Come Back Connection events, transportation assistance, and implementation of the RENEW transition planning model to support engagement, remove barriers to attendance, and strengthen student connection to school.

At the same time, CBBC's local data demonstrate notable growth in key areas that support long-term student success. Average semester credits during the fall semester increased from 1563.0 to 2448.2, an increase of 885.2 credits, reflecting meaningful progress in course completion and credit recovery. Credit gains in mathematics were especially strong, increasing from 1.61 to 4.32, an increase of 2.71 credits. These gains suggest that students are making stronger academic progress while enrolled and that local interventions are helping students re-engage with coursework. These outcomes support the continued implementation of Goal 1, Action 1.3, which provides tutoring, parent liaison support, caseload reduction, and other interventions intended to improve academic achievement through increased student engagement.

HiSET participation and outcomes also reflect an important area of progress for students pursuing an alternative pathway to completion. As of March 2026, three students had taken the HiSET, two students passed all five sections, and one student passed three of five sections, for a total of 13 of 15 sections passed and a section passing rate of 87%. These results indicate that alternative graduation supports are benefiting students who need flexible options to complete high school requirements and move toward postsecondary transitions. This work is supported through Goal 1, Action 1.1 and Goal 1, Action 1.3, especially through graduation option planning and payment of HiSET testing fees.

School climate and connectedness data remain an area of strength. Student climate survey results for 2025–26 showed overall satisfaction increasing from 85% to 88%. Five categories were rated above 90%, including respect from teachers and feeling safe at school. In addition, 95% of students reported that they know an adult at school they can talk to if they need help. These findings suggest that CBBC continues to maintain a supportive, relationship-centered environment for students, even while attendance and graduation outcomes remain challenging. Staff climate satisfaction was 90%, which represents a slight decline from 92% in the prior year but still reflects a generally positive staff culture. These climate outcomes support the continued implementation of Goal 2, Action 2.1 and Goal 2, Action 2.2, which focus on social-emotional support and professional development to strengthen the school's ability to serve its at-promise student population.

CBBC's educational philosophy continues to center on providing a meaningful second chance for students who have struggled in traditional settings. Many students enter the program with significant credit deficiencies, unstable living situations, interrupted schooling, or social-emotional barriers that affect engagement and persistence. For that reason, local growth in credits earned, stronger math credit attainment, positive school climate outcomes, and HiSET success are important indicators that the school's support model is helping students move forward. At the same time, the continued Red performance levels on the 2025 Dashboard for graduation rate and college and career readiness, including the socioeconomically disadvantaged graduation rate, demonstrate that more work is needed to translate local academic gains into stronger state outcomes.

As a result, CBBC will continue implementation of the actions already aligned to these needs while deepening its Technical Assistance and Comprehensive Support and Improvement work. In partnership with the Shasta County Office of Education, the school is refining grade classification processes, shifting from "credits obtained" to "credits needed," and continuing efforts to expand A-G and CTE opportunities. The school will also continue implementation of the RENEW transition planning model, full-time counseling support, attendance interventions, and postsecondary transition strategies to address the barriers reflected in Dashboard and local data.

CBBC does not have 30 or more English learners and/or 15 or more long-term English learners. CBBC also does not currently have any unexpended LREBG funds.

Reflections: Technical Assistance

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

Come Back Butte Charter (CBBC) became eligible for technical assistance for the first time based on its 2024 California School Dashboard results. Specifically, CBBC received the lowest performance level (Red) on two state indicators: Graduation Rate (43.8% overall; 44.3% for socioeconomically disadvantaged students) and College/Career Indicator (CCI) (0% overall and for socioeconomically disadvantaged students). In response, CBBC partnered with Shasta County Office of Education to receive Differentiated Assistance (DA) and began a structured improvement process.

This partnership has included a series of focused check-in meetings (February, March, and May 2025) where the CBBC team, alongside Shasta COE staff, reviewed key dashboard indicators, established improvement goals, and identified technical and systemic challenges that may be impacting outcomes. CBBC's strengths were acknowledged, especially its personalized support for diverse student needs and its commitment to reengaging at-promise students.

Key areas of focus identified through the TA process include:

-Increasing Graduation Rate: The school is adjusting its student grade classification process from "credits obtained" to "credits needed," which is expected to improve graduation rate tracking and placement.

-Improving CCI Outcomes: To expand CCI qualifying opportunities, CBBC is recoding its A-G course offerings, updating articulation agreements, and refining master agreements to ensure alignment. New strategies include:

-Offering a dual enrollment "First Year Experience" course through Butte College onsite, UC/CSU transferable.

-Adding a welding CTE course that leads to adult certification.

-Exploring the ethnic studies dual enrollment course and additional CTE pathways.

-Investigating ways to collect post-graduation data to inform continuous improvement.

-Building Postsecondary Connections: CBBC is working with community organizations such as the Alliance for Workforce Development (AFWD) and California Heritage YouthBuild Academy (CHYBA) to enhance student access to work-based learning and pre-apprenticeship programs.

The team continues to meet regularly with Shasta COE to monitor implementation, evaluate progress using a shared action plan, and adjust strategies based on student data and qualitative feedback. Next steps include solidifying curriculum alignment for A-G offerings, collecting baseline data on student engagement in new pathways, and further refining transition supports through the RENEW model and story-based data collection projects

CBBC is committed to using this partnership to improve outcomes for students through thoughtful alignment of systems, deeper community and college partnerships, and a clear focus on increasing access to postsecondary pathways.

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.

Come Back Butte Charter is eligible for Comprehensive Support and Improvement (CSI) based on the Graduation Rate indicator.

Support for Identified Schools

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

Come Back Butte Charter (CBBC) became eligible for Comprehensive Support and Improvement (CSI) in the 2024–25 school year based on the 2023 California School Dashboard results. The 2024 California School Dashboard results indicate that CBBC received the lowest performance level (Red) in both the Graduation Rate indicator (43.8% overall and 44.3% for socioeconomically disadvantaged students) and the College and Career Indicator (CCI) (0% overall and 0% for socioeconomically disadvantaged students).

To support the development and implementation of its CSI plan, CBBC undertook a rigorous planning process rooted in ESSA Section 1003 guidance. This included:

-Conducting a comprehensive site-level needs assessment that analyzed multiple forms of data, including disaggregated student group data, local climate survey data, professional development feedback, student progress tracking, and engagement outcomes.

-Identifying resource inequities, including insufficient access to postsecondary preparation pathways, inconsistent counselor availability, and limited student access to transition planning support.

-Partnering with BCOE departments, Shasta County Office of Education (as the Technical Assistance provider), and school site leadership to collaboratively develop a focused and actionable improvement plan.

-Selecting evidence-based interventions that target persistent barriers to graduation and postsecondary readiness, including targeted instructional supports, expansion of mental health services, and enhanced transition services through implementation of the RENEW framework.

The CSI Plan is closely aligned with CBBC's LCAP and BCOE's strategic priorities, ensuring that all actions build on the school's capacity to meet the needs of its most at-promise student populations. The plan prioritizes staffing investments to increase on-site support, including funding for a full-time counselor, tutor, transition specialist, and teacher caseload reduction. These roles directly address the drivers of low graduation rates and limited CCI participation by expanding availability of academic intervention, social-emotional services, and postsecondary transition guidance.

CSI funds also support access to professional learning for instructional improvement and digital learning platforms such as RENEW, which offers a personalized, student-driven approach to planning for college, career, and independent living.

Monitoring and Evaluating Effectiveness

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

CBBC has implemented a structured system to monitor and evaluate the effectiveness of its CSI plan and supports for continuous school improvement. This includes:

1. CSI Plan Self-Evaluation & Needs Assessment:

-CBBC utilizes a site plan self-evaluation tool to document the status of actions, monitor metrics, and assess implementation progress. The evaluation includes quantitative and qualitative data, and informs the annual schoolwide Needs Assessment.

-A mid-year and end-of-year review calendar ensures alignment with state deadlines and consistency in data review cycles.

2. Progress Monitoring Tools:

-CBBC maintains disaggregated data in internal dashboards and spreadsheets to track year-over-year changes in attendance, chronic absenteeism, course completion, and graduation rates—even when Dashboard reporting thresholds are not met.

-All CSI-funded positions report progress aligned to duty statements, and service logs (for counseling and tutoring), which are used to track support outreach.

-The RENEW platform and associated training will be evaluated based on student participation and transition plan completion rates.

3. Educational Partner Engagement:

-The CSI Plan and its progress are shared with the School Site Council and at staff meetings.

-Survey tools are administered to students, staff, and families to gauge effectiveness of support services and changes in climate, connection, and academic motivation.

4. Key Metrics for Improvement:

-Attendance rate (increased from 76.2% to 85% in 2024)

-Chronic absenteeism (declined from 65.5% to 42.2%)

-Graduation rate (increased from 21.4% to 43.8%)

-Engagement with HiSET and Butte College courses (tracked via internal enrollment and completion data)

CBBC will continue to work closely with Shasta County Office of Education, holding quarterly check-in meetings to analyze student progress, refine interventions, and ensure alignment to CSI funding requirements and improvement targets.

This approach reflects CBBC's ongoing commitment to using CSI funding not only to meet immediate goals, but also to build sustainable systems of support for its students—especially those who are most at risk of disengagement or underperformance.

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
Teachers	Teachers participate in consultation meetings and School Site Council meetings and provide input through surveys. They are actively involved in the LCAP writing process. Additional feedback was gathered through annual professional development surveys and staff climate surveys. The LCAP actions reflect teacher input.
Principals	The principal participates in consultation meetings, School Site Council meetings, and the LCAP writing process, actively monitoring the current plan's progress and advising on new actions and services. They listen carefully to staff and student feedback gathered through surveys to help establish meaningful, achievable goals. For example, students and parents expressed a clear need for support in obtaining work-related documents, such as birth certificates, Social Security cards, and state-issued IDs, and this input directly led to the continuation of funding to assist students in acquiring these essential documents.
Administrators	Engaged in the LCAP writing process, monthly management meetings for self-evaluation, and providing input for LCAP goals and actions during six writing sessions between January and May 2025. Participate in consultation meetings with the SELPA.
Other School Personnel	Provide input through the 6 School Site Council meetings from September to May, through multiple surveys, and staff meetings. Classified and certificated staff participate in consultation meetings and provide feedback through surveys and push-in PD surveys. For example, after seeing the positive change in the Chronic

Educational Partner(s)	Process for Engagement
	Absenteeism, it was decided to continue the LCAP funding of the Parent Liaison position.
Local Bargaining Units of the LEA	The LCAP is an agenda item at every negotiation session. Consultation meetings were held with representatives from the Butte County Teachers Association (BCTA), CSEA 436, and CSEA 736 to provide opportunities for involvement and input in the development of the LCAP. During the 2025–26 school year, multiple meetings were held with each bargaining unit. Meetings with BCTA were held on September 10 and November 19, 2025; January 7 and January 28, 2026; March 25, 2026; and May 13, 2026. Meetings with CSEA 436 were held on September 17 and November 12, 2025; February 11, 2026; and April 15, 2026. Meetings with CSEA 736 were held on October 8 and December 17, 2025; and February 18 and April 29, 2026.
Parents	Parent feedback is gathered during school events (Back to School, monthly Connection events, and School Site Council meetings) and through surveys administered via email, posted on school websites, and during IEP and student meetings. This feedback is essential for developing the LCAP goals. For example, during family engagement events, students and parents have shared concerns about barriers to employment readiness, which led to the continuation of an LCAP goal to fund the acquisition of essential documents such as birth certificates, Social Security cards, and identification cards. To promote participation among parents of unduplicated pupils (English learners, Foster Youth, and low-income students), the school provides multilingual communications and flexible meeting schedules to accommodate diverse working hours. Targeted outreach, including personal phone calls and Parent Square messages, ensures these families are aware of services and academic supports tailored to their students' needs. Furthermore, the school promotes participation for parents of individuals with exceptional needs by fostering a collaborative environment with the Special Education teacher. As part of the IEP process, the school focuses on transition planning and disability rights, providing parents with the tools to be active advocates. By

Educational Partner(s)	Process for Engagement
	offering direct access to service providers during school events, the school ensures that families of students with disabilities are integral partners in the educational decision-making process.
Students	Students provided input through LCAP surveys, participation in the 6 School Site Council meetings, annual school climate surveys, empathy interviews, and student appointments. Special Education students are consulted during their IEP development and meetings. For example, during climate surveys and empathy interviews, students expressed a need for access to mental health supports. In response, the LCAP goal of supporting a counselor on site to provide mental health resources and wellness check-ins will continue.
Community Members	Community partners are invited to participate in School Site Council and Community Engagement Initiative meetings between September and May, and are encouraged to provide feedback on school programs and planning. They also contribute input through surveys. For example, partners shared concerns about student mental health and the lack of access to local support services during a connection event. This input shows a need for the LCAP goal to be focused on mental health support through the on-site counselor.
District and County Office Personnel	District and county office personnel participated in the 6 LCAP writing process meetings held between January and May, as well as monthly consultation meetings, and provided input during monthly management meetings. The Deputy Superintendent coordinated services for expelled students and updated the Countywide Expulsion Plan in consultation with community partners in the spring.
Governing Board (Butte County Board of Education)	In addition to the mid-year LCAP update, the LEA provides Board updates multiple times throughout the year on school site data, progress of services, and program implementation. These updates are presented during Board meetings as agenda items, and trustee input is received through Board discussion, questions, and feedback on the information presented.
Special Education Local Plan Area (SELPA) Administrators	The LEA consults with the SELPA Director and participates in monthly SELPA Director's council and committee meetings. Feedback regarding actions and strategies for the LCAP is incorporated from these consultations.

Educational Partner(s)	Process for Engagement
Foster and Homeless Youth Administrators	The LEA consulted with the Foster Youth Director, who participated in the LEA administration meeting in the spring (March 2025), providing feedback regarding actions and strategies that were incorporated into the LCAP.

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

The development of the 2025–26 Local Control and Accountability Plan (LCAP) for Come Back Butte Charter (CBBC) was significantly shaped by meaningful input from educational partners, including students, families, site staff, and community organizations. Feedback was gathered through LCAP surveys, School Site Council meetings, and ongoing community engagement efforts, and was critical in influencing the goals, actions, and expenditures reflected in this year's plan.

Influence of Educational Partner Feedback
Educational partners consistently emphasized the need to sustain and expand personalized student supports, especially for those experiencing challenges related to attendance, engagement, mental wellness, and postsecondary readiness. These needs were echoed across multiple partner groups and led to several important updates and refinements to the adopted LCAP:

-Expansion of Counseling Services (Action 2.1):
Based on survey data and community input, CBBC expanded its counseling services by adding a full-time counselor position. This change was designed to:

-Ensure daily access to social-emotional support, student check-ins, and crisis intervention.

-Support implementation of a universal SEL screening and schoolwide SEL instruction.

-Introduce expressive writing as an emotional regulation tool.

-Implementation of the RENEW Transition Planning Model (Action 2.3):
Feedback from students and staff also emphasized the importance of personalized transition planning for students struggling with chronic absenteeism and engagement. In response, CBBC added implementation of RENEW, a research-based intervention that supports student-driven transition planning. A Transition Specialist will be trained in 2025–26 and will begin working with students immediately. This addition is directly aimed at improving graduation outcomes and supporting smoother transitions into college or a career.

-Support for Academic Engagement (Actions 1.1 and 1.3):
Students expressed strong interest in more engaging and relevant learning opportunities, including career exploration, elective courses, and real-world learning. In response, CBBC reaffirmed its commitment to college- and career-readiness supports, including career technical education (CTE) planning, access to community partnerships, and expanded tutoring. To support improved instruction and student connection, Action 1.1 was modified to include instructional coaching to promote student engagement and strengthen academic outcomes.

-Access and Equity Supports (Action 1.2):
Multiple partners identified transportation and digital access as ongoing barriers. The school will continue to provide hotspots for students, and survey feedback also supported the continuation of gas card distribution and outreach strategies that reduce attendance barriers and connect students with essential resources.

Ongoing Collaboration and Prioritization
CBBC staff maintain close collaboration with the Butte County Office of Education (BCOE) through monthly meetings to review timelines, assess progress, and align resource needs. Input gathered from students, families, community partners, and staff continues to guide decisions about professional learning, academic supports, and family engagement strategies. While CBBC does not receive Equity Multiplier funding, the LCAP remains focused on addressing the needs of unduplicated students, particularly Foster Youth, students experiencing homelessness, English learners, and students with disabilities, through targeted supports, flexible access to services, and proactive family communication strategies.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare CBBC students with the necessary academics, knowledge and skills for future success in education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Come Back Butte Charter (CBBC) developed Goal 1 to ensure that all students, regardless of their background, have equitable access to a broad and rigorous course of study, directly addressing State Priority 7 (Course Access) through personalized instruction and standards-aligned curriculum. Recognizing that our student population is predominantly unduplicated pupils, specifically low-income, English learners, and foster/homeless students, our programs and services are strategically designed to address significant academic credit deficiencies and provide the targeted support necessary for postsecondary success. Additionally, our academic framework is intentionally developed and provided to individuals with exceptional needs, fostering a collaborative environment where special education staff, families, and students work together to ensure that educational services and transition planning are tailored to unique learning profiles (Priority 7C).

This goal is heavily influenced by feedback from educational partners, which emphasized the need for services tailored to the specific needs of our at-promise population. To prepare students to be responsible and productive citizens, CBBC utilizes evidence-based practices such as maintaining small teacher caseloads, providing 1:1 access to technology, offering parent liaison services, and delivering effective initial instruction through a rigorous online curriculum. These efforts are supplemented by practical guidance, including facilitating college applications, providing academic tutoring, and assisting students in obtaining essential workplace documents.

The urgency of this goal is underscored by Dashboard and local data, which show a "Red" performance level for graduation and college/career indicators, as well as HiSET data indicating that 0% of students were prepared for college and careers in 2022-23 despite passing the exam. At this time, Advanced Placement (AP) courses, the Early Assessment Program (EAP) (Priority 4G), and formal CTE sequences are not included in the master schedule because many students have not yet reached the foundational readiness levels required for success in these programs. Instead, the school’s immediate focus is on providing intensive academic support and prerequisite skills to bridge these gaps, with the flexibility to add advanced pathways as student data indicate a shift in readiness.

Because the LEA serves a high concentration of at-promise students, Goal 1 maintains a concurrent focus on attendance and social-emotional learning as vital components of academic achievement. By implementing strategic, research-based strategies to increase engagement through interest-based and real-world learning experiences, CBBC remains committed to improving graduation rates and supporting successful transitions to college, careers, or the workplace.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Statewide Assignment Accountability System (CalSAAS) % of teachers appropriately credentialed and % of teachers appropriately assigned (Priority 1)	2023-2024 100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned	2024-2025 100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned	2025-2026 100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned	Maintain 100% fully credentialed and 100% appropriately assigned staff	Maintained 100% of teachers were appropriately credentialed, and 100% of teachers were appropriately assigned
1.2	Annual Curriculum Inventory Report to Superintendent % of student access to standards aligned materials (Priority1)	2023-2024 100% of students have access to standards aligned instructional materials	2024-2025 100% of students have access to standards aligned instructional materials.	2025-2026 100% of students have access to standards aligned instructional materials.	Maintain 100% of student access to standards aligned instructional materials	Maintained 100% of students have access to standards-aligned instructional materials.
1.3	CA State Standards Implementation % of LEA schools average on 5 point self-reflection tool (Priority 2B)	2023-2024 The overall implementation of all State Standards as measured on the 5 point self reflection tool averaged 96%	2024-2025 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 96%	2025-2026 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 100% (+4%)	Exceed 85% implementation as rated on the 5 point self reflection tool	The overall implementation of all State Standards as measured on the 5 point self reflection tool averaged 100% (+4%)
1.4	LEA's self-identified level on the LEVERS	2023-2024	2024-2025	2025-2026	Increase one level on	Maintained LEA's self-identified level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rubric measuring access to a broad course of study (Priority 7A, 7B)	The LEVERS baseline will be established Summer 2024.	LEA's self-identified level on the LEVERS 4 of 14 components were completed	LEA's self-identified level on the LEVERS 4 of 14 components were completed	the LEVERS Self Assessment each year to reach	on the LEVERS 4 of 14 components were completed
1.5	CA Dashboard CAASPP Math & ELA Distance from standard points (Priority 4, 4B)	2023 Spring 2023 CAASPP: There were too few students to report publicly on the CA Dashboard ELA Overall:11% Meeting or Exceeding Standards Socioeconomically Disadvantaged: 11% Math Overall:0% Meeting or Exceeding Standards Socioeconomically Disadvantaged: 0%	2024 Spring 2024 CAASPP: There were too few students to report publicly on the CA Dashboard ELA Overall: 6% Meeting or Exceeding Standards Socioeconomically Disadvantaged: 6% (-5%) Math Overall: 0% Meeting or Exceeding Standards Socioeconomically Disadvantaged: 0% (No Change)	2025 Spring 2025 CAASPP: Public reporting is not available due to student confidentiality. Progress will continue to be monitored locally. ELA Overall: 9% (-2%) Meeting or Exceeding Standards Socioeconomically Disadvantaged: 9% (-2%) Math Overall: 0% (No Change) Meeting or Exceeding Standards Socioeconomically Disadvantaged: 0% (No Change)	ELA: decrease distance from standard to less than 20 points Math: decrease distance from standard to less than 75 points Close the points gap to less than 5% for all reported student groups	There were too few students to report publicly on the CA Dashboard due to student confidentiality. This metric will continue to be monitored at the local level. In local reporting, ELA meeting or exceeding standards decreased by 2 percentage points overall and by 2 percentage points for socioeconomically disadvantaged students. Math showed no change overall or for socioeconomically disadvantaged students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CDE CAASPP data for CAST Science and CAST Alternate % of students meeting or exceeding standards (Priority 4F)	Spring 2023 There were too few students to report publicly	Spring 2024 CDE CAASPP CAST Science Overall: 5.9% (+5.9%) of students meeting or exceeding standards Socioeconomically Disadvantaged: 6.3% (+6.3%) CAST Alternate: 0% of students meeting or exceeding standards	Spring 2025 CDE CAASPP CAST Science Overall: 0.0% (-5.9%) of students meeting or exceeding standards Socioeconomically Disadvantaged: 0.0% (-6.3%) CAST Alternate: NA (0%) of students meeting or exceeding standards	CAST: Decrease distance from standard to less than 50 points and/or increase the number of students meeting or exceeding standard by 15% CAST Alt: To be determined when results are available. Increase meeting or exceeding by more than 5% Close the points gap to less than 5% for all reported student groups	Baseline data were too small to report publicly due to student confidentiality. This metric will continue to be monitored at the local level. In Spring 2025, 0.0% of students overall and 0.0% of socioeconomically disadvantaged students met or exceeded standards in CAST Science. CAST Alternate results were not publicly reportable.
1.7	Local EL Academic Support Plan and BCOE CA Dashboard % of students classified as EL that have an academic support plan (Priority 4)	2023-2024 There were too few students to report publicly on the CA Dashboard 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually	2024-2025 There were too few students to report publicly on the CA Dashboard 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually	2025-2026 There were too few students to report publicly on the CA Dashboard 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually	Maintain rate of 100% of students classified as EL having an academic support plan that is monitored and adjusted at least biannually	There were too few students to report publicly on the CA Dashboard due to student confidentiality. This metric will continue to be monitored at the local level. CBBC maintained 100% of students classified as English learners who have an academic support

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						plan that is monitored and adjusted at least biannually.
1.8	Data Quest EL Reclassification Rate % of EL students reclassified FEP (Priority 4E)	2023 There were too few students to report publicly on the CA Dashboard	2024 There were too few students to report publicly on the CA Dashboard	2025 There were too few students to report publicly on the CA Dashboard due to student confidentiality. This metric will continue to be monitored at the local level.	Maintain reclassification rates that ensure students do not become long-term English learners	There were too few students to report publicly on the CA Dashboard due to student confidentiality. This metric will continue to be monitored at the local level. No students were reclassified RFEP in the current year.
1.9	CA Dashboard CCI Report Pupil Outcomes - College/Career Indicators % of overall and student groups approaching prepared (Priority 4D and 8)	Spring 2023 Students Prepared for College: 0% Students Approaching Prepared for College: 0%	Spring 2024 CA Dashboard performance color: Red Students Prepared for College: 0% (No Change) Students Approaching Prepared for College: 3.1% (+3.1%) STUDENT GROUPS Socioeconomically Disadvantaged: 0% (No Change)	Spring 2025 CA Dashboard performance color: Red Students Prepared for College: 0% (No Change) Students Approaching Prepared for College: 9% (+5.9%) STUDENT GROUPS Socioeconomically Disadvantaged: 0% (No Change)	Increase students Prepared or Approaching Prepared combined to greater than 15% Ensure gaps between the overall population and identified student groups are less than 5%	Students Prepared for College remained at 0%. Students Approaching Prepared for College increased by 9 percentage points from baseline. Socioeconomically disadvantaged students remained at 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	i-Ready and Write Score Local Assessment Data % of students meeting or exceeding standards (Priority 4, 4G, and 8)	2023-2024 FALL - WINTER i-Ready Reading Overall: 15% (+9%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 13% (+7%) Homeless/Foster Youth: 16% (+3%) i-Ready Math Overall: 9% (+1%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 10% (+1%) Homeless/Foster Youth: 13% (+1%) Write Score Overall: 0% (0%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 0% (0%) Homeless/Foster Youth: 0% (0%)	2024-2025 FALL-WINTER i-Ready Reading Overall: 17% (+2%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 16% (+3%) Homeless/Foster Youth: 16% (+3%) i-Ready Math Overall: 9% (no change) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 9% (-1%) Homeless/Foster Youth: 5% (-8%) EL: 0% (-13%) Write Score Overall: 6% (+6%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 6% (+6%)	2025-2026 FALL-WINTER i-Ready Reading Overall: 39% (+22%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 39% (+23%) i-Ready Math Overall: 27% (+18%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 26% (+17%) Write Score Overall: 3% (-3%) Meeting/Exceeding Standards Socioeconomically Disadvantaged: 0% (-6%)	Increase overall and student group scores to greater than 20% meeting/ exceeding.	i-Ready Reading increased by 24 percentage points overall and by 26 percentage points for socioeconomically disadvantaged students. i-Ready Math increased by 18 percentage points overall and by 16 percentage points for socioeconomically disadvantaged students. Write Score increased by 3 percentage points overall. A baseline value for socioeconomically disadvantaged students on Write Score was not included in the data provided for comparison.
1.11	CA Dashboard Graduation rate % (Priority 5)	2022-2023 Graduation Rate	2023-2024 Graduation Rate	2024-2025 Graduation Rate	Increase graduation rates to 40% or higher	The graduation rate increased by 21.5 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard does not have a performance color. Overall: 21.4% (-<1%) Socioeconomically Disadvantaged: 21.8% (+3.6%) Met UC/CSU requirements: 0%	2024 CA Dashboard performance color: Red Overall: 43.8% (+22.3%) STUDENT GROUPS Socioeconomically Disadvantaged: 44.3% (+22.5%) Met UC/CSU requirements: 0% (no change) STUDENT GROUPS Socioeconomically Disadvantaged: 0% (no change)	2025 CA Dashboard performance color: Red Overall: 42.9% (-0.9%) STUDENT GROUPS Socioeconomically Disadvantaged: 40.5% (-3.8%) Met UC/CSU requirements: 0% (No Change) STUDENT GROUPS Socioeconomically Disadvantaged: 0% (No Change)		points overall and by 18.7 percentage points for socioeconomically disadvantaged students. The percentage of students meeting UC/CSU requirements remained at 0% overall and for socioeconomically disadvantaged students.
1.12	10 Distinguishers Rubric for Measuring % of Academic Engagement (Priority 6)	Spring 2024 The 10 Academic Engagement Distinguishers of Big Picture Learning	Spring 2025 The 10 Academic Engagement Distinguishers of Big Picture Learning	Spring 2026 The 10 Academic Engagement Distinguishers of Big Picture Learning	Maintain an academic engagement rating of 75% or higher	Overall implementation remained at 70%, with no change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		On the 4 point rubric, overall implementation is 70% (+2%)	On the 4 point rubric, overall implementation is 70% (No Change)	On the 4 point rubric, overall implementation is 70% (No Change)		
1.13	The percentage of students, including unduplicated student groups (Low-Income, English Learners, and Foster Youth), who successfully complete the UC/CSU A-G requirements by the end of their senior year. (Priority 2 and 4D)	Spring 2026	Spring 2027 Baseline +2%	Spring 2028		
1.14	CAASPP Early Assessment Program (EAP) ELA and Math % of 11th grade students who are Conditionally Ready or Ready (Priority 4C)	Baseline (2023-2024): 6% of 11th grade students were Conditionally Ready or Ready in ELA (1/18), and 0% were Conditionally Ready or Ready in Math (0/18).		Current Data (2024-2025): 9% of 11th grade students were Conditionally Ready or Ready in ELA (2/22), and 0% were Conditionally Ready or Ready in Math (0/22).	Target: Increase ELA from 9% to 12% and Math from 0% to 5%.	

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.

During the 2025–26 school year, Goal 1 was implemented as planned. Action 1.1 (Prepare Students to Transition to College/Career), Action 1.2 (Ensuring Equity in Access to Educational Programs), and Action 1.3 (Increasing Academic Achievement Through Student Engagement) were fully implemented, including personalized independent study, access to standards-aligned instructional materials, expanded college and career readiness supports, technology access, tutoring, parent liaison services, and teacher collaboration to support student progress. These

efforts were implemented with fidelity and aligned to the intended purpose of increasing academic engagement, credit attainment, and postsecondary readiness for students.

Some implementation refinements occurred during the year. Action 1.1 was refined based on student feedback to better support engagement and academic progress through instructional coaching and expanded college and career transition supports. In addition, the school updated its system for tracking student progress by shifting from “credits obtained” to “credits needed.” Although this change was not part of the original plan, it was implemented to improve the accuracy of graduation tracking, student placement, and postsecondary planning.

There were no significant substantive differences between planned actions and actual implementation. Actions were implemented as designed; however, refinements occurred in response to student needs and ongoing technical assistance. While implementation occurred with fidelity, challenges to outcomes remain, particularly in graduation and college/career readiness, which continue to require ongoing attention.

Overall, implementation of Goal 1 is in progress and being carried out as intended, with continued refinement to strengthen student engagement, academic progress, and transitions to college and career.

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 material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the actions identified in this goal. Action 1.2 (Ensuring Equity in Access to Educational Programs) resulted in lower-than-projected expenditures for hotspot connectivity, as fewer devices were needed than originally anticipated. Action 1.3 (Increasing Academic Achievement Through Student Engagement) also resulted in lower-than-projected expenditures for HiSET testing fees; however, additional expenditures may occur later in the year as more students pursue HiSET testing. All other funds were utilized as intended to support core services, including career preparation through Action 1.1 (Prepare Students to Transition to College/Career). While the implementation of Action 1.1 was refined during the year to more explicitly bolster student engagement and academic outcomes, this programmatic shift was successfully managed within the original budgetary allocation and did not result in a material expenditure variance.

Furthermore, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services, with both remaining at 0.00%. The LEA directly expended LCFF supplemental and concentration grant funds on the described services for unduplicated students; however, actual expenditures fell below the level required to fully meet the proportionality requirement, resulting in an LCFF carryover of $48,103, or 4.255%, for the coming year. These investments remained principally directed toward meeting the unique needs of unduplicated pupils by providing targeted academic, attendance, and social-emotional supports

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

Implementation of Goal 1 actions has resulted in some areas of progress; however, overall effectiveness remains mixed in producing consistent improvements across both local and state academic outcomes.

Action 1.1 (Prepare Students to Transition to College/Career) has been effective in supporting student transition planning, postsecondary awareness, and alternative graduation pathways. Students were supported through workplace document acquisition, connections to community resources, career exploration, graduation option planning, and instructional coaching. Local data reflects progress in this area, including strong HiSET outcomes, with an 87% passing rate on test sections taken as of March 2026, 3 students completing the HiSET graduation equivalency, growth in students approaching prepared on the College/Career Indicator from 0% at baseline to 9%, and an increase in 11th grade students who were Conditionally Ready or Ready on the CAASPP Early Assessment Program (EAP) in ELA from 6% in 2023-2024 to 9% in 2024-2025. However, EAP Math remained at 0%, and the percentage of students considered Prepared on the College/Career Indicator remained at 0%, showing that while transition supports are helping students move forward, college and career readiness outcomes remain limited.

Action 1.2 (Ensuring Equity in Access to Educational Programs) has been effective in maintaining equitable access to instruction. The school maintained 100% student access to standards-aligned instructional materials, and local hotspot data showed 100% of available hotspots were in use, supporting student access to the online curriculum. This action also supported student productivity, as average semester credits earned increased substantially, including Semester 1 credit growth from 1563.0 to 2448.2 and average math credits earned increasing from 1.61 to 4.32.

Action 1.3 (Increasing Academic Achievement Through Student Engagement) has shown partial effectiveness. Local assessment data demonstrated notable gains, with i-Ready Reading increasing from 15% to 39% meeting/exceeding standards and i-Ready Math increasing from 9% to 27%. These gains suggest that tutoring, parent liaison support, caseload reduction, and targeted interventions are helping improve local academic performance. In addition, the dropout rate improved from 32.4% to 23.6%, indicating progress in student retention. However, state assessment outcomes remain low. In 2025, SBAC ELA showed 9% meeting/exceeding standards, while SBAC Math remained at 0%, and CAST was 0% meeting/exceeding standards. Graduation also declined slightly from 43.8% to 42.9%, remaining in the Red performance category.

Overall, while Goal 1 actions have been effective in improving local academic outcomes, access, credit attainment, and student transition supports, they have been less effective in improving state indicators, particularly graduation rate, mathematics achievement, science achievement, and the College/Career Indicator. Continued refinement is needed to strengthen the connection between local academic growth and improved state-reported outcomes.

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

Based on a review of 2024–25 and 2025–26 performance data and reflection on prior practice, no substantive changes were made to the goal, overall actions, or target outcomes for Goal 1; however, minor refinements were made to strengthen clarity, implementation, and measurement. Action 1.1 (Prepare Students to Transition to College/Career) was refined based on student feedback to better support engagement and academic progress. In addition, Metric 1.13 was added to measure the percentage of students, including unduplicated pupil groups (Low-Income, English learners, and Foster Youth), who complete UC/CSU A–G requirements. This addition responds to identified needs related to low College/Career Indicator (CCI) performance and strengthens the LEA’s ability to monitor student progress toward college and career readiness.

This determination is rooted in evidence that the current strategic framework is effectively addressing the foundational needs of the at-promise student population, as demonstrated by significant local successes such as an increase of 885.2 average semester credits and a robust 87% passing rate on the HiSET exam.

While the school continues to address Red performance levels on the California School Dashboard for graduation rate and College/Career Indicator (CCI), feedback from educational partners and reflections from Technical Assistance indicate that existing actions, including Action 1.1 (Prepare Students to Transition to College/Career), Action 1.2 (Ensuring Equity in Access to Educational Programs), and Action 1.3 (Increasing Academic Achievement Through Student Engagement), remain appropriate evidence-based strategies to address these achievement gaps. Maintaining these actions allows CBBC to focus on high-fidelity implementation of key initiatives, including the continued expansion of A–G and CTE pathways, such as welding, and strengthened transition supports. This continuity ensures students receive the stable, long-term support required to finish what they started and successfully transition to the workforce or higher education.

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	Prepare Students to Transition to College/Career	As identified in college and career readiness outcomes, student and parent LCAP surveys, and School Site Council feedback, all students, particularly low-income, English learners (EL), and foster/homeless students, struggle to meet the academic standards needed for college or career success. To address this need, CBBC will take a comprehensive approach to academic, technical, and social-emotional development, ensuring that students are well-equipped for success in their future educational and career endeavors, by providing students with opportunities to acquire the necessary skills, knowledge, and competencies for postsecondary education and the workforce, as well as offering support for their transition to include: a. Obtaining workplace documents; b. Connecting with local community resources; c. Providing career exploration and CTE planning; d. Providing instructional coaching support to enhance classroom instruction, student engagement, and college/career readiness outcomes; e. Presenting graduation options; f. Direct monitoring of EL student growth during data-driven collaborative team meetings and parent meetings; g. Developing personalized academic support plans targeting identified needs for every identified EL student;	$463,849.00	Yes

Action #	Title	Description	Total Funds	Contributing
		h. Reevaluate the needs of EL students at each reporting period to determine if they are on target for meeting semester goals and expectations; i. Assigning additional interventions for EL students not making adequate progress as outlined in the BCOE EL Master Plan; j. Provide targeted professional development for staff to improve support for EL students.		
1.2	Ensuring Equity in Access to Educational Programs	To ensure all students have equitable access to our online instructional program and address disparities experienced by numerous students, especially those from economically disadvantaged backgrounds, English learners (EL), and those in foster care or experiencing homelessness, CBBC will: a. Provide hotspots for students to check out to access the curriculum	$10,000.00	Yes
1.3	Increasing Academic Achievement Through Student Engagement	As evidenced by the CA Dashboard Graduation rate, student dropout rates, CAASPP scores, local academic assessments, student and parent surveys, climate surveys, the Annual Charter Oversight report, and SSC feedback, it is apparent that a significant number of students, notably those from low-income backgrounds, English learners (EL), and those in foster care or experiencing homelessness, have challenges in meeting academic standards, fulfilling graduation requirements, and pursuing their postsecondary goals. In response, CBBC will implement the following: a. Provide a student tutor for targeted intervention and support for academic growth. b. Provide a Parent Liaison to enhance student and family engagement and facilitate academic success. c. Caseload reduction to provide time for teachers to effectively plan and provide interventions to reduce the dropout rate and increase retention and graduation rates. d. Provide payment for HiSET testing fees to enable eligible students to pursue this alternative to a high school diploma.	$209,798.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide CBBC students with safe, predictable, nurturing learning environments, supported by equitable, compassionate, and community-minded practices.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

At CBBC, our objective is to foster an inclusive and conducive learning environment tailored to the diverse needs of our students. To this end, CBBC is dedicated to implementing a comprehensive framework of support and differentiated instructional practices. We use the Multi-Tiered System of Support (MTSS), which serves as a structured approach for documenting student performance and identifying the necessity for supplemental interventions subsequent to instructional modifications. MTSS uses Positive Behavioral Interventions & Supports (PBIS) to proactively address behavioral challenges and enhance the overall classroom climate.

Aligned with the Superintendent Policy, our staff are committed to providing personalized connections with students. They use individualized student plans, maintain optimal teacher-to-student ratios, manage caseloads effectively, utilize culturally responsive teaching strategies, integrate experiential learning opportunities, and adopt asset-based instructional approaches. Our goal is to provide a safe and culturally affirming educational setting where students can develop critical thinking skills and successfully navigate both academic and real-world complexities. We are also focused on decreasing the rates of chronic absenteeism and dropout through targeted interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CDE Facility Inspection Tool for School Facilities rating in “Good Repair” (Priority 1)	The school facility is rated "Exemplary" on the FIT Report	The School is rated "Exemplary" on the FIT Report.	The School is rated "Exemplary" on the FIT Report.	Maintain good or exemplary rating, annually	The School has maintained the "Exemplary" on the FIT Report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Parent/Family Engagement 5 Point Self-Reflection Tool Increase in implementation level (1-5) (Priority 3, 3B, 3C)	In 2024, CBBC self-evaluated Full Implementation stage (4) on the Family Engagement rubric section regarding decision making 80%	In 2025, CBBC self-evaluated Full Implementation stage (4) on the Family Engagement rubric section regarding decision making 85% (+5%)	In 2026, CBBC self-evaluated Full Implementation stage (4) on the Family Engagement rubric section regarding decision making 85% (+5%)	(4) full implementation of practice for seeking input on decision making	Implementation stage (4) on the Family Engagement rubric section regarding decision making, 85% (+5%)
2.3	CALPADS Attendance % rate (Priority 5)	2022-2023 Overall Attendance Rate: 76.2% (+6.4%) White: 74% (+3.7%) Hispanic: 77.3% (+5.1%) Multiple Races: 81.3% (+12.2%) Socioeconomically Disadvantaged: 70.8% (+1.6%) Homeless/Foster Youth: 77.3% (+6.8%) Students with Disabilities: 74.6% (+0.1%)	2023-2024 Overall Attendance Rate: 85.0% (+8.5%) White: 86.5% (+12.5%) Hispanic: 85.4% (+7.1%) Multiple Races: 79.2% (-2.1%) Socioeconomically Disadvantaged: 84.7% (+13.9%) Homeless/Foster Youth: 85.7% (+8.4%) Students with Disabilities: 86.9% (+12.3%)	2024-2025 Overall Attendance Rate: 85.4% (+0.4%) White: 86.3% (-0.2%) Hispanic: 84.5% (-0.9%) Multiple Races: 83.6% (+4.4%) Socioeconomically Disadvantaged: 85.5% (+0.8%) Homeless/Foster Youth: 83.4% (-2.3%) Students with Disabilities: 83.9% (-3%)	Increase and maintain attendance rate of at least 90% Maintain less than 5% difference between overall population and any student group	Overall attendance increased by 9.2 percentage points from baseline. Attendance increased by 12.3 percentage points for White students, 7.2 percentage points for Hispanic students, 2.3 percentage points for students in the Multiple Races student group, 14.7 percentage points for socioeconomically disadvantaged students, 6.1 percentage points for Homeless/Foster Youth, and 9.3 percentage points for students with disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CALPADS Chronic absenteeism % rate (Priority 5)	2022-23 Overall Chronic Absenteeism Rate: 65.5% (+8.7%) White: 66.7% (+18.1%) Hispanic: 66.7% (+7.3%) Multiple Races: 63.2% (-4.4%) Socioeconomically Disadvantaged: 66.2% (+7.7%) Homeless/Foster Youth: 55.2% (-8%) Students with Disabilities: 63.6% (+0.4%)	2022-23 Overall Chronic Absenteeism Rate: 42.2% (+8.5%) White: 66.5% (+12.5%) Hispanic: 85.4% (+8.1%) Multiple Races: 79.2% (-2.1%) Socioeconomically Disadvantaged: 84.7% (+13.9%) Homeless/Foster Youth: 85.7% (+8.4%) Students with Disabilities: 86.9% (+12.3%	2024-25 Overall Chronic Absenteeism Rate: 48.5% (+6.3%) White: 51.9% (+11.7%) Hispanic: 49.2% (+4.8%) Multiple Races: 27.3% (-20.3%) Socioeconomically Disadvantaged: 47.9% (+4.6%) Homeless/Foster Youth: 52.6% (+13.2%) Students with Disabilities: 53.8% (+20.5%)	Reduce overall and student group absenteeism rate to less than 15%	Overall chronic absenteeism decreased by 17.0 percentage points from baseline. Chronic absenteeism decreased by 14.8 percentage points for White students, 17.5 percentage points for Hispanic students, 35.9 percentage points for students in the Multiple Races student group, 18.3 percentage points for socioeconomically disadvantaged students, 2.6 percentage points for Homeless/Foster youth, and 9.8 percentage points for students with disabilities.
2.5	CALPADS High school dropout % rate (Priority 5)	2022-2023 Overall Dropout Rate: 25.2 (-4.9%) White: 33.3% (+1.2%) Hispanic: 20.5% (-19.5%)	2023-2024 Overall Dropout Rate: 32.4 (+7%) White: 37.4% (+4.1%) Hispanic: 27.3% (+6.8%)	2024-2025 Overall Dropout Rate: 23.6% (-8.8%) White: 23.3% (-14.1%)	Maintain dropout rate of less than 10%; less than 10.72% for Special Education, as per Special Education Plan	Overall dropout decreased by 1.6 percentage points from baseline. Dropout decreased by 10.0 percentage points for White students,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Multiple Races: 11.8% (-19.9%) Socioeconomically Disadvantaged: 24.8% (-7%) Homeless/Foster Youth: 35.1% (+4.7%) Students with Disabilities: 0% (-27.3%)	Multiple Races: 28.6% (+ 16.8%) Socioeconomically Disadvantaged: 32.3% (+7.5%) Homeless/Foster Youth: 32.3% (-2.9%) Students with Disabilities: 21.4% (+21.4%)	Hispanic: 20.7% (-6.6%) Multiple Races: 31.6% (+3%) Socioeconomically Disadvantaged: 23.7% (-8.6%) Homeless/Foster Youth: 22.1% (-10.2%) Students with Disabilities: 5.9% (-15.5%)		decreased by 1.1 percentage points for socioeconomically disadvantaged students, and decreased by 13.0 percentage points for Homeless/Foster Youth. Dropout increased by 0.2 percentage points for Hispanic students, increased by 19.8 percentage points for students in the Multiple Races student group, and increased by 5.9 percentage points for students with disabilities.
2.6	CA Dashboard Suspension % rate (Priority 5)	2022-2023 Overall Suspension Rate: 0%	2023-2024 Overall Suspension Rate: 0%	2024-2025 Overall Suspension Rate: 0%	Maintain suspension rate of 0%	Suspension remained at 0%, with no change from baseline.
2.7	Data Quest Expulsion % rate (Priority 6)	2022-2023 Overall Expulsion Rate:0%	2023-2024 Overall Expulsion Rate:0%	2024-2025 Overall Expulsion Rate:0%	Maintain zero % expulsions	Expulsion remained at 0%, with no change from baseline.
2.8	Local PBIS Survey % of student climate satisfaction rate	Winter 2023	Winter 2024	Winter 2024	Maintain an Overall Student Climate	Overall student climate satisfaction decreased by 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 6)	(minimum standard is 85%) Overall: 95% (+5%)	(minimum standard is 85%) Overall: 85% (-10%)	(minimum standard is 85%) Overall: 88% (+3%)	satisfaction rating of 85% or higher, as measured by the PBIS Student Climate Survey	percentage points from baseline, while remaining above the minimum standard of 85%.

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.

During the 2025–26 school year, implementation of Goal 2 was carried out as intended, with actions designed to provide CBBC students with a safe, predictable, and nurturing learning environment supported by equitable, compassionate, and community-minded practices. Action 2.1 (Social-Emotional Education) was implemented through daily counseling access, social-emotional support, and monthly “Come Back Connection” events designed to strengthen students’ sense of belonging and connection to school. Action 2.2 (Professional Development) was implemented through staff participation in professional learning opportunities, including the JCCASAC and Independent Study conferences, to strengthen staff capacity to support students and families. Action 2.3 (Student Attendance Support) was implemented through transportation assistance, including gas cards, and the addition of the RENEW transition planning model to support individualized student engagement and attendance planning.

There were no significant substantive differences between planned actions and actual implementation. Actions were implemented as designed; however, refinements occurred within the intended scope in response to educational partner feedback and student needs. These refinements included the expansion of counseling services from part-time to full-time to provide more consistent access to mental health support and crisis intervention, as well as the implementation of the RENEW transition planning model to strengthen student-centered attendance and transition supports.

Implementation successes included maintaining a positive and supportive school environment, continuing monthly student connection events, and sustaining staff professional learning aligned to student wellness and engagement. Challenges to outcomes remain, particularly in chronic absenteeism and consistent student participation, which continue to require ongoing attention.

Overall, implementation of Goal 2 is in progress and being carried out as intended, with continued refinement to strengthen student connection, attendance, and social-emotional support.

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

There were material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the actions identified in this goal. Action 2.3 (Student Attendance Support) resulted in lower-than-projected expenditures in two areas: gas cards were lower than projected due to inconsistent student participation, and the annual projection for van driver payroll was $9,114 lower than projected. All other funds were utilized as intended to support core services, including social-emotional education (Action 2.1) and professional development (Action 2.2).

Furthermore, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services, with both remaining at 0.00%. The LEA continued to directly expend LCFF supplemental and concentration grant funds on the described services for unduplicated students. These investments remained principally directed toward meeting the unique needs of low-income students, English learners, and Foster Youth by providing targeted academic, attendance, and social-emotional supports.

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

Student group data was reviewed using the most recent Dashboard, DataQuest, and locally collected data. English Learner and Foster Youth student groups were not included in the metric due to insufficient student counts and are therefore not reported. Metrics reflect only student groups with available and reportable data.

To date, the actions implemented under Goal 2 have shown varying levels of effectiveness in fostering a safe and nurturing environment, with strengths in school climate, relationships, and facilities, alongside persistent challenges in student attendance.

Action 2.1 (Social-Emotional Education) has been effective in building a supportive school culture. The expansion to a full-time counselor and the hosting of “Come Back Connection” events supported an 88% student climate satisfaction rate, which remains above the minimum standard of 85%. This action also contributed to other positive indicators of school connectedness, including 95% of students reporting having a trusted adult on campus and the LEA maintaining a 0% suspension and expulsion rate.

Action 2.2 (Professional Development) has been effective in equipping staff to support the unique needs of the at-promise student population. This is reflected in a 90% staff climate satisfaction rate and the LEA’s self-evaluation of “Full Implementation” (Stage 4) on the Parent/Family Engagement self-reflection tool, indicating that staff are fostering relationships and actively seeking input from families.

However, Action 2.3 (Student Attendance Support) has shown mixed effectiveness. While the provision of transportation supports and reduced teacher caseloads likely contributed to a decrease in the high school dropout rate from 32.4% to 23.6%, these measures have been less effective at reducing chronic absenteeism, which was 48.5% in 2024–25. This suggests that, while students remain enrolled and continue to make academic progress, current interventions have not yet resulted in consistent improvements in attendance.

Overall, the actions under Goal 2 have been effective in establishing a safe, supportive, and relationship-centered school environment; however, they have been less effective in improving consistent student attendance. Consequently, CBBC will continue to monitor the newly

implemented RENEW transition model to determine whether this student-driven strategy more effectively addresses the underlying barriers to consistent attendance.

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 and a comprehensive analysis of current student data, no substantive changes were made to the planned goal, metrics, or target outcomes for the coming year; however, refinements to actions were implemented to strengthen supports for students. Specifically, under Action 2.1 (Social-Emotional Education), counseling services were expanded from part-time to full-time to ensure daily access to mental health support and crisis intervention. In addition, under Action 2.3 (Student Attendance Support), the RENEW transition planning model was implemented to provide a more individualized, student-driven approach to improving engagement and attendance.

This decision stems from the determination that the current strategic framework is effectively meeting the immediate needs of the at-promise student population, as evidenced by a substantial increase of 885.2 average semester credits and a student climate satisfaction rate of 88%, which remains above the minimum standard of 85%.

While the school continues to address ongoing challenges in attendance, graduation, and college/career readiness, feedback from educational partners and reflection on prior practice indicate that existing initiatives, including full-time counseling, the RENEW transition planning model, and professional development to support equitable and relationship-centered practices, remain appropriate evidence-based strategies to address student needs over time. Maintaining these actions allows the LEA to focus on high-fidelity implementation and provide the stability necessary for students to continue making academic progress toward graduation and a successful transition to postsecondary life.

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	Social-Emotional Education	As indicated by the student and parent LCAP surveys, climate assessments, and School Site Council feedback, it is evident that students, specifically low-income, English learners (EL), and foster/homeless students, encounter challenges related to social-emotional skills and mental well-being. Social-emotional learning (SEL) has proven instrumental in fostering students' self-awareness, academic performance, and positive decision-making both within and outside the educational setting. Equipped with the necessary coping mechanisms, students are	$174,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
		better equipped to navigate life's challenges. To address this, CBBC will implement the following: a. Provide a counselor to provide social-emotional support, to bolster graduation rates by assisting students in overcoming personal obstacles. b. Hold monthly "Come Back Connection" events designed to reinforce students' connection to their educational objectives and foster a sense of belonging within the school community.		
2.2	Professional Development	As indicated by student and parent LCAP surveys and School Site Council feedback, parents of students from low-income households, English learners (EL), and those experiencing foster/homeless circumstances face challenges in providing effective support for their children's independent study coursework and promoting student engagement. Also, students within these groups struggle to navigate their coursework and achieve positive academic outcomes. In order for staff to support students and parents, and implement evidence based strategies to address this need, Come Back professional development will include the following: a. JCCASAC Conference b. Independent Study Conference	$37,800.00	Yes
2.3	Student Attendance Support	As identified in previous goals, it is evident that all students, specifically low-income, English learners (EL), and foster/homeless students, require assistance in mitigating chronic absenteeism and elevating graduation rates. CBBC will support student attendance and engagement by providing: a. Transportation supports to reduce barriers to student attendance at weekly academic meetings, interventions, assessments, and other school events. b. Implement the RENEW intervention to support student transition planning, including staff training. c. Coordinate implementation efforts related to attendance and engagement, including Educational Partner engagement activities, needs assessment development, root cause analysis, and Student Success Profile processes to identify barriers, monitor effectiveness, and strengthen student outcomes.	$218,097.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$423,114.00	$45,897.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.883%	4.255%	$48,103.00	40.138%

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:** Prepare Students to Transition to College/Career **Need:** Based on state and local assessment scores, attendance rates, and chronic absenteeism all students specifically low-income, EL, and foster/homeless students struggle with meeting academic standards, graduation, and attendance requirements.	In response to the identified challenges highlighted in college and career readiness outcomes, student and parent LCAP surveys, and School Site Council feedback, Come Back Butte Charter (CBBC) has an action to address the academic needs of all students, particularly low-income, English learners (EL), foster/homeless students, who are struggling to meet the requisite standards for college or career success. Through this action CBBC demonstrates its dedication to addressing individual student challenges and fostering an	1.9 Career/College Indicator 1.11 Graduation Rate; Cohort Local Metric: HiSET pass rate and College Ready rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	environment conducive to academic achievement and success for all.	
1.2	**Action:** Ensuring Equity in Access to Educational Programs **Need:** Based on state and local assessment scores, attendance rates, and chronic absenteeism all students specifically low-income, EL, and foster/homeless students struggle with meeting academic standards, graduation, and attendance requirements. **Scope:** Schoolwide	In response to the need for students to access online curriculum resources, particularly in circumstances where internet connectivity may pose a challenge, Come Back Butte Charter (CBBC) needs to provide hotspots to facilitate access to the curriculum. Recognizing the significance of equitable access to educational materials for all students, CBBC has subscribed to hotspots to ensure uninterrupted connectivity, thereby enabling students to engage with online learning resources from any location. This action not only addresses the immediate need for remote learning access but also underscores CBBC's commitment to fostering inclusivity and empowering students to thrive academically irrespective of their circumstances.	Local Metric: Hotspot use rate Local Metric: Average credits earned Local Metric: Williams Complaints: Access to Instructional Materials
1.3	**Action:** Increasing Academic Achievement Through Student Engagement **Need:** Based on state and local assessment scores, attendance rates, and chronic absenteeism all students specifically low-income, EL, and foster/homeless students struggle with meeting academic standards, graduation, and attendance requirements. **Scope:**	In response to the data from the CA Dashboard Graduation rate, student dropout rates, CAASPP scores, local academic assessments, student and parent surveys, climate surveys, the Annual Charter Oversight report, and SSC feedback, Come Back Butte Charter recognizes the importance to address the academic challenges facing a significant subset of students, particularly those from low-income backgrounds, English learners (EL), and individuals experiencing foster care or homelessness. To address these challenges CBBC is instituting targeted interventions, including the deployment of a dedicated student tutor to offer personalized academic support, the appointment of a Parent	1.11 Graduation Rate; Cohort 2.4 Chronic Absenteeism % Rate Local Metric: HiSET participation rate (# of participants) Local Metric: CAASPP participation rate

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	Liaison to bolster student and family engagement, the provision of CSI time for all teachers to implement interventions aimed at curbing dropout rates and enhancing retention and graduation rates, and the financial support for HiSET testing fees to enable eligible students to pursue alternative pathways to a high school diploma. By adopting this approach CBBC aims to ensure equitable access to resources and interventions tailored to the diverse needs of all students, ultimately fostering academic success and holistic student development.	
2.1	**Action:** Social-Emotional Education **Need:** Based on state and local assessment scores, attendance rates, and chronic absenteeism, all students specifically low-income, EL, and foster/homeless students struggle with meeting academic standards, graduation, and attendance requirements. **Scope:** Schoolwide	The implementation of this action within the schoolwide mission effectively addresses the identified needs of students, as substantiated by data from student and parent LCAP surveys, climate assessments, and feedback received from the School Site Council. It is apparent that students, particularly those hailing from low-income backgrounds, English learners (EL), and those experiencing foster or homeless situations, encounter notable obstacles pertaining to social-emotional skills and mental well-being. Through the integration of Social-Emotional Learning (SEL) initiatives, this action aims to provide students with essential tools for enhancing self-awareness, academic performance, and positive decision-making, thereby increasing their overall well-being within and beyond the educational environment. By equipping students with effective coping mechanisms, this intervention fosters their capacity to navigate the complexities of life more adeptly, ultimately contributing to their holistic development and success.	1.11 Graduation Rate; Cohort 2.3 Attendance % rate 2.4 CALPADS Chronic Absenteeism % Rate Local Metric: Parent and Family Engagement Event attendance (comparing attendance to previous years) Local Metric: Graduation Rate - 1 Year (Graduation rate based in the local data)
2.2	**Action:** Professional Development	The implementation of this action on a schoolwide scale is strategically designed to address the	Local Metric: Conference attendance rate

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
	Need: Based on state and local assessment scores, attendance rates, and chronic absenteeism all students specifically low-income, EL, and foster/homeless students struggle with meeting academic standards, graduation, and attendance requirements. **Scope:** Schoolwide	identified needs of students and parents, as underscored by insights gathered from student and parent LCAP surveys, along with feedback received from the School Site Council. Parents from low-income backgrounds, English learners (EL), and those facing foster or homeless circumstances encounter difficulties in effectively supporting their children's independent study coursework and fostering student engagement. Furthermore, older students within these demographic groups encounter challenges in navigating their coursework and achieving positive academic outcomes. Recognizing the need for staff to provide targeted support to both students and parents, as well as to implement evidence-based strategies to address this pressing need, the inclusion of Come Back professional development, which encompasses conference attendance, is integral. Through participation in the Juvenile Court, Community and Alternative School Administrators of California Conference (JCCASAC) and the California Consortium of Independent Study Conference (CCIS), staff members can acquire the requisite knowledge and skills to better support students and parents, thereby facilitating improved academic performance and overall student success.	Local Metric: Conference PD implementation level Local Metric: PD survey (satisfaction)
2.3	**Action:** Student Attendance Support **Need:** Based on state and local assessment scores, attendance rates, and chronic absenteeism all students specifically low-income, EL, and foster/homeless students struggle with	The implementation of this action on a schoolwide basis is a strategic response to the identified needs of students, with a particular focus on those from low-income backgrounds, English learners (EL), and those experiencing foster or homeless circumstances, as highlighted in previous goals. Chronic absenteeism and low graduation rates persist as significant challenges within these demographic groups. Recognizing the critical	2.3 Attendance Rate 2.4 CALPADS Chronic Absenteeism % Rate

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
	meeting academic standards, graduation, and attendance requirements. **Scope:** Schoolwide	importance of supporting student attendance and engagement to address these issues, the provision of gas cards emerges as a targeted intervention. By offering tangible assistance in transportation, this action aims to remove a key barrier to attendance, thereby facilitating greater student participation in academic activities and ultimately contributing to improved graduation rates among the identified student populations.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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 Additional Concentration Grant funding will be utilized to maintain low staff-to-student staffing levels in anticipation of increasing student enrollment. This currently allows for smaller teacher-to-student ratios, which benefits unduplicated students through more individualized instruction. The Additional Concentration Grant Add-On funding is found in Goal 1, Actions 1.1, 1.2, and 1.3, and Goal 2, Action 2.1.

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	N/A	1: 13.6
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1: 15.4

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	$1,179,134.00	423,114.00	35.883%	4.255%	40.138%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$494,054.00	$0.00	$0.00	$619,569.00	$1,113,623.00	$971,523.00	$142,100.00

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	Prepare Students to Transition to College/Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$458,849.00	$5,000.00	$333,538.00			$130,311.00	$463,849.00	
1	1.2	Ensuring Equity in Access to Educational Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	Increasing Academic Achievement Through Student Engagement		Yes	Schoolwide			on-going	$208,998.00	$800.00	$24,216.00			$185,582.00	$209,798.00	
2	2.1	Social-Emotional Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$171,579.00	$2,500.00	$2,500.00			$171,579.00	$174,079.00	
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$37,800.00	$37,800.00				$37,800.00	
2	2.3	Student Attendance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$132,097.00	$86,000.00	$86,000.00			$132,097.00	$218,097.00	

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
$1,179,134.00	423,114.00	35.883%	4.255%	40.138%	$494,054.00	0.000%	41.900 %	**Total:**	$494,054.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$494,054.00

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**	Prepare Students to Transition to College/Career	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$333,538.00	
1	**1.2**	Ensuring Equity in Access to Educational Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.3**	Increasing Academic Achievement Through Student Engagement	Yes	Schoolwide			$24,216.00	
2	**2.1**	Social-Emotional Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	**2.2**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,800.00	
2	**2.3**	Student Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$86,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$756,710.00	$837,523.00

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**	Prepare Students to Transition to College/Career	Yes	$306,596.00	$332,465.00
1	**1.2**	Ensuring Equity in Access to Educational Programs	Yes	$8,640.00	$4,500.00
1	**1.3**	Increasing Academic Achievement Through Student Engagement	Yes	$194,484.00	$198,894.00
2	**2.1**	Social-Emotional Education	Yes	$155,295.00	$155,552.00
2	**2.2**	Professional Development	Yes	$25,818.00	$37,182.00
2	**2.3**	Student Attendance Support	Yes	$65,877.00	$108,930.00

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)
$404,984.00	$374,583.00	$356,881.00	$17,702.00	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	Prepare Students to Transition to College/Career	Yes	$306,596.00	$290,850.00		
1	1.2	Ensuring Equity in Access to Educational Programs	Yes	$8,640.00	$4,500.00		
1	1.3	Increasing Academic Achievement Through Student Engagement	Yes	$15,389.00	$18,378.00		
2	2.1	Social-Emotional Education	Yes	$10,140.00	$10,153.00		
2	2.2	Professional Development	Yes	$25,818.00	$25,000.00		
2	2.3	Student Attendance Support	Yes	$8,000.00	$8,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,130,443.00	$404,984.00	0.000%	35.825%	$356,881.00	0.000%	31.570%	$48,103.00	4.255%

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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