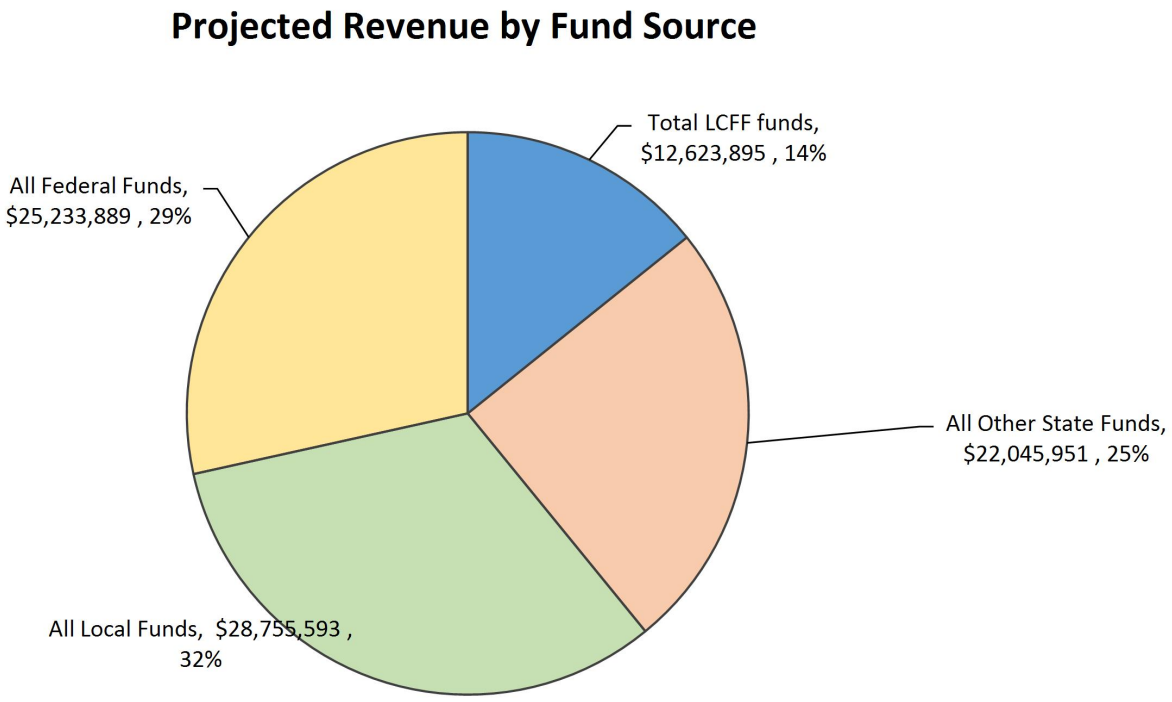
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Butte County Office of Education
CDS Code: 0410041000000
School Year: 2025-26
COE contact information:
Mary Sakuma
Superintendent
msakuma@bcoe.org
(530) 532-5650

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

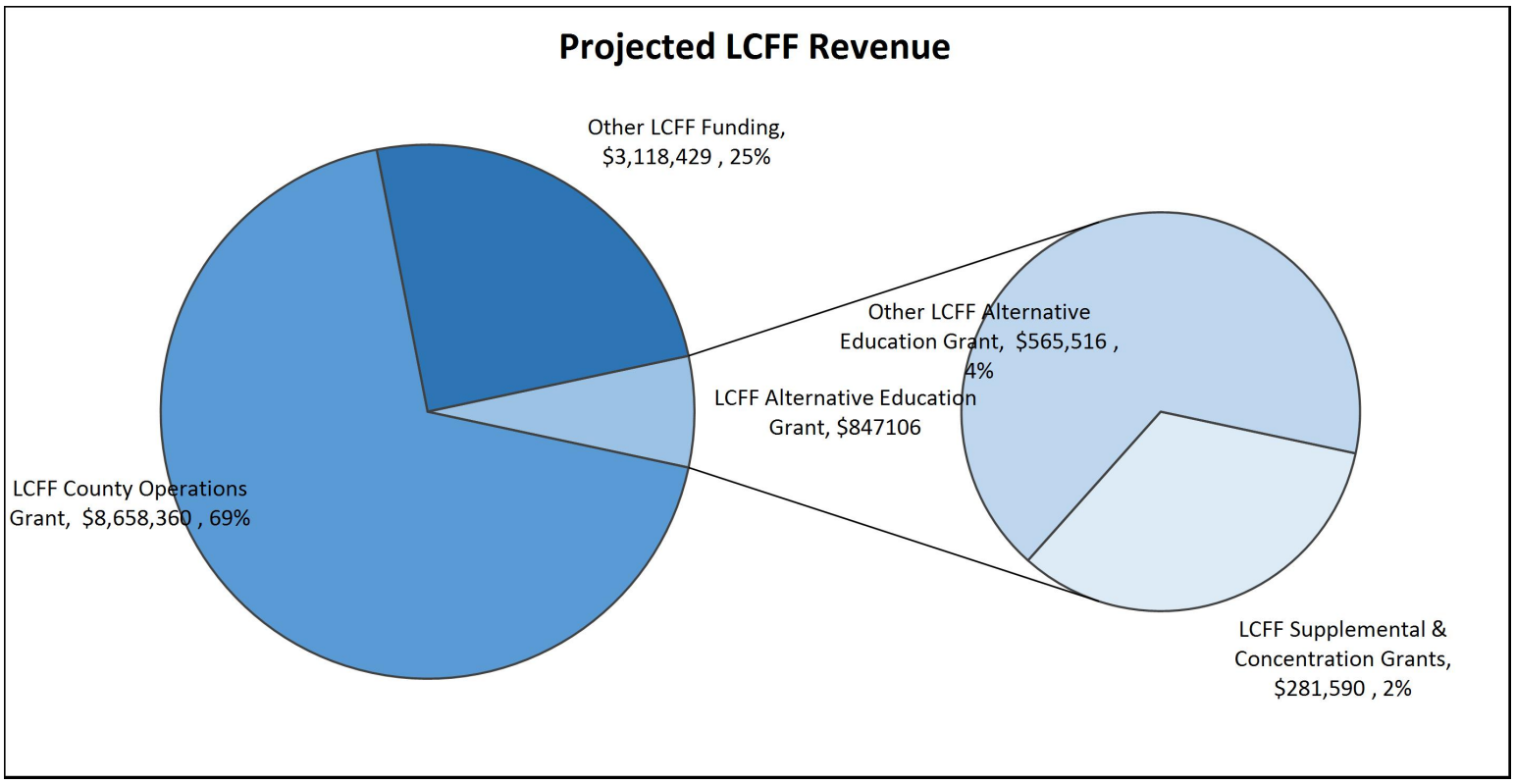


This chart shows the total general purpose revenue Butte County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butte County Office of Education is 88,659,328, of which $12,623,895 is Local Control Funding Formula (LCFF), $22,045,951 is other state funds, $28,755,593 is local funds, and $25,233,889 is federal funds.

Of the $$22,045,951 attributed to All Other State Funds, $104,580 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

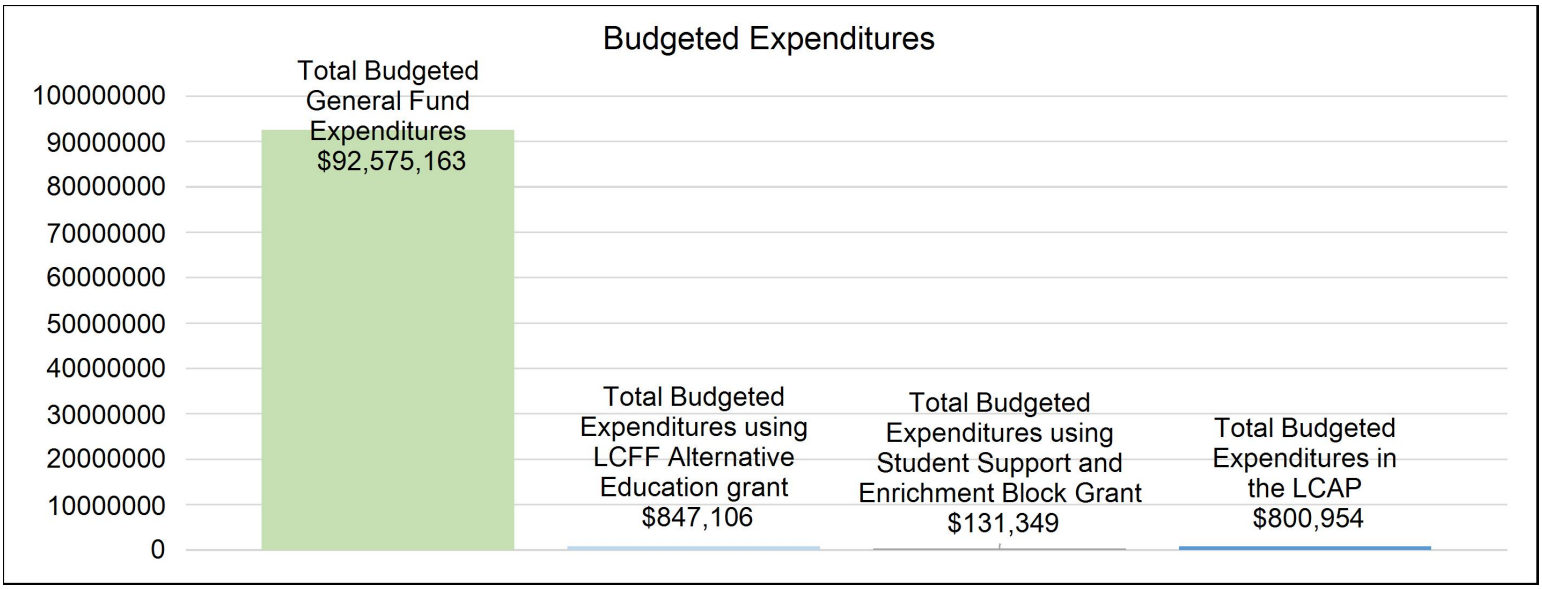


This chart shows the LCFF revenue Butte County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Butte County Office of Education is $$12,623,895, of which $8,658,360 is attributed to the LCFF County Operations Grant, $847,106 is the attributed to the LCFF Alternative Education Grant, and $0 is other LCFF funds. Of the $847,106 attributed to the LCFF Alternative Education Grant, $281,590 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

In addition to the Alternative Education Grant and County Operations Grant, BCOE's LCFF funding also consists of a home-to-school transportation add-on, an add-on for operating a Juvenile Court School, an add-on for operating a County Community School, and Differentiated Assistance Funding for providing support services to districts and charters within the county identified for Differentiated Assistance.

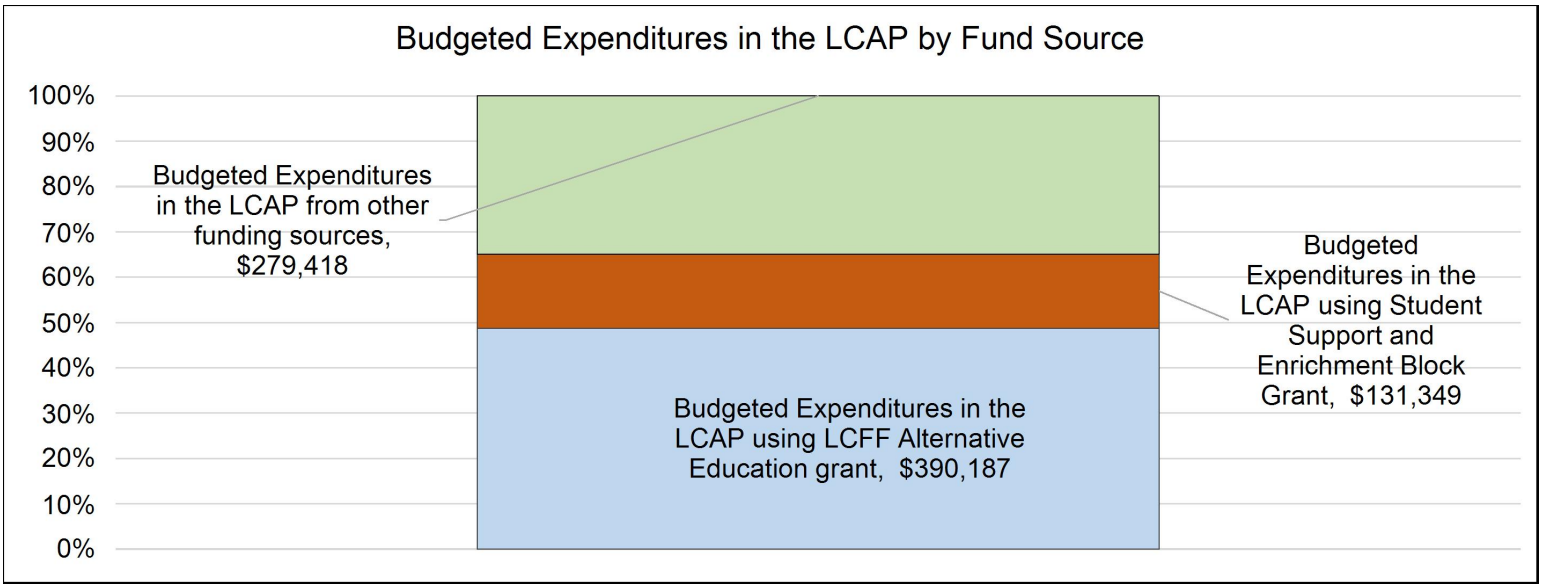
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

The text description of the above chart is as follows: Butte County Office of Education plans to spend $92,575,163 for the 2025-26 school year. Of that amount, $847,106 is attributed to the Alternative Education Grant and $131,349 is attributed to the Student Support and Enrichment Block Grant. $91,774,209 of the General Fund Budgeted Expenditures are 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, BCOE's General Fund budget includes expenditures for administration, maintenance and facilities, as well as for the various programs we operate, including but not limited to, Migrant Education, After School Education and Safety (ASES) programs, and Special Education programs.
In addition to the expenditures in the LCAP, BCOE's Alternative Education Grant is also used for expenditures for administration, facilities and maintenance needs, as well as various categorical grants received by our juvenile court and county community schools.



This chart provides a quick summary of how much Butte County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

The text description of the above chart is as follows: Butte County Office of Education plans to spend $800,954

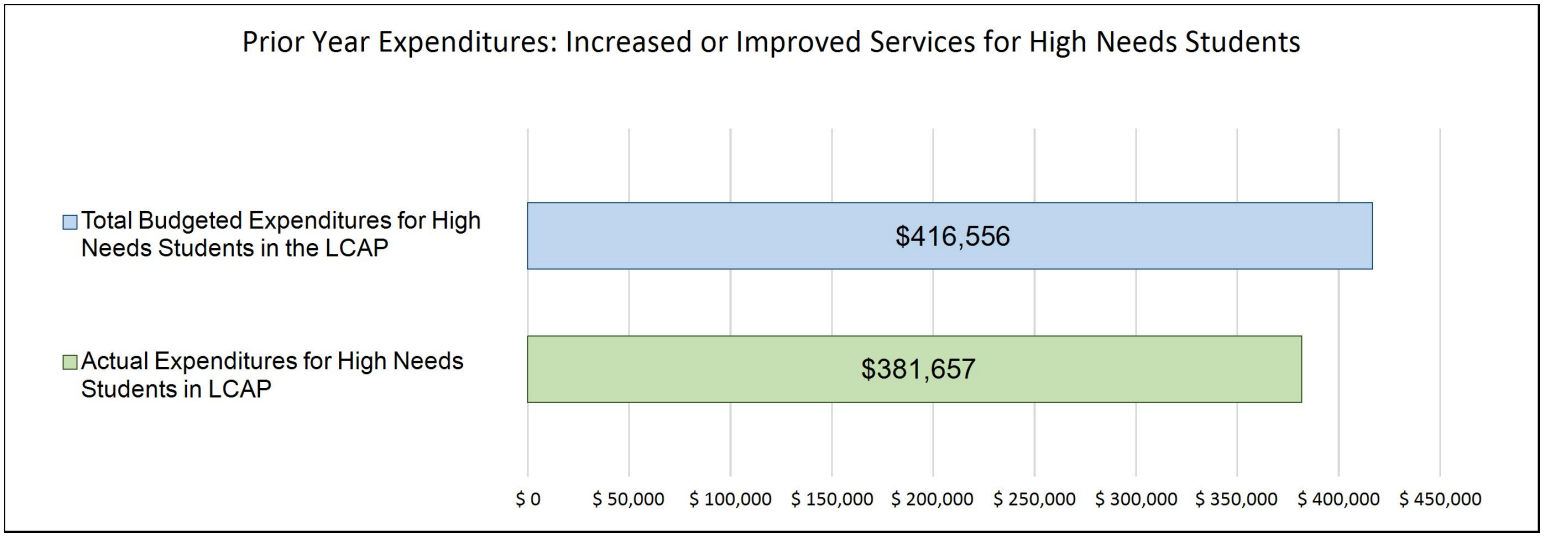
on actions/services in the LCAP. Of those funds, $390,187 is attributed to the Alternative Education Grant and $131,349 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Butte County Office of Education is projecting it will receive 281,590 based on the enrollment of foster youth, English learner, and low-income students. Butte County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Butte County Office of Education plans to spend $390,187 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Butte County Office of Education's LCAP budgeted $416,556 for planned actions to increase or improve services for high needs students. Butte County Office of Education actually spent $381,657 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 34,899 had the following impact on Butte County Office of Education’s ability to increase or improve services for high needs students:

The total actual expenditures ($318,657) for actions and services to increase or improve services for high needs students in 2024–25 were less than the budgeted amount of $416,556. Despite this difference, all actions and services were implemented as planned. As a result, there was no significant impact on the delivery of services, and the LEA maintained its commitment to increasing and improving services for high-needs students. The Minimum Proportionality Percentage (MPP) was met, as the level of services provided remained aligned with the increased or improved services required under LCFF guidelines.

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
Butte County Office of Education	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650

Plan Summary [2025-26]

General Information

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

The Butte County Office of Education (BCOE) is located 90 miles north of Sacramento and proudly supports families and students in Chico, Gridley, Oroville, and many nearby small and rural communities. Our community has faced many challenges, from the recent global health crisis to natural disasters like fires, which has tested our resilience. We have worked to put systems and structures in place to mitigate these impacts and enhance our educational support.

The BCOE Local Control and Accountability Plan (LCAP) was developed with the unique needs of our students at the forefront. Students who enroll in our county alternative education programs are often in our schools for a short period of time and bring multiple traumatic experiences, academic challenges and previous disengagement and hardships from traditional school programs. In order to fully support our students, it is essential to understand and appreciate these issues.

Our plan focuses on providing high-quality educational support and programs to ensure every student recieves the attention and resources they need to thrive. We serve approximately 100 students from TK through 12th grade and into adult transition programs, across four main schools. Each is designed to meet unique needs: from our community schools to special education sites. All of our BCOE schools serve students in an alternative school setting. Our students have not been successful in traditional school environments so it is imperative that we meet their needs with supportive, alternative methods. Students often move in and out of our programs, which makes it difficult to show progress on state metrics. We therefore rely on local data that are timelier and more accurate for demonstrating individual student growth while in our programs. We're especially proud of our efforts to support students who need targeted help and face educational hurdles.

Butte County Community School (BCCS) is a special place where students from all over the county come to learn and grow in a supportive, community-focused environment. We've recently restructured our classrooms to better support our students' needs and to foster a more inclusive and effective learning atmosphere. Students are often enrolled for a short period of time as they transition to other programs or school sites and as a result, our LEA is engaged in conversations about how to measure growth for students who are enrolled for a short term. We continue to investigate how to provide additional methods for timely data to show growth while students are enrolled with us.

Located in Oroville, Table Mountain School (TMS), a Western Association of Schools and Colleges (WASC) accredited court school, provides a consistent, quality education to youth in the juvenile hall, ensuring that every student can succeed, regardless of their circumstances. Our dedicated staff works closely with each student to help them achieve their best. Students are often enrolled for a short time as they transition to other programs or school sites and as a result, our LEA is engaged in conversations about how to measure growth for students who are enrolled for a short term. We continue to investigate how to provide additional methods for timely data to show growth while students are enrolled with us.

Butte County Special Education offers a wide range of services supporting students with disabilities, ensuring they have the support they need to succeed in their educational journey, from birth to 22 years old. Classrooms are mainly located at district school-site campuses throughout the county, offering the highest level of inclusion available to the students. The department also provides support staff and specialists unique to serving the needs of students with disabilities.

The BASES Learning Center, operated by the SELPA, supports students with disabilities who face more challenges than most. We focus on building strong, positive relationships and equipping our students with the social-emotional tools they need to succeed in school and life.

We also have specialized programs to support our foster youth and those navigating the challenges of expulsion, making sure every child has a path to success.

In short, at BCOE, we're more than just schools; we're a community dedicated to providing a safe, nurturing, and enriching environment for all our students to learn, grow, and prepare for a bright future. We're committed to adapting, listening, and continuously improving to meet the needs of our families and students.

TMS and the Butte County Community School (BCCS), receive ongoing state funding for COE-operated court and community schools, including a portion identified as Student Support and Enrichment Grants. These funds primarily support initiatives aimed at helping students complete high school, including access to high school equivalency examinations through the hiring of certified and classified employees and providing materials to support students' educational success.

In addition to the court and community school funding, TMS and BCCS also benefit from equity multiplier funds. However, BASES, which receives no LCFF funding as it is a SELPA-run program, has similarly received Equity Multiplier funds. Equity multiplier goals can be found in goals 3 & 4.
Butte County Special Education was not eligible for Equity Multiplier funds.

Additional Notes: Priorities 4B, C and D are measured locally due to small group size. In addition students are not enrolled in our programs long enough for UC/CSU or CTE courses so it is not an accurate measure of student progress while enrolled in our programs. We currently

don't offer AP courses so 4G is not applicable. BCOE does not have 30 or more English Learners (ELs) and/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 2024 Dashboard and local data:

Lowest Performance Level-2024 Dashboard:

-BCOE Student Groups with RED Performance Level:

- Suspension Rate (Homeless)

-Butte County Special Education

- Chronic Absenteeism and Suspension Rate (All, SED, and SWD)

-Butte County Community School
-Suspension Rate (All and SED)

-There were no indicators or student groups in the red performance level at either BASES or TMS.

Successes
-Suspension Rate Improvements: BCOE achieved notable progress in reducing suspensions among key student groups. Most significantly, Hispanic student suspension rates improved from Red (2023) to Blue (2024), indicating targeted behavioral supports and restorative practices are having a positive impact. Additionally, Table Mountain School (TMS) reported a 0% suspension rate (Blue), demonstrating effective school climate and behavior management strategies. These outcomes reflect the success of professional development in trauma-informed care, PBIS, SEL, and mental health supports at high-impact campuses such as BCCS and TMS.

-Foster Youth Support: Countywide foster youth coordination through the School Ties program resulted in a 29% student transfer success rate, up 4% from the prior year. Moreover, 98% of foster youth had a completed Health and Education Passport, indicating strong wraparound support systems.

-Transition Services: BCCS's Transition Support Services helped reduce dropout risk and support post-secondary planning. These services are especially valuable for foster, low-income, and highly mobile students, helping ensure they remain connected to educational opportunities after exiting BCCS.

Challenges
-Chronic Absenteeism: Butte County Special Education had a chronic absenteeism rate of 34.5%, reflecting a 1 percentage point decrease from the previous year according to Dashboard data 2024. This includes the following groups: All, SED, and SWD

-Suspension Rates at BCCS: The Butte County Community School (BCCS) had a suspension rate of 19.4%, representing a 6.9% point increase from the previous year. This elevated rate places ALL and SED students at BCCS in the RED performance level, necessitating intensified intervention and support through expanded professional development and additional support staff.

Lowest Performance Level – 2023 Dashboard

Per Dashboard data for the 2023 release:

-Student Groups with RED Performance Levels:
-BCOE:
-All Students, Hispanic, SED (Suspension Indicator)

-BCCS:
-All students and Socioeconomically Disadvantaged (SED) (Suspension Indicator)

-Special Education:
-ALL, SED, and SWD students (Suspension) .

TMS and BASES did not have any indicators or student groups in red

Addressing Identified Needs

In response to these challenges, BCOE has implemented:

- Action 1.2 (Enhanced data monitoring systems) is a required action to monitor suspension at all schools.
- Action 2.1 (professional development) is a required action for BCOE, BCCS and Special Ed due to the red indicator on Suspension rate. See "why" statement for student groups.
- Action 3.1 (professional development, e.g. PBIS, SEL, MTSS, etc) is a required action to address Red for ALL and SED in Suspension at BCCS.

All actions in Goal 1 were implemented successfully as planned. Key strategies included expanded access to instructional materials, credit recovery, small class sizes, and instructional coaching.

Overall, BCOE continues to build on its strengths while directly confronting areas of need. The Dashboard data have served as a clear signal to deepen equity efforts and ensure all students, especially those most vulnerable receive the support needed to thrive.

The LEA does not have 30 or more EL's and/or 15 or more LTEL's.
BCOE does not currently have any unexpended LREBG funds.

Reflections: Technical Assistance

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

N/A; The LEA is not eligible for nor has requested TA.

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.

Butte County Community School (BCCS)

Support for Identified Schools

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

The Local Education Agency (LEA) has actively supported and will continue to aid its identified schools, including BCCS, in the development of Comprehensive Support and Improvement (CSI) plans. This support is multifaceted, encompassing a rigorous school-level needs assessment, the selection of evidence-based interventions, and the identification and addressing of resource inequities.

Needs Assessment and Data Utilization: BCCS has conducted a detailed site-level needs assessment utilizing multiple data sources such as state and local performance data, disaggregated by student groups, climate surveys, and feedback from various school educational partners including parents and students. This comprehensive data collection process aids in accurately identifying the needs specific to BCCS and informs the development of targeted interventions.

Educational Partner Engagement: The LEA ensures that the CSI plan development is a collaborative process, involving teaching staff, classified staff, students, parents, and administrative staff from BCOE. Regular interactions through school site council meetings, climate surveys, and direct conversations have been instrumental in gathering insightful feedback and will continue to shape the ongoing planning and implementation phases.

Evidence-Based Interventions: Based on the outcomes of the needs assessment, BCCS has identified key areas such as academic performance, attendance rates, student engagement, and mental health supports that require urgent attention. Interventions are chosen based on their proven efficacy, with an emphasis on enhancing the Multi-tiered System of Support to address the academic, behavioral, and social-emotional needs of students.

Resource Allocation: The CSI plan includes strategies to increase the presence of supportive adults at BCCS, addressing identified resource gaps. This is based on data indicating that students and staff benefit significantly from increased adult support and focused professional development, rather than from mere instructional products.

Ongoing Focus and Improvement: BCCS continues to focus on enhancing student engagement, a critical area identified through root cause analysis. Efforts to improve this area are ongoing and are a central element of the CSI plan.

Transparency and Accessibility: Once finalized and approved, the detailed CSI plan, as part of BCCS's School Plan for Student Achievement (SPSA), will be made available on their website, ensuring transparency and educational partner access. The link for their website is:https://bccs.bcoe.org/.

Through these structured and strategic supports, the LEA is committed to enhancing the educational outcomes at BCCS and ensuring that the school meets the goals set forth in its CSI plan.

Monitoring and Evaluating Effectiveness

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

The Local Education Agency (LEA) has established a comprehensive framework to monitor and evaluate the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan implemented at BCCS. This framework is designed to support ongoing student and school improvement through various data-driven methodologies and regular assessments.

Frequent and Varied Assessments for Academic Performance:
BCCS utilizes iReady assessments for English Language Arts and Math, conducted three times per year, along with Write Score assessments administered twice annually. This frequent assessment schedule allows the LEA and school site leadership to closely track academic progress and identify areas requiring additional support in real-time.

Behavioral and Social-Emotional Metrics: Office referrals and suspension data are systematically collected and analyzed by the Positive Behavioral Interventions and Supports (PBIS) team. This data helps in scheduling timely interventions, including student check-ins, thereby addressing behavioral issues proactively. Additionally, social-emotional needs are assessed both informally on a daily basis and formally through an annual student climate survey.

Data Analysis and Decision Making:
The collected data is disaggregated by the LEA and meticulously reviewed by BCCS’s site leadership team and school site council. This thorough analysis facilitates informed decision-making regarding necessary interventions and supports.

Chronic Absenteeism Monitoring:
Data on chronic absenteeism is gathered and analyzed three times a year. This allows the school to intervene at an early stage and address the factors contributing to absenteeism, thereby supporting consistent student attendance and engagement.

Educational Partner Engagement and Transparency:
The LEA ensures that the data regarding the implementation and outcomes of the CSI plan is shared transparently with the School Site Council and other educational partners. This engagement is crucial for maintaining accountability and enabling collaborative decision-making.

Alignment with Broader Educational Goals:
The strategies and objectives of BCCS's School Plan for Student Achievement (SPSA) are aligned with the LEA's Local Control and Accountability Plan (LCAP), emphasizing a unified approach to addressing educational challenges, particularly through the Multi-Tiered System of Support (MTSS), to meet diverse student needs effectively.

Through these measures, the LEA commits to a rigorous evaluation and monitoring process that not only measures the effectiveness of the CSI plan but also ensures that adjustments are made in a timely manner to maximize student success and school improvement.

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	Feedback was gathered during 5 BCTA bargaining unit meetings and consultation meetings throughout the school year, 6 School Site Council meetings held between September and May, and through professional development, climate and local indicator surveys administered in the spring. Teachers were actively involved in the LCAP writing process and development of Equity Multiplier focus goals in the spring.
Principals	Feedback was gathered monthly during consultation meetings between July 2024 and June 2025, 6 times a year at School Site Council meetings, and 6 scheduled LCAP writing process meetings during the 2024-2025 school year. Principals were actively involved in monitoring the progress of the current LCAP and providing input for new LCAP actions and services.
Administrators	BCOE administrators were engaged and provided feedback in the LCAP writing process during monthly management meetings for self-evaluation, and providing input for LCAP goals and actions during the 6 writing sessions between the months of January and May 2025. BCOE admin also participated in Special Education Advisory Group meetings monthly and monthly consultation meetings with SELPA including discussions of required actions.
Other School Personnel	Other school personnel provided input during 6 School Site Council meetings—held in September, October, January, March, April, and May—through multiple surveys and at monthly staff meetings. Classified and certificated staff also participated in monthly consultation meetings and offered feedback via monthly push-in

Educational Partner(s)	Process for Engagement
	professional development surveys, as well as the annual climate and PD surveys.
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, CSEA 436, and CSEA 736 to provide opportunities for involvement and input in the development of the LCAP. Five meetings were held with each bargaining unit during the 2024–25 school year: on September 11 and November 20, 2024, January 24, March 26, and May 14, 2025.
Parents	Feedback was gathered at multiple school events (which occur from August through June), including Back to School Nights, Open Houses, Literacy Nights, and Game Nights; at six School Site Council meetings (dates listed on school websites); and through surveys administered via email, posted on school websites, during IEP and student meetings, and at quarterly special education advisory group meetings. Parents provided input on the development of the LCAP and the Equity Multiplier focus goals.
Students	Students provided input through annual LCAP surveys, during participation in 6 School Site Council meetings held between September and May, through annual school climate surveys, and empathy interviews held in the fall and spring. Special education students are consulted during their IEP development and at each of their IEP meetings.
Community Members	Community members were invited to participate in all School Site Council and Community Engagement Initiative meetings held between September and May and provided feedback on school programs and planning. Community partners are involved in Special Education Advisory Group meetings quarterly and provide input through annual surveys.
District and County Office Personnel	District and county office personnel participated in the 6 LCAP writing process meetings held between January through May and during 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.

Educational Partner(s)	Process for Engagement
Governing Board (Butte County Board of Education)	In addition to the mid-year LCAP update in January 2025, the LEA frequently updated the board on school site data, progress services and program implementation to elicit trustee feedback.
Special Education Local Plan Area (SELPA) Administrators	The LEA consulted with the SELPA Director in March 2025 and participated in monthly SELPA Director's council and committee meetings to consult on the LCAP as a whole. Feedback regarding actions and strategies for the LCAP was incorporated from these consultations. The SELPA director assisted in the development of the Equity Multiplier (EM) - Goal 4 for BASES, as well as developing the required actions for Special Education.
Foster and Homeless Youth Administrators	The LEA consulted with the Foster Youth Director who participated in LEA admin meetings in the spring (March 2025), providing feedback regarding actions and strategies which were incorporated into the LCAP.
Educational partners at Equity Multiplier (EM) Schools: BCCS, TMS and BASES	In addition to the above, education partners input was collected at the three Equity Multiplier schools through spring parent surveys and during their spring SSC meetings. Input was gathered from teachers, students, other school personnel, parents, principals, community members, county office personnel and SELPA Administrator.

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

The 2025–26 Local Control and Accountability Plan (LCAP) for the Butte County Office of Education (BCOE), serving Butte County Community School (BCCS), Table Mountain School (TMS), and the BASES Learning Center, was deeply shaped by input from a diverse range of educational partners. These included students, families, teachers, staff, community partners, and representatives from special education programs. Through a combination of School Site Council (SSC) meetings, surveys, listening sessions, staff consultations, and participation in the Community Engagement Initiative (CEI), educational partners provided invaluable insights that directly informed our priorities, goals, and actions.

While feedback varied by site, common themes emerged across the LEA that prioritized academic rigor, social-emotional learning (SEL), improved family engagement, and equitable access to supports. The engagement process included modifications to survey design to increase participation, site-based working groups, and structured analysis of both qualitative and quantitative data, including local assessments and state metrics. These contributions not only shaped the LCAP's development but also guided the allocation of Equity Multiplier funds and drove refinements to improve responsiveness to our community’s evolving needs.

Key areas influenced by educational partner feedback
1. Academic Support and Class Size Reduction

At both TMS and BCCS, educational partners highlighted the importance of smaller class sizes and increased instructional staffing to provide targeted academic support. As a result:

Goal 1, Action 1.5 (TMS Supporting Instruction) was continued and expanded with a focus on intensive interventions, use of local assessment data, and extended school year opportunities.

Goal 1, Action 1.6 (BCCS Class size/subject span reduction) was maintained based on strong evidence of effectiveness, including significant gains in credit accrual and student performance in reading and math. However, due to declining enrollment, a staffing reduction will occur, though educational partners advocated for continued grade-span separation and access to direct instruction, which remains prioritized.

2. Transition Support Services
Parents, students, and staff at BCCS emphasized the need for ongoing support with graduation planning and post-secondary transitions. This led to:

Goal 1, Action 1.7 (BCCS Transition Support Services), which showed positive results in both academic credit data and student reengagement. While some students graduate through their districts after leaving BCCS, this is still seen as a success and supports the need to contextualize graduation metrics. The action will continue, but with further analysis of metric alignment to measure effectiveness and better reflect the student population's transient nature.

3. Social-Emotional Learning and School Culture
Across all sites, SEL was a recurring theme in student surveys and SSC feedback. Students and staff noted the value of strong adult relationships but also requested increased SEL instruction and improved behavioral supports.

Goal 2, Action 2.4 (TMS Supporting SEL and Family Engagement) and associated PBIS implementation were influenced by survey data showing mixed results: while students feel respected and supported by adults, engagement and perceptions of success remain areas for growth. The teacher-led SEL implementation will continue with aligned curriculum, positive behavior supports, and student incentives.

PBIS climate data informed the development of a more robust SEL screener and the expansion of family outreach via transition staff and school events.

4. Family and Community Engagement
BCCS’s participation in the Community Engagement Initiative (CEI) provided a model of sustained, collaborative engagement. Through this work:

Families and community partners co-developed actions to increase school access, particularly by planning events in students’ home communities, a shift aimed at removing transportation barriers and enhancing attendance at family events.

Survey design was modified to be more accessible, resulting in increased parent participation and more actionable feedback.

At TMS, site council feedback and survey data emphasized the need for improved two-way communication and highlighted events like Family Nights and the Gratitude Dinner as successful strategies. Continued outreach through the Transition Specialist and improved contact information systems are helping address engagement gaps.

5. Use of Equity Multiplier Funds – Focus Goals 3 & 4
Consultation with educational partners at BCCS, TMS, and BASES guided the continued development and implementation of two Focus Goals:

Focus Goal 3: Increase student engagement and reduce suspension rates at BCCS and TMS.

Action 3.1 includes ongoing professional development in PBIS, SEL, restorative practices, cultural competence, and mental health awareness.

These were informed by educational partner feedback about the need to deepen staff skillsets in trauma-informed and relational practices.

Focus Goal 4: Support transitions to the Least Restrictive Environment (LRE) at BASES.

Action 4.1 was developed in collaboration with SELPA and site teams, using family and staff input. Emphasis was placed on psychological services to support LRE transitions, with metrics tied to year-over-year movement toward less restrictive placements.

Summary and Prioritization
The adopted LCAP reflects a deep commitment to educational partner voice and need-based prioritization. When feedback exceeded the scope of available funding, decisions were made collaboratively, with an emphasis on actions demonstrating high impact (e.g., instructional staffing, transition services) and alignment with state priorities. The resulting plan centers the lived experiences of students and families, particularly those most affected by systemic inequities, and embodies a community-driven vision for equity, connection, and student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare BCOE 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal one was developed to support improved student outcomes on the metrics shown above. We also recognize that academic progress does not happen in isolation and requires supporting student engagement and Social Emotional learning which is targeted in Goal 2 .

BCOE has developed Goal #1 to address critical challenges in student engagement and academic progress, especially as they pertain to the needs of low-income, at-promise youth. This goal was conceived in response to local data which revealed that students are struggling with engagement, thereby impacting their academic achievement. Although the BCOE CA Dashboard does not display colors due to small group sizes, the localized insights provide a clear indication of these ongoing challenges.

By focusing on strategic, evidence-based, and research-supported methods, BCOE aims to enhance student engagement through interest-based and real-world learning experiences. This approach includes assisting with college applications, providing financial support for educational expenses, and offering career-oriented experiences such as internships and job shadowing.

These initiatives are designed in consultation with educational partners who provide insights into the most effective practices tailored to the unique needs of the student population. Furthermore, BCOE ensures that all site plan actions are aligned with valid and reliable measures of success, which are actively tracked in each school site's self-evaluation tool for annual Needs Assessment.

The ultimate objective of this goal is to prepare all students to be responsible and productive citizens as they transition to further education or enter the workforce. This comprehensive focus is achieved through the implementation of the actions and expected to lead to the attainment

of the target outcomes below. BCOE's commitment to monitoring progress through specific, outlined metrics—even in cases where group data is too limited for broad reporting—underscores a transparent and focused approach to improving student outcomes at every level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed % of teachers appropriately assigned CA Statewide Assignment Accountability System (CalSAAS) (Priority 1A)	2023-2024 Local data indicates that 100% of BCCS, TMS and SPED teachers are fully credentialed and 100% appropriately assigned. 0% teachers at BASES are fully credentialed and 100% are teaching under permits which makes them appropriately assigned.	2024-25 Local data indicates that 100% of BCCS, TMS, and SPED teachers are fully credentialed, and 100% are appropriately assigned. 0% teachers at BASES are fully credentialed and 100% are teaching under permits which makes them appropriately assigned.		100% fully credentialed and 100% appropriately assigned staff at all sites. BASES 100% fully credentialed and 100% appropriately assigned staff at BASES.	Maintained 100% fully credentialed and 100% appropriately assigned for assigned staff. BASES 0% are fully credentialed, and 100% are teaching under permits, which makes them appropriately assigned. At baseline of 100%
1.2	% of student having access to standards aligned instructional materials including ELD materials Annual Williams Sufficiency Board Resolution	2023-2024 100% of students had access to standards aligned instructional materials including ELD materials	2024-2025 100% of students have access to standards aligned instructional materials including ELD materials.		100% of students have access to standards aligned instructional materials including ELD materials.	Maintained 100% of students have access to standards-aligned materials, including ELD materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority1B)					
1.3	% reflects the average of school ratings from item 3 which has been converted to a percentage from the 5-point rubric CA State Standards Implementation including ELD standards (Priority 2A,2B)	2023-2024 CA State Standards Implementation percentage from the 5-point rubric 60% (-7%)	2024-2025 CA State Standards Implementation percentage from the 5-point rubric 52% (-8%)		75% CA State Standards Implementation percentage from the 5-point rubric	2024-2025 CA State Standards Implementation percentage from the 5-point rubric difference from baseline 8%
1.4	LEA's self-identified level on the LEVERS Access to broad course of study section on the LEVERS tool (Priority 7A)	In June 2024, the LEA will self identity a baseline level on the LEA Self Assessment (LEVERS) tool/measure 4 out of 14 completed	2024-2025 Levers Tool 4 out of 14 completed		Increase one level on the LEVERS Self Assessment tool	2024-2025 Levers Tool Current difference from baseline-no change
1.5	Distance from standard points in ELA Distance from standard points in Math % gap for student groups CA Dashboard CAASPP (Priority 4A)	Spring 2023 CAASSP ELA distance from standard is 77.1, no performance color given Math distance from standard is 115.7, no performance color given Monitoring point gap locally	Spring 2024 CAASSP ELA distance from standard 55.3 points below standard (+21.9), no performance color given CAASSP Math distance from standard 103.6		ELA: decrease distance from standard to less than 45 points Math: decrease distance from standard to less than 82 points Close the points gap to less than	Spring 2024 CAASSP ELA difference from baseline increased (21.9) CAASSP Math difference from baseline increased (12.1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Due to small group size student group data is not reportable for any of the above	points below standard (+12.1), no performance color given Monitoring point gap locally Due to small group size, student group data is not reportable for any of the above.		5% for all reported student groups	
1.6	% of students meeting or exceeding standards % difference between student group and overall % CDE CAASPP data for CAST Science and CAST Alternate (Priority 4A)	Spring 2023 CAST Meeting or Exceeding Standards CAST: 1.5% Overall (+1.5%) 1.5% Socioeconomically Disadvantaged (+1.5%) CAST Alt: Student group data not reportable due to small size.	Spring 2024 CAST Meeting or Exceeding Standards CAST: 10.5% Overall (+2.8%) 12.5% Socioeconomically Disadvantaged (+4.2%) 0% EL (no change) 0% Foster youth (no change) CAST Alt: Student group data not reportable due to small size.		CAST: increase the percent of students meeting or exceeding standard by 10% from the baseline CAST Alt: Increase the percent of students meeting or exceeding by more than 5% from the baseline Close the gap to less than 5% for all reported student groups for CAST and CAST Alt	CAST: 10.5% Overall increased (+2.8%) 12.5% Socioeconomically Disadvantaged increased (+4.2%) 0% EL (no change) 0% Foster youth (no change) CAST Alt: Student group data not reportable due to small size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	% of students classified as EL that have an academic support plan which includes monitoring of ELPAC progress Local EL Academic Support Plan and BCOE CA Dashboard BCOE programs have fewer than 11 EL students and the Dashboard does not publicly report data. (Priority 4E)	2023-2024 100% of students classified as EL have an academic support plan which includes monitoring of ELPAC progress that is monitored and adjusted at least biannually.	2024-2025 100% of students classified as EL have an academic plan which includes monitoring of ELPAC progress.		Maintain100% of students classified as EL have an academic plan which includes monitoring of ELPAC progress.	Maintained a rate of 100% of students classified as EL have an academic plan that includes monitoring of ELPAC progress. BCOE programs have fewer than 11 EL students and the Dashboard does not publicly report data
1.8	% of EL students reclassified FEP Data Quest EL Reclassification Rate (Priority 4F)	2022-2023 Data reflects 4.0% reclassified FEP	2023-2024 Data reflects 3.30% reclassified FEP		Maintain reclassification rate or improve baseline reclassification rate that support students not becoming Long Term English Learners; emphasis is on supporting students while enrolled	Data reflects 3.30% reclassified FEP: decreased by (-.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	% of overall and student groups approaching prepared BCOE CA Dashboard CCI Report Pupil Outcomes - College/Career Indicators (Priority 4H)	Spring 2023 BCOE CA Dashboard data not available. BCOE programs have fewer than 11 students and the Dashboard does not publicly report data.	Spring 2024 BCOE CA Dashboard: Approaching Prepared 8.3% BCOE programs have fewer than 11 students and the Dashboard does not publicly report data.		20% of overall and student groups approaching prepared	BCOE CA Dashboard: Approaching Prepared 8.3% BCOE programs have fewer than 11 students and the Dashboard does not publicly report data.
1.10	% of students showing an increase in reading and math grade levels IReady Reading and Math % of students meeting or exceeding standards Write Score % of students scoring at Developed Learner SANDI Local Assessment Data (BCOE Special Education) Measure of academic outcomes (Priority 8)	IREADY FALL 2023 - WINTER 2023 Butte County Community School OVERALL READING: 26% (+11%) Overall Meeting or Exceeding Standards STUDENT GROUPS 25% (+8%) Socioeconomically Disadvantaged Meeting or Exceeding Standards OVERALL MATH 16% (+6%) Meeting or Exceeding Standards STUDENT GROUPS 19% (+1%) Socioeconomically	IREADY FALL 2024- Winter 2024 Butte County Community School OVERALL READING 5% (-21%) Meeting or Exceeding Standards STUDENT GROUPS 0% (-20%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (-50%) EL Meeting or		BCCS 40% in reading, writing and math TMS 50% in reading 60% in math 20% in writing Special Education and BASES 20% in reading and math 10% in writing Special Ed - SANDI 30% in reading 10% in writing 15% in math	Butte County Community School OVERALL READING: decreased 5% (-21%) Meeting or Exceeding Standards STUDENT GROUPS: Socioeconomically Disadvantaged Meeting or Exceeding Standards: decreased 0% (-20%) 0% (-50%) EL Meeting or Exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged Meeting or Exceeding Standards Write Score OVERALL WRITING 8% (+3%) Overall Meeting or Exceeding Standards STUDENT GROUPS 8% (+8%) Socioeconomically Disadvantaged Meeting or Exceeding Standards _____ Table Mountain School OVERALL READING 0% (0%) Overall Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards Write Score OVERALL WRITING 0% (0%) Overall Meeting or Exceeding Standards Student groups are too few to publicly report. ---------- BASES Learning Center	Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards OVERALL MATH 0% (-16%) Meeting or Exceeding Standards STUDENT GROUPS 0% (-19%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (-50%) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards Write Score OVERALL WRITING		40% in communication 10% in science	Standards - decreased 0% (no change) Foster Youth Meeting or Exceeding Standards-maintained OVERALL MATH Meeting or Exceeding Standards: decreased 0% (-16%) STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: decreased 0% (-19%) 0% (-50%) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards Write Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups are too few to publicly report for iReady and Write Score _____ Special Education Student groups are too few to publicly report for iReady and Write Score _____ SANDI DATA Special Education SANDI FALL 2023 - SPRING 2024 READING OVERALL 17% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 0% (+9%) Developed Learner WRITING OVERALL 5% (0%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 2% (+2%) Developed Learner MATH OVERALL	0% (-8%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (-5%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (-20%) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards _____ _____ _____ Table Mountain School OVERALL READING 0% (0%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (no change)			OVERALL WRITING Overall Meeting or Exceeding Standards: decreased 0% (-8%) STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: decreased 0% (-5%) 0% (-20%) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards _____ _____ Table Mountain School OVERALL READING Maintained 0% (0%) Overall Meeting or Exceeding Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 5% (+5%)Developed Learner COMMUNICATION OVERALL 29% (+1%)Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 23% (+15%) Developed Learner SCIENCE OVERALL 2% (+2%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 2% (+2%) Developed Learner	Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards			STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Write Score OVERALL WRITING 0% (0%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards _____ _____ _____ BASES Learning Center OVERALL READING 0% (0%) Overall Meeting or Exceeding Standards			0% (no change) Foster Youth Meeting or Exceeding Standards Write Score OVERALL WRITING Maintained 0% (0%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards _____ _____ _____ BASES Learning Center

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth			OVERALL READING 0% (0%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (no change) Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Meeting or Exceeding Standards Write Score OVERALL WRITING N/A Overall Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically Disadvantaged N/A EL Meeting or Exceeding Standards N/A Foster Youth Meeting or Exceeding Standards N/A _____ _____ _____ Special Education Student groups are too few to publicly report for iReady and Write Score _____ _____ _____			Meeting or Exceeding Standards 0% (no change) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards Write Score OVERALL WRITING N/A Overall Meeting or Exceeding Standards STUDENT GROUPS N/A Socioeconomically Disadvantaged N/A EL Meeting or Exceeding Standards N/A Foster Youth Meeting or Exceeding Standards _____ _____ _____

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SANDI DATA Special Education SANDI FALL 2024 - SPRING 2025 READING OVERALL 24% (+7%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 16% (+16%) Developed Learner WRITING OVERALL 4% (-1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 3% (+1%) Developed Learner MATH OVERALL 9% (+3%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged			Special Education Student groups are too few to publicly report for iReady and Write Score _____ _____ _____ SANDI DATA Special Education READING OVERALL: Increased 24% (+7%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged; Increased 16% (+16%) Developed Learner WRITING OVERALL: Increased 4% (-1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged: Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10% (+5%)Developed Learner COMMUNICATION OVERALL 35% (+6%)Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 23% (0%) Developed Learner SCIENCE OVERALL 2% (0%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 3% (+1%) Developed Learner			3% (+1%) Developed Learner MATH OVERALL: Increased 9% (+3%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged: Increased 10% (+5%)Developed Learner COMMUNICATION OVERALL: Increased 35% (+6%)Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged: Maintained 23% (0%) Developed Learner SCIENCE OVERALL: Maintained 2% (0%) Overall Developed Learner STUDENT GROUPS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged: Increased 3% (+1%) Developed Learner
1.11	Graduation rate % (based on cohort) A) BCOE CA Dashboard (based on cohort and reflects COE) B) BCCS local data - one-year grad rate (Priority 5E)	A) The 2023 graduation rate is 45% (+6.1%) of students graduated. B) BCCS yearly grad rate is monitored locally for all students and student groups but is not publicly reported due to small group size	A) The 2024 graduation rate is 61.5 % (+16.5%) of students graduated. STUDENT GROUPS 61.5% (+16.5%) Socioeconomically Disadvantaged Graduated EL and in Foster Youth, too few to publicly report B) BCCS yearly grad rate is monitored locally for all students and student groups, but is not publicly reported due to small group size.		A) 55% or higher B) 65%	A) Graduation Rate: Increased by (+16.5%) Graduation Rate 61.5% STUDENT GROUPS 61.5% (+16.5%) Socioeconomically Disadvantaged Graduated EL and in Foster Youth, too few to publicly report B)BCCS yearly grad rate is monitored locally for all students and student groups, but is not publicly reported due to small group size.
1.12	Status of Countywide Expulsion Plan	Spring 2024	Spring 2025 Completed, implemented, and		Implement and maintain	Maintained expulsion plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status of (Completed, implementing and maintenance of plan) LEA's self-reporting of plan (Priority 9 - COE Only)	Completed update of countywide expulsion plan.	maintained a countywide expulsion plan.		countywide expulsion plan.	
1.13	Average rating of the 10 distinguishers converted to a percentage Ten Engagement Distinguishers Rubric from BPL of Academic Engagement (Priority 5-attendance rate)	Spring 2024 All School Average 10 Engagement Distinguishers of Big Picture Learning: 63% (-4%)	Spring 2025 All School Average 10 Engagement Distinguishers of Big Picture Learning: 65% (+2%)		All School Average 10 Engagement Distinguisher of Big Picture Learning 75%	All School Average 10 Engagement Distinguishers of Big Picture Learning: Current difference from baseline 2%
1.14	a)% of Foster Youth student transferring b)% of Prompt school enrollments c)% of Educational Partners trained on the education needs and rights of Foster Youth and trauma informed practices	Spring 2024 a) Foster Youth student transfer rate: 25% b) Prompt school enrollments: 77% c) Educational Partners trained on the education needs and rights of Foster Youth and trauma informed practices: 73%	Spring 2025 a) Foster Youth student transfer rate: 29% (+4%) b) Prompt school enrollments: 68% (-9%)% c) Educational Partners trained on the education needs and rights of Foster Youth and		a) FY student transfer rate: below 50% b) Prompt school enrollments: 85% c) Educational Partner trained on the educational needs and rights of FY: 80%	Spring 2025 a) Foster Youth student transfer rate: 29% (+4%) b) Prompt school enrollments: 68% (-9%) c) Educational Partners trained on the education needs and rights of Foster Youth and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	d)% of Eligible foster students awarded AB 167/216 e)% of Foster Youth who have a Health and Education Passport Foster Focus Data System (Priority 10A,10B,10C,10D)	d) Eligible foster students awarded AB 167/216: 89% e) Foster Youth who have a Health and Education Passport: 98%	trauma informed practices: 78% (+3%) d) Eligible foster students awarded AB 167/216: 90% (+1%) e) Foster Youth who have a Health and Education Passport: 98% (no change)		d) Eligible FY students awarded AB 167/216: 95% e) FY Health and Education Passport:100%	trauma-informed practices: 78% (+3%) d) Eligible foster students awarded AB 167/216: 90% (+1%)

Goal Analysis [2024-25]

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

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

There were no challenges with the implementation of actions.
All actions in Goal 1 were implemented successfully. Key strategies included expanded access to instructional materials, credit recovery, small class sizes, and instructional coaching. The successful implementation increased the percentage of students meeting graduation requirements (Metric 1.11) from 45% to 61.5%, along with significant gains in CAASPP performance—ELA improved by +21.9 and Math by +12.1 points from standard (Metric 1.5). These improvements indicate strengthened academic readiness and student engagement. There were no challenges in the implementation; however, data show that credit deficiencies and student performance on local assessments (Metric 1.10) continue to be an area that requires improvement. All actions were implemented as described in the adopted LCAP. There were no challenges with the implementation of actions.

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.

Material Differences

Only the following actions resulted in material differences.

Action 1.6 – BCCS: Class Size/Subject Span Reduction

Action 1.7 – BCCS: Transition Support Services

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

Actions 1.1 (LEA Professional Development), Action 1.2 (LEA Assessments and Data), Action 1.3 (LEA Technical Assistance: Site Council, Data, SIS, Other Management), and Action 1.4 (Countywide foster youth) -These actions were effective based on:

-87% of PD participants rated training as meaningful.

-74% of staff reported applying training toward Goal 1 objectives.

-The focus on assessment tools (i-Ready, Write Score, Aeries) provided actionable academic data, even in challenging settings like TMS.

-Staff reported increased use of MTSS strategies and data-informed practices aligned with the LCAP goal of academic preparedness

-90% of Eligible foster students awarded AB 167/216 benefits. (Metric 1.14)

Site-Level Actions:

Action 1.5 (TMS Supporting Instruction)- Effective. Despite zero students meeting or exceeding standards, 27% showed growth between assessments, and 7% reached the "nearing standards" level in Reading. Implementation was responsive and effective within the context of a highly mobile population. Effectiveness is limited by student transiency but bolstered by intensive, individualized support.

Action 1.6 (BCCS Class size/subject span reduction): Highly effective.

-75% of students improved at least one grade level in i-Ready Math; 100% in Reading. (Metric 1.10)

-Average credits earned increased from 15.85 (2023–24) to 16.16 (Fall 2024).

-EL and foster/homeless students outperformed peers in some measures.

-Smaller class sizes and access to two teachers improved engagement and credit attainment.

Action 1.7 (BCCS - Transition support services): Also rated highly effective.

-Four seniors are on track to graduate, and one has already graduated.

-Students earned more credits in the first semester of 2024–25 than in the entire previous year.

-Math credits rose from 0.48 (Fall 2023) to 1.63 (Fall 2024), showing notable improvement.

Overall Summary

LEA-level Actions 1.1–1.4 collectively built staff capacity, strengthened data-driven practices, and delivered crucial supports for foster youth (90 percent AB 167/216 award rate).

Site-level Actions 1.5–1.7 at TMS and BCCS have shown measurable student gains: academic growth at TMS despite high mobility, and substantial credit/grade-level improvements at BCCS.

Together, these outcomes demonstrate solid progress toward Goal 1, with strong systemwide instructional improvements and clear academic benefits for our unduplicated student groups.

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

Several important changes for the upcoming year are proposed for 2025–26 based on analysis:

Planned Adjustments for 2025–26 (Informed by Prior Practice)

Based on our reflections and data from 2024–25, we will implement the following changes to better align metrics, targets, and staffing with our Goal 1 objectives:

1. Action 1.7 will be maintained; however, the metric used to measure its effectiveness will be revised.

Rationale: The current CA Dashboard Graduation Rate (Metric 1.11) does not fully capture BCCS outcomes, since many students return to district schools to graduate and are therefore excluded from our “rate.”

Proposed Change: Identify a more representative indicator, such as the percentage of seniors who earn a diploma or transfer successfully back to their home district, so that we can accurately track transition outcomes and measure effectiveness.The existing metric for monitoring

effectiveness (1.11 – CA Dashboard Graduation Rate) will be further investigated for its relevance. Given that BCCS students often return to district schools to graduate (thus not counting toward the CA Dashboard rate), this measure underrepresents success. A revised metric may better capture transition outcomes and support effectiveness.

2. Adjust BCCS Staffing Model (Action 1.6)

Rationale: Low enrollment in specific grade spans during 2024–25 necessitated the mid-year reduction of one teacher, which, despite preserving small classes, highlighted the need for a more flexible staffing approach.

Proposed Change: For 2025–26, BCCS will staff one middle school and one high school teacher, rather than three separate grade-span reduction positions. This structure maintains small class sizes while ensuring staffing aligns with anticipated enrollment. Educational partners advocated for preserving those small cohorts; their feedback will continue guiding any further adjustments.

Staffing Adjustment (Action 1.6): Due to low enrollment, BCCS will shift to one middle and one high school teacher next year. Although this reduces the number of grade-span reduction positions, educational partners strongly advocated for maintaining small class sizes and instructional supports. This feedback will continue to inform staffing decisions.

3. Maintain Action 1.5 (TMS Supporting Instruction) Without Revision

Rationale: In 2024–25, Action 1.5 demonstrated steady growth (27% assessment growth, 7% “nearing standards”), and no site-level data indicated a need to alter its design.

Proposed Change: Continue Action 1.5 as is for 2025–26.

4. Maintain LEA-Level Actions (1.1–1.4) Without Substantive Revision: All will be continued without substantive modification in 2025–26

Rationale: Actions 1.1–1.4 (LEA Professional Development, Assessments & Data, Technical Assistance, and Countywide Foster Youth Supports) were rated effective in 2024–25.

Proposed Change: Continue these four actions as designed for 2025–26, with no major modifications. We will monitor implementation fidelity and performance data, but do not foresee any structural adjustments to these activities.

Overall, by updating our graduation metric and refining BCCS’s staffing model—while maintaining the proven LEA-level strategies—we aim to more accurately measure outcomes and optimize resource allocation in 2025–26.

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	LEA Professional Development	Because BCOE schools serve "at-promise" students, it is important to ensure staff have the capacity to provide engaging learning opportunities, evidence based interventions and a multi-tiered system of supports. Professional development will be provided for all BCOE schools in the following areas: a. LEA provided PD for data & assessment management b. LEA provided PD for site council roles and responsibilities, Brown Act, compliance, effective educational partner inclusion and developing and using a needs assessment to drive decision making c. LEA provided PD for use of Aeries SIS data, principal training on the use of Analytics, and full site professional development for PreReferral and Intervention (SST) d. Provide site/LEA admin high quality professional learning and conferences e. Provide new teachers with mentor support	$67,779.00	No
1.2	LEA Assessments and Data Management	The LEA will purchase and maintain diagnostic assessments, intervention tools and data systems: i-Ready, and Aeries Analytics modules for all BCOE schools.	$700.00	No
1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	The LEA will provide technical assistance in the following areas: a. support sites with meeting educational partners, needs assessment, decision making compliance requirements b. support sites with effective assessment practice and disaggregation and analysis of data c. provide sites support with Aeries parent/student portal d. support sites with online learning and support platforms and state assessment platform management and Aeries Analytics	$52,260.00	No

Action #	Title	Description	Total Funds	Contributing
		e. support sites with development, implementation and progress monitoring of needs assessments and EL Academic Support Plans f. LEA operational costs to support school sites		
1.4	Countywide foster youth	Provide coordination of services for county foster youth consistent with Priority 10. Provide support to all Butte County LEAs to address the unique needs of foster youth.	$95,000.00	No
1.5	TMS Supporting Instruction	As identified in state and local math and ELA scores, SSC feedback, and climate survey results from students, students who are low-income, EL, and foster Youth indicate that school is hard for them and they struggle with meeting academic standards specifically in ELA and math. To address this need, TMS will: a. Use current assessments to determine student academic levels b. Implement intensive interventions c. Expand the school year for two extended-year sessions (ESY) We anticipate local assessment results in math and ELA will increase.	$123,263.00	Yes
1.6	BCCS Class size/subject span reduction	As identified in state and local math and ELA scores, SSC feedback, and climate survey results, students struggle with meeting academic standards. EL, foster youth and low income students need increased access to direct instruction as means to increase engagement and academic growth. To address this need, subjects in grades 7-12 will be taught across multiple classrooms allowing for increased direct instruction and student engagement. We anticipate local assessment results in math and ELA will increase, and students will feel more successful in school as measured by the climate survey.	$63,063.00	Yes
1.7	BCCS - Transition support services	According to the LCAP survey, School Climate Survey, and high dropout rates, Middle and High School students need additional support with courses that support their graduation track, planning and successfully	$72,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		executing high school graduation requirements, and transition to postsecondary college and career placements. Low-income, foster youth and EL students are dropping out at a higher rate than the school average. To address this need, the BCCS principal and transition specialist will provide transition support services. This action is being provided on a wide bases because other student groups such as Hispanic, and American Indian may also benefit.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide BCOE students with safe, predictable, engaging and 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.

BCOE's goal #2 emphasizes increasing student engagement by creating safe, predictable, nurturing, and culturally respectful environments to enhance critical thinking and problem-solving skills among students. This decision is driven by several data-backed considerations and a collaborative approach involving various educational partners, ensuring alignment with community needs and educational standards.

BCOE utilized California Dashboard data, which indicated notably high rates of suspension (11%) and chronic absenteeism (38.1%) among students. These metrics highlighted a critical need for focused interventions to support student engagement and well-being, particularly for Hispanic and socioeconomically disadvantaged (SED) student groups who are significantly impacted, as evidenced by a red indicator on the Dashboard.

Action 2.1 is a required action, developed in collaboration with our educational partners, to address the red suspension rate indicator identified in the 2023 Dashboard for the following sites and student groups:

BCOE: All students, Socioeconomically Disadvantaged (SED), Hispanic

BCCS: All, SED

SPED: All, SED, SWD (Student w/ Disabilities)

To identify and prioritize this goal, BCOE engaged in extensive consultations with teachers, parents, administrators, and other educational partners. These discussions emphasized the necessity of addressing behavioral and absenteeism issues through enhanced support systems and educational practices.

The schools targeted by this goal include all those within the BCOE LEA that have shown similar challenges.

The strategies include maintaining and supporting a Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions & Supports (PBIS), which are evidence-based practices known to improve student behavior and academic performance.

This goal was developed through a data-driven, community-engaged process aimed at addressing specific areas of need identified through reliable metrics. By implementing actions that support engaging and responsive learning environments, the LEA aims to achieve significant gains in LCAP goal attainment as measured through metrics below by 2027, ultimately enhancing the educational experience and success rates of all students within BCOE.
This goal provides additional support for suspension beyond what is included in goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of school facilities in “Good Repair” CDE Facility Inspection Tool (FIT) (Priority 1C)	2023 100% of BCOE programs have facilities that were rated good or exemplary on the FIT Report in fall 2023.	100% of BCOE programs have facilities that were rated good or exemplary on the FIT Report in fall 2024.		100% of facilities will have good or exemplary ratings	% of school facilities in “Good Repair” has been maintained at 100%.
2.2	Implementation level (1-5) Parent/Family Engagement 5 Point Self-Reflection Tool: Seeking Input for Decision-Making-Section 3 (Priority 3A)	2024 BCOE schools self-evaluated "full implementation" (4) on the Family Engagement rubric section regarding decision making.	2025 BCOE schools self-evaluated "full implementation" (4) on the Family Engagement rubric section regarding decision making.		(4) full implementation of practice for seeking input on decision making	Full implementation has been maintained at 70% (no change)
2.3	a) % of parents of Native American Students	2023-2024	2024-2025		a) Attendance of Native American	a) 100% (+44%) of parents of Native American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	attending EASIE Meetings b) % of foster parents completing LCAP Survey c) % of parent attendance at IEP meetings d) % EL parent participation is monitored locally (Priority 3B,3C)	a) 66% of parents of Native American students attend the EASIE Advisory Board Meetings b) 0% of foster parents completed the LCAP Survey - no foster students enrolled at time of survey 92% of parents scored a 3 or above c)100% parent attendance at IEP meetings in BCOE schools d) on a 5 point scale for "EL students are supported": (3 - 7.7%, 4 - 26.9%, 5 - 65.4%)	a) 100% (+44%) of parents of Native American Students attend the EASIE Advisory Board Meetings b) 0% (no change) of foster parents completed the LCAP Survey - no foster students enrolled at the time of the survey c) 100% parent attendance at IEP meetings in BCOE schools d) 0% of EL parents completed the LCAP Survey - no EL students enrolled at the time of the survey		parents who attend EASIE Advisory Board meetings: 80% b) Foster parent survey completion: 50% c) 100% parent participation in IEP meetings d) 90% of parents scoring 3 or above on a 5 point scale for EL students are supported	Students attend the EASIE Advisory Board Meetings b) 0 Foster students this school year c)100% (maintained) parent participation in IEP meetings d) 0% of participation from parents of EL students
2.4	Attendance % rate BCOE includes all 4 schools BCCS CALPADS	2022-2023 BCOE 81.9% TK-12 Attendance 81.2% Low-income 60.9% EL/RFEP	2024-2025 BCOE 81.3% (-.3%) TK-12 Attendance 81.9% (+.7%) Low Income		BCOE 95% TK-12 95% student groups BCCS 95% TK-12	2024-2025 BCOE 81.3% (-.3%) TK-12 Attendance 81.9% (+.7%) Low income

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5A)	81.2% Foster-Homeless 78.8% Students with Disabilities 44.86% American Indian 82.8% Hispanic 81.4% White 84.3% Multiple Races BCCS 80.4 TK-12 Attendance 80.7% Low-income 87.9% Foster-Homeless 67.9% Students with Disabilities 77.4% Hispanic 79.8% White 87.7% Multiple Races	89.4% (+28.5%) EL/RFEP 77.9% (-3.3%) Foster-Homeless 80.8% (2.0%) Students with Disabilities 86.25% (+41.39) American Indian 82.9% (+.1%) Hispanic 78.5% (-2.9%) White 89.4% (+5.1) Multiple Races BCCS 2023-2024 72.1% (-8.3%) TK-12 Attendance 72.5% (+8.2%) Low-income 65.8% (-22.1%) Foster-Homeless 70.1% (+2.2%) Students with Disabilities 82.7% (+5.3) Hispanic 60.3%(-19.5%) White 80.8% (-6.9%) Multiple Races		95% student groups	89.4% (+28.5%) EL/RFEP 77.9% (-3.3%) Foster-Homeless 80.8% (2.0%) Students with Disabilities 86.25% (+41.39) American Indian 82.9% (+.1%) Hispanic 78.5% (-2.9%) White 89.4% (+5.1) Multiple Races BCCS 2023-2024 72.1% (-8.3%) TK-12 Attendance 72.5% (+8.2%) Low-income 65.8% (-22.1%) Foster-Homeless 70.1% (+2.2%) Students with Disabilities 82.7% (+5.3) Hispanic 60.3%(-19.5%) White 80.8% (-6.9%) Multiple Races
2.5	Chronic absenteeism % rate BCOE CA Dashboard	2023 BCOE 35.5% ALL 33.3% Low-income	2024 BCOE 34.5% (-1.0%) All		15% or less for ALL 15% or less for Low-income	BCOE 34.5% (-1.0%) All 37% (+3.7) Low-income

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	BCCS CALPADS (Priority 5B)	 BCCS 46.9% ALL 48.4% Low-income	37% (+3.7) Low-income BCCS 58.1% (+11.2%) ALL 57.1% (+8.7)% Low-income			 BCCS 58.1% (+11.2%) ALL 57.1% (+8.7)% Low-income
2.6	Middle school dropout % rate CALPADS (Priority 5C)	2022-2023 Middle school dropout rate: Too few students to report publicly	2023-2024 Middle school dropout rate Too few students to report publicly		3% or fewer	Middle school dropout rate: Too few students to report publicly
2.7	High school dropout % rate CALPADS (Priority 5D)	2022-2023 BCOE 7.6% Dropout Rate 0% Student with Disabilities	2023-2024 BCOE 4.9% (-2.7%) Dropout Rate 5.9% (+5.9%) Student with Disabilities		3% -BCOE Special Education less than 10.72%, as per the Special Education Plan	BCOE 4.9% (-2.7%) Dropout Rate 5.9% (+5.9%) Student with Disabilities
2.8	Suspension % rate BCOE CA Dashboard (Priority 6A)	2022-2023 Suspended at least one day BCOE All: 11.2% SED: 11.4% Hispanic: 8.8% BCCS All: 12.5% SED: 12.9%	2023-2024 Suspended at least one day BCOE All: 9.8% (-1.4%) SED: 8.7% (-2.7%) Hispanic: 0% (-8.8%) BCCS All: 19.4% (+6.9%)		BCOE All: 5% SED: 5% Hispanic: 5% BCCS All: 5% SED: 5% SPED All: 10% SED: 10% SWD: 10%	BCOE All: 9.8% (-1.4%) SED: 8.7% (-2.7%) Hispanic: 0% (-8.8%) BCCS All: 19.4% (+6.9%) SED: 16.1% (+3.2%) SPED All: 13.3%(-1.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED All: 14.7% SED: 21.3% SWD: 14.9%	SED: 16.1% (+3.2%) SPED All: 13.3%(-1.4%) SED: 25.9% (+4.6%) SWD: 13.3%(-1.6%)			SED: 25.9% (+4.6%) SWD: 13.3%(-1.6%)
2.9	Expulsion % rate Data Quest (Priority 6B)	2022-2023 -<1%	Expulsions in 2023-2024: -<1%		0%	Expulsions in 2023-2024: -<1% (no change)
2.10	Satisfaction rate % Local PBIS Student Climate Survey (only able to publicly report data when group size is 10 or more) (Priority 6C)	2023 Winter Student Climate Survey BCCS Middle-High: 75% (+1%) BCCS Elementary:89% (+2%) TMS: ALL: 81% (+2%) Low-income: too few students to report publicly EL: too few students to report publicly Foster: too few students to report publicly Special Education: too few students	2024 Winter Student Climate Survey BCCS Middle-High: 79% (+4%) BCCS Elementary: NA TMS: ALL: 78% (-3%) Low-income: too few students to report publicly EL: too few students to report publicly Foster: too few students to report publicly		BCCS Middle-High: 85% BCCS Elementary:85% TMS: ALL: 85% or higher Enrollment at TMS typically does not exceed 10 students for each of the following student groups: LI, EL, and Foster Youth ; therefore, PBIS data is not provided to the LEA nor publicly reported.	BCCS Middle-High: 79% (+4%) BCCS Elementary: NA TMS: ALL: 78% (-3%) Low-income: too few students to report publicly EL: too few students to report publicly Foster: too few students to report publicly Special Education: too few students participated so

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated,so data is not available. BASES: Student responses were not collected.	Special Education: too few students participated so data is not available. BASES: Student responses were not collected.		Special Education: 85% or higher BASES: 85% or higher	data is not available. BASES: Student responses were not collected.

Goal Analysis [2024-25]

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

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

There were no challenges with implementing the actions.
All actions in Goal 2 were successfully implemented as planned to support school safety, social-emotional development, and family engagement. Key successes included a 1.4% reduction in suspension rates (Metric 2.8) and a 1% decrease in chronic absenteeism (Metric 2.5), reflecting modest gains in student engagement and behavior. While implementation was consistent with the adopted LCAP, challenges persist in maintaining attendance improvements and scaling Tier 2 interventions. Professional development and technical assistance were delivered as planned, although staffing changes led to lower expenditures for Actions 2.1 and 2.3.

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

The material differences between Expenditures and Estimated Expenditures of Improved Services and Estimated Actual Percentages of Improved Services are as follows:

Among the actions under Goal 2, the most notable variances occurred in Actions 2.1 and 2.3 due to differences in actual personnel costs:

Action 2.1 – LEA Professional Development

Budgeted: $15,582

Estimated Actual: $13,519

Difference: $2,063 under budget
Explanation: Actual salaries came in lower than projected due to staffing transitions and reassignments of positions. This difference did not reduce the scope or quality of professional development offered.

Action 2.2 – SIS Attendance and Behavior

Budgeted & Estimated Actual: $1,492- Fully implemented with no variance
Explanation: Spending aligned exactly with the budget. All planned attendance and behavior-tracking supports were delivered as intended.

Action 2.3 – LEA Technical Assistance: Proactive System Development

Budgeted: $17,308

Estimated Actual: $15,228

Difference: $2,080 under budget
Explanation: Similar to Action 2.1, this variance reflects lower-than-expected salary costs following staff shifts. Despite the reduced personnel expense, it does not reflect a reduction in service delivery.

Action 2.4 – TMS SEL & Family Engagement (Improved Services)

Budgeted: $112,852

Estimated Actual: $111,872

Difference: $980 under budget
Explanation: A slight difference is attributed to minor payroll adjustments and does not represent a material implementation change.
Summary
All Goal 2 actions were implemented effectively. The only material differences (Actions 2.1 and 2.3) stem from lower personnel costs due to staffing transitions. Those savings did not alter service levels. Actions 2.2 and 2.4 matched—or nearly matched—their budgets, indicating strong fidelity to planned improved-services delivery.

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

The actions in this goal have been effective in making progress towards this goal.

LEA-Level Actions (2.1–2.3):

2.1 (LEA Professional Development), 2.2 (LEA Technical Assistance: SIS Attendance and Behavior), and 2.3 (LEA Technical Assistance: Proactive System Development)

-77% of staff reported seeing growth in school climate outcomes (an increase of 6% from the prior year).

-76% of staff reported applying their training to school climate and SEL strategies

-Tools like Aeries were fully utilized for intervention and discipline tracking, enhancing real-time response to student needs.

These results suggest that the professional development, technical assistance, and platform support provided by the LEA have contributed meaningfully to the development of safe and supportive school environments.

Site-Level Action

2.4 (TMS Supporting Social-Emotional Learning and Family Engagement)

Action 2.4 has been effective: it has increased students' SEL skills, leading to higher student satisfaction, and is monitored through Metric 2.10.

-High student ratings in teacher respect (83%) and having an adult to talk to (83%) indicate strong relational foundations.

-Moderate to low ratings in areas like "I like school" (64%) and "I feel successful at school" (72%) highlight continued needs around student motivation and connectedness.

-The action included both individual-level SEL interventions and schoolwide PBIS strategies, which are in place but need strengthening to improve student self-efficacy and engagement.

The SEL Lead, PBIS incentives, and transition supports are all valuable components. However, survey data suggest that students would benefit from more explicit, engaging SEL instruction and expanded recognition systems.

Overall, LEA-level supports have been highly effective in improving school-climate practices, while TMS's SEL efforts show promise but require further strengthening to boost student engagement.

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

Based on the reflections on prior practice:

1. Maintain LEA-Level Actions

-Actions 2.1–2.3 Without Modification

-Actions 2.1–2.3 were implemented effectively and aligned with federal program compliance, LEA-level capacity building, and technical support systems. They will be continued in 2025–26 without modification.

2. Strengthen Site-Level Action

Action 2.4 – TMS SEL & Family Engagement:

The action will be strengthened for 2025–26 based on the reflections from the climate survey. Though overall effective, the universal SEL screener referenced in the plan has yet to be fully implemented. This component will be prioritized next year to provide early identification and support.

-Family engagement efforts will also be revisited to include direct measurement tools and strategies, as the current evaluation lacks clear data on parent involvement outcomes.

-Additional staff training in trauma-informed instruction and positive behavior reinforcement is being considered to improve student perceptions of success and belonging.

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	LEA Professional Development	Because BCOE schools serve "at-promise" students, it is important to ensure staff have the capacity to provide a safe, consistent learning environment with a multi-tiered system of supports. a. LEA will focus professional development on strategies supporting reductions in suspension rates, increasing student engagement, along with overall positive school climate.	$7,760.00	No

Action #	Title	Description	Total Funds	Contributing
		b. The LEA will continue to provide Aeries training for Discipline documentation. c. Provide PD/coaching for site family engagement plans, needs assessments and self-evaluations and EL Academic Support Plans. This is a required action for BCOE, BCCS and Special Ed due to the red indicator on Suspension rate. See "why" statement for student groups.		
2.2	LEA Technical Assistance SIS Attendance and Behavior	The LEA will continue to provide school site student attendance and behavior support by funding a portion of the Aeries SIS contract specifically for the intervention and discipline (behavior support) features. The LEA will continue to provide site level training on these features, as requested.	$1,400.00	No
2.3	LEA Technical Assistance SIS Attendance and Behavior	The LEA will provide technical assistance to: a. Support follow-up on implementation of site family engagement plans which support priority 3A, 3B, 3C, in addition to other locally determined aspects of family engagement, PLC and data disaggregation/analysis. b. Support with further development and implementation systems for Aeries Discipline.	$7,760.00	No
2.4	TMS Supporting Social-Emotional Learning and Family Engagement	As identified in student climate survey results, LCAP survey results, and SSC feedback, low-income, EL and foster youth student groups need support with social-emotional learning (SEL) and skill development. TMS will support SEL and Family Engagement by: a. Teacher serves as Implementation Lead for SEL b. Purchase and use of SEL materials aligned with academic standards c. Lead the PBIS collaborative with implementing educational partners d. Purchase student incentives for PBIS e. Identify and implement use of SEL universal screener to identify unique needs and provide support f. Provide transitioning support g. Provide collaborative family connection events We anticipate student climate survey results will improve.	$131,816.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Over the course of the three-year LCAP cycle, BCCS and TMS will increase student engagement for all students and lower suspension rates at BCCS, specifically for all students and students that are economically disadvantaged as measured by metric 3.3 (Suspension rate) and show an increase in student climate results as measured by metric 3.4 (student climate results) at BCCS and TMS by providing staff focused professional development in the areas of restorative practices, PBIS, SEL, cultural competence, and mental health awareness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

BCOE has developed Goal #3 in consultation with our educational partners to directly address the engagement and support needs of students at BCCS and TMS. The Equity Multiplier goal is a strategic response to existing challenges as identified through state Dashboard indicators and local data assessments. Specifically, BCCS shows a concerning trend with a red indicator for the suspension rates at the school level and among socioeconomically disadvantaged (SED) students who make up a very high percentage of the student population. Since that was determined to be a necessary action to address lowest performance on the 2023 Dashboard, this goal and its actions are essential. While TMS reports better performance with a blue indicator for suspension rates, there remains a need for proactive measures to sustain and improve student engagement. Student enagement at TMS will be monitored using local data, including information from student empathy interviews*. There are no issues with credentialing, subject matter preparation, or retention of educators at either site.

The goal's development is underpinned by the commitment to enhance the support structures for students through comprehensive staff training in several key areas: restorative practices, Positive Behavior Intervention Support (PBIS), Social and Emotional Learning (SEL), cultural competence, and mental health awareness. By equipping staff with these skills, the schools aim to foster a more inclusive and supportive learning environment leading to a reduction in suspension rates.

The action associated with this goal involves providing professional learning opportunities for staff and integrating these practices into a Multi-Tiered System of Support (MTSS) tailored for SEL. This integration is expected to lead to increased student engagement, improve overall student climate, better attendance rates, and decreased rates of chronic absenteeism and suspensions at BCCS. At TMS, the focus will be on enhancing overall school climate and monitored through increased student satisfaction rate on the PBIS student climate survey. This metric will also identify areas for further improvement and inform the determination of effectiveness of the new strategies.

Overall, this goal and its associated actions are designed to build a stronger educational foundation that not only addresses immediate disparities in disciplinary measures but also enhances the overall educational engagement and well-being of all students at BCCS and TMS.

*Data from individual empathy interviews is not reported in order to protect student identity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance % rate CALPADS (Priority 5A)	2022-2023 BCCS 80.4% ALL 80.7% SED 87.9% Foster-Homeless 67.9% Students with Disabilities 77.4% Hispanic 79.8% White 87.7% Multiple Races	2023-2024 BCCS 72.1% (-8.3%) ALL 72.5% (-8.2%) SED 65.8% (-22.1%) Foster-Homeless 70.1% (+2.2%) Students with Disabilities 82.7% (5.3%) Hispanic 60.3% (-19.5%) White 80.8% (-6.9%) Multiple Races		95% or greater for all listed groups	BCCS 72.1% (-8.3%) ALL 72.5% (-8.2%) SED 65.8% (-22.1%) Foster-Homeless 70.1% (+2.2%) Students with Disabilities 82.7% (5.3%) Hispanic 60.3% (-19.5%) White 80.8% (-6.9%) Multiple Races
3.2	Chronic absenteeism % rate BCCS CA Dashboard (Priority 5B)	2023 BCCS 33.3% ALL 31% SED 9.1% Foster-Homeless 63.5% White	2024 BCCS 37% (+3.7%) ALL 40% (+9%) SED Foster-Homeless: Not enough students display White: Too few students to report publicly		15% or less for all listed groups	BCCS 37% (+3.7%) ALL 40% (+9%) SED Foster-Homeless: Too few students to report publicly White: Too few students to report publicly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension % rate BCCS CA Dashboard (Priority 6A)	Spring 2023 Suspended at least one day BCCS 12.5%: ALL 12.9%: SED	Spring 2024 Suspended at least one day BCCS All: 19.4% (+6.9%) SWD: 13.3% (-6.7%) SED: 16.1% (+3.2%)		5% or less for all listed groups	Spring 2024 Suspended at least one day BCCS All: 19.4% (+6.9%) SWD: 13.3% (-6.7%) SED: 16.1% (+3.2%)
3.4	Satisfaction rate % BCCS - Middle-High/Elementary TMS - ALL Data not reported by student group Local PBIS Student Climate Survey (Priority 6C)	2023 Winter BCCS Middle-High: 75% (+1%) BCCS Elementary:89% (+2%) TMS: 81% (+2%) ALL I like school: 66% (-6%) I feel successful at school: 78% (-5%)	2024 Winter BCCS Middle-High: 79% (+4%) BCCS Elementary: NA TMS: 81% (-3%) ALL I like school: 64% (-2%) I feel successful at school: 72% (-6%)		85% or higher for both BCCS and TMS	2024 Winter BCCS Middle-High: 79% (+4%) BCCS Elementary: NA TMS: 81% (-3%) ALL I like school: 64% (-2%) I feel successful at school: 72% (-6%)

Goal Analysis [2024-25]

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

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

There were no challenges with implementing the actions.
All actions under Goal 3 were implemented as planned to improve student engagement and school climate at BCCS and TMS. Successes included a 4% increase in BCCS students' overall climate survey (Metric 3.4). TMS maintained strong attendance (99.9%) and positive perceptions of teacher respect and support. However, challenges persist: suspension rates increased at BCCS by 6.9 percentage points

(Metric 3.3), and the TMS student climate survey showed declines in liking school and feeling successful. No actions were implemented differently than 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.

-Total Budgeted Expenditure: $115,402 (Equity Multiplier)

-Total Estimated Actual Expenditure: $92,740

-Difference: $22,662 under budget

The material variance occurred primarily at BCCS, where actual expenditures were approximately $20,500 below budget projections. This was due to:

-A vacancy earlier in the year

-A mid-year shift in funding for that position to 100% Title I-A instead of Equity Multiplier

At TMS, the actual expenditures were close to projected, with only a minor variance of around $2,000, attributed to a step increase that had been overestimated in the original budget.

This budget difference did not affect the overall implementation of the action but will require updated budgeting for the following year.

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

Action 3.1 – Professional Development through staffing and on-site support showed evidence of both success and ongoing needs at BCCS and TMS.

TMS – Effectiveness Summary:
-Attendance: 99.9% overall attendance rate, suggesting a highly structured and engaging school environment.

-Chronic Absenteeism: Not reportable on CA Dashboard due to population size, but attendance remains consistently high due to a secure juvenile facility setting.

-PBIS Climate Survey:

-High scores in teacher respect (83%) and knowing an adult to talk to (83%).

-Lower scores in liking school (64%) and feeling successful (72%) suggest room for increased engagement and SEL instruction.

-Safety and positive recognition scores (72–75%) are moderate but not exceptional.

These results suggest that professional development and staffing have positively influenced students' relational trust and consistency, but TMS should deepen SEL and motivational programming to improve affective outcomes like student belonging, engagement, and achievement.

BCCS – Effectiveness Summary:
-Attendance: Decreased from 80.4% to 72.1% overall. Significant drops for foster/homeless (-22.1%) and white students (-19.5%).

-Chronic Absenteeism: Decreased by 27%, showing a marked improvement in student consistency once enrolled.(Metric 3.1)

-Suspension Rates: Increased by 5.6% (unduplicated students) and 7.4% overall, indicating ongoing behavioral support challenges.

-PBIS Climate Survey: (metric 3.4)

-+15% increase in students reporting they "like school"

-+10% in feeling successful at school

-+5% increase in perceived safety

-Declines in perceptions of school having high standards (-9%) and classroom behavior (-4%)

These results indicate that the action was generally effective, particularly in improving student perception and decreasing absenteeism. However, rising suspension rates and drops in some climate indicators suggest a need for enhanced behavior intervention training and support for vulnerable subgroups.

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

Based on the analysis of 2024-25 implementation and outcome data, the following changes are being made to strengthen Goal 3:

-Maintain Action 3.1, but:

-Adjust funding allocations to reflect actual staffing costs and correct the overestimated projections at BCCS.

-Ensure stable staffing and reduce reliance on reassignments or mid-year funding shifts to preserve continuity of support.

-Refine PD content for both sites to focus more explicitly on:

-Trauma-informed classroom management

-Restorative conferencing for behavior

-Strengthening Tier 1 SEL delivery in all classrooms

-Strategies for engaging and retaining foster/homeless and other vulnerable students

-Introduce a student self-efficacy measure or integrate more robust analysis of student voice in climate surveys to better understand the "why" behind low perceptions of success and belonging.

-Expand coaching support for instructional paraprofessionals to ensure alignment with MTSS, SEL, and PBIS frameworks and reduce suspension rates, especially at BCCS.

These changes are designed to preserve the positive momentum in student connection and engagement while addressing persistent equity gaps and disciplinary disparities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	BCCS and TMS will provide professional learning and integration into a Multi-Tiered System of Support (MTSS) for Social and Emotional Learning (SEL), Positive Behavior Intervention Support (PBIS), Restorative Practices (RP), cultural competence, and mental health awareness techniques. By creating a more inclusive learning environment, we expect increased attendance rates, and decreased rates of chronic absenteeism and suspensions at BCCS. We expect increased student engagement at BCCS and TMS as reflected through the PBIS school climate survey results. This is a required action to address Red for ALL and SED in Suspension at BCCS.	$131,305.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of the 3-year LCAP cycle, BASES will support the successful transition of all students as measured by the percentage of students moving to a lesser restrictive environment each year as supported by the school psychologist.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Niether the 2023 or 2024 Dashboard report any state indicators in red or student groups in red for BASES. Therefore, the determination of needs was based on local data. BASES is one of the most restrictive separate school placements in the county. Local qualitative data indicates that BASES students are able to successfully transition back to their home schools after making sufficient progress on IEP goals and objectives (which all address pupil achievement and engagement). However, this requires daily and weekly data collection and analysis, communication with feeder districts and understanding all the considerations at play in each individual case including the capacity of the home district staff to facilitate a successful transition. The appropriate staff that is needed to coordinate these activities is the credentialed school psychologist. This goal was developed in collaboration with the SELPA and its educational partners which identified the need to support student transitions using specific data collection and analysis facilitated by a school psychologist. There are no underlying issues in credentialing, subject matter prep and retention of school educators. Progress on this goal will be measured by the percentage of students returning to a less restrictive environment each school year (Metric 4.1). Because all students at BASES are students with disabilities, the percentages reported in metric 4.1 reflect students with disabilities. In addition, the student population at BASES has a high percentage of students in foster care and low socioeconomic status. All students at BASES will be tracked with this metric. For student confidentiality reasons, data is not publicly reported in a disaggregated manner by students in foster care and low socioeconomic status but it is monitored at the local level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students transitioning to a less restrictive environment each school year as determined by local data	23-24 18% of students transitioned to a less restrictive environment	24-25 29% (+11%) of students transitioned to a less restrictive environment		30%	24-25 29% (+11%) of students transitioned to a less restrictive environment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

There were no challenges with implementing the actions.
Action 4.1 was implemented as planned to support students at BASES in transitioning to less restrictive environments. A school psychologist successfully led monthly IEP data reviews and collaborated with staff to revise goals and services. As a result, 29% of students were identified as ready for transition. No changes or challenges occurred during implementation; all services were delivered as outlined 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.

There were no material differences between budgeted and estimated actual expenditures for Action 4.1:

-Budgeted: $45,795

-Estimated Actual: $45,795

-The position remained consistent throughout the year, with salary projections and staffing assignments fully realized.

This action is funded entirely with Equity Multiplier funds, and all allocated resources were utilized as projected. No changes to service percentages or implementation scope were made.

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

Action 4.1 was effective in making measurable progress toward the goal. As of the 2024–25 school year, 29% of students at BASES have been identified as ready to transition to a less restrictive environment. This reflects a meaningful outcome, considering that BASES serves as the most restrictive educational setting in the county.

The psychologist’s role has been critical in driving this success by:

-Leading monthly team evaluations of student outcome data.

-Informing necessary revisions to interventions and goals in response to student progress.

-Ensuring that IEP teams are well-prepared and data-informed in making transition decisions.

This strategic and collaborative approach ensures that each student receives individualized planning and that readiness for transition is based on clearly documented progress.

Given the high-need, 100% special education population at BASES, this level of transition readiness (nearly one-third of the student body) is a positive indicator of growth and success within a supportive, structured learning environment.

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.

No changes are planned for Goal 4, its metrics, target outcomes, or actions in the 2025–26 LCAP.

The current strategy—funding a dedicated school psychologist to support transitions through robust data-driven IEP processes—has proven to be effective. It aligns with both the Equity Multiplier intent and the school's unique context as a highly restrictive special education program.

Continued implementation will ensure sustained progress toward increasing the number of students who can successfully move to less restrictive environments when ready.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Least Restrictive Environment	All BASES equity multiplier funds will contribute to the funding of a school psychologist to lead, monitor, and track student outcome data that will inform revision of student IEP goals and objectives, and enable IEP teams to prepare for the transition of students to lesser restrictive environments over time. This includes direct support to registered behavior technicians and instructional paraprofessionals, data collection and analysis for progress reporting and behavioral assessment, and also collaboration with feeder district directors in the creation of transition plans. Because the student population at BASES has a high percentage of students in foster	$46,803.00	No

Action #	Title	Description	Total Funds	Contributing
		care and low socioeconomic status, in addition to being 100% students with special education eligibilities, each student enrolled at BASES will be part of the group of students tracked over the year in Metric 4.1.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$281,590.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.053%	0.000%	$0.00	3.053%

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
1.5	**Action:** TMS Supporting Instruction **Need:** State and local math and ELA scores, SSC feedback, and student climate survey results indicate that low-income, EL and foster youth need additional and targeted support with meeting ELA and math standards.	To address this need, TMS will: a. Use current assessments to determine specific gaps in ELA and math skills b. Implement intensive interventions targeted to the identified needs c. Provide additional instructional support in ELA and math by expanding the school year for two extended-year sessions (ESY) Although this action is principally directed towards the needs of low-income, EL and foster youth, we	Metric 1.10 % of students showing an increase in reading and math levels

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	are providing this on a school wide basis because all students will benefit from this support. We anticipate local assessment results in math and ELA will increase.	
1.6	**Action:** BCCS Class size/subject span reduction **Need:** As identified in state and local math and ELA scores, SSC feedback, and climate survey results, low-income, EL and foster youth need additional and targeted support as they struggle in ELA and math. Discussions with staff indicated that students require more individualized instructions and suggested smaller class sizes. **Scope:** Schoolwide	To address the need for more individualized instruction, a teacher will be added to this grade level span allowing subjects in grades 7-12 to be taught in smaller groups, across multiple classrooms, promoting increased direct instruction and student engagement. As a result, all teachers will be able to provide more direct instruction and targeted support. We anticipate local assessment results in ELA and math will increase. Although it is principally directed towards the needs of low-income, EL and foster youth, we are providing this on a school wide basis because all students will benefit from this support.	Metric 1.10 % of students showing an increase in ELA and math scores We are also investigating the possibility of developing an additional metric that would measure credits earned in ELA and math while students are enrolled with us which can be a short period of time.
1.7	**Action:** BCCS - Transition support services **Need:** According to the LCAP survey, School Climate Survey, and high dropout rates, Middle and High School low- income, EL and foster youth students are dropping out at a higher rate than the school average. Feedback from staff and students indicated that the dropout rates are higher because the students need additional support to help them graduate on track which	To address the unique needs, the BCCS principal and transition specialist will provide transition services by helping students to plan and successfully complete high school graduation requirements, and transition to post-secondary college and career placements. While this action is principally directed towards the needs of low-income, EL and foster youth, it is being provided on a school wide basis because other student groups such as Hispanic and American Indian student groups may also benefit from these services. We anticipate that graduation rates will increase as will credits earned.	Metric 1.11 Graduation rate based on local data We are also investigating the possibility of developing an additional metric that would measure credits earned in ELA and math while students are enrolled with us which can be a short period of time.

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
	includes planning and successfully executing high school graduation requirements, and transitioning to post-secondary college and career placements. **Scope:** Schoolwide		
2.4	**Action:** TMS Supporting Social-Emotional Learning and Family Engagement **Need:** Students at TMS are in a detention facility. Our local data and needs assessment indicate that TMS students arrive in our program will multiple stressors and high levels of adverse childhood experiences (ACEs). Student climate survey results, LCAP survey results, and SSC feedback indicate that low-income, EL and foster youth students need support with social-emotional learning (SEL) skill development. **Scope:** Schoolwide	In order to address the unique needs of low-income, EL and foster youth, TMS will support SEL skills and Family Engagement through the following actions: a. Provide time for a teacher to serve as Implementation Lead for SEL b. Purchase and use of SEL materials aligned with academic standards c. Lead the PBIS collaborative with implementing educational partners d. Purchase student incentives for PBIS e. Identify and implement use of SEL universal screener to identify unique needs and provide support f. Provide transitioning support g. Provide collaborative family connection events to strengthen relationships between education partners and families in support of promoting SEL skill development and student well-being. Although this action is principally directed towards the needs of low-income, EL and foster youth, we are providing this on a schoolwide basis because all students will benefit from this support. With implementation of assessments and SEL supports, we anticipate that student climate survey results will improve.	Metric 2.10 Local PBIS Student Climate Survey Satisfaction Rate In addition to Metric 2.10, BCOE will monitor effectiveness of this action through staff observation as this student population is highly transient.

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.

Not applicable: there are no limited actions

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.

N/A: BCOE schools don't receive additional 15% concentration funding, due to county office schools not being eligible.

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

2025-26 Total 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	$9,223,876	281,590.00	3.053%	0.000%	3.053%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$390,187.00	$178,108.00	$0.00	$232,659.00	$800,954.00	$714,966.00	$85,988.00

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	LEA Professional Development	All	No			All Schools	on-going	$67,779.00	$0.00				$67,779.00	$67,779.00	
1	1.2	LEA Assessments and Data Management	All	No			All Schools	on-going	$0.00	$700.00				$700.00	$700.00	
1	1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	All	No			All Schools	on-going	$50,245.00	$2,015.00				$52,260.00	$52,260.00	
1	1.4	Countywide foster youth	Foster Youth	No			All Schools	on-going	$29,727.00	$65,273.00				$95,000.00	$95,000.00	
1	1.5	TMS Supporting Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Table Mountain School	on-going	$123,263.00	$0.00	$123,263.00				$123,263.00	
1	1.6	BCCS Class size/subject span reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BCCS	on going	$63,063.00	$0.00	$63,063.00				$63,063.00	
1	1.7	BCCS - Transition support services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BCCS	on going	$72,045.00	$0.00	$72,045.00				$72,045.00	
2	2.1	LEA Professional Development	All SED, Hispanic ,SWD	No			All Schools	on-going	$7,760.00	$0.00				$7,760.00	$7,760.00	
2	2.2	LEA Technical Assistance SIS Attendance and Behavior	All	No			All Schools	on-going	$0.00	$1,400.00				$1,400.00	$1,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	LEA Technical Assistance SIS Attendance and Behavior	All	No			All Schools	on-going	$7,760.00	$0.00				$7,760.00	$7,760.00	
2	2.4	TMS Supporting Social-Emotional Learning and Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Table Mountain School	on-going	$118,216.00	$13,600.00	$131,816.00				$131,816.00	
3	3.1	Professional Development	All SED	No			Specific Schools: BCCS, TMS	on-going	$128,305.00	$3,000.00		$131,305.00			$131,305.00	
4	4.1	Least Restrictive Environment	Students with Disabilities SWDs, Foster, Low SED	No			Specific Schools: BASES Learning Center 3-12	on-going	$46,803.00	$0.00		$46,803.00			$46,803.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,223,876	281,590.00	3.053%	0.000%	3.053%	$390,187.00	0.000%	4.230 %	**Total:**	$390,187.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$390,187.00

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	**1.5**	TMS Supporting Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Table Mountain School	$123,263.00	
1	**1.6**	BCCS Class size/subject span reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	$63,063.00	
1	**1.7**	BCCS - Transition support services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	$72,045.00	
2	**2.4**	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Table Mountain School	$131,816.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$867,627.00	$777,342.00

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**	LEA Professional Development	No	$84,737.00	$76,408.00
1	**1.2**	LEA Assessments and Data Management	No	$616.00	$616.00
1	**1.3**	LEA Technical Assistance: Site Council, Data, SIS, Other	No	$75,134.00	$72,544.00
1	**1.4**	Countywide foster youth	No	$95,000.00	$77,343.00
1	**1.5**	TMS Supporting Instruction	Yes	$86,556.00	$82,598.00
1	**1.6**	BCCS Class size/subject span reduction	Yes	$106,152.00	$76,835.00
1	**1.7**	BCCS - Transition support services	Yes	$110,996.00	$110,352.00
2	**2.1**	LEA Professional Development	No	$15,582.00	$13,519.00
2	**2.2**	LEA Technical Assistance SIS Attendance and Behavior	No	$1,492.00	$1,492.00
2	**2.3**	LEA Technical Assistance: Proactive System Development	No	$17,308.00	$15,228.00
2	**2.4**	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	$112,852.00	$111,872.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Professional Development	No	$115,402.00	$92,740.00
4	**4.1**	Least Restrictive Environment	No	$45,800.00	$45,795.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$318,627.00	$416,556.00	$381,657.00	$34,899.00	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	1.5	TMS Supporting Instruction	Yes	$86,556.00	$82,598.00		
1	1.6	BCCS Class size/subject span reduction	Yes	$106,152.00	$76,835.00		
1	1.7	BCCS - Transition support services	Yes	$110,996.00	$110,352.00		
2	2.4	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	$112,852.00	$111,872.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,125,857.00	$318,627.00	0.000%	3.491%	$381,657.00	0.000%	4.182%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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).

California Department of Education
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