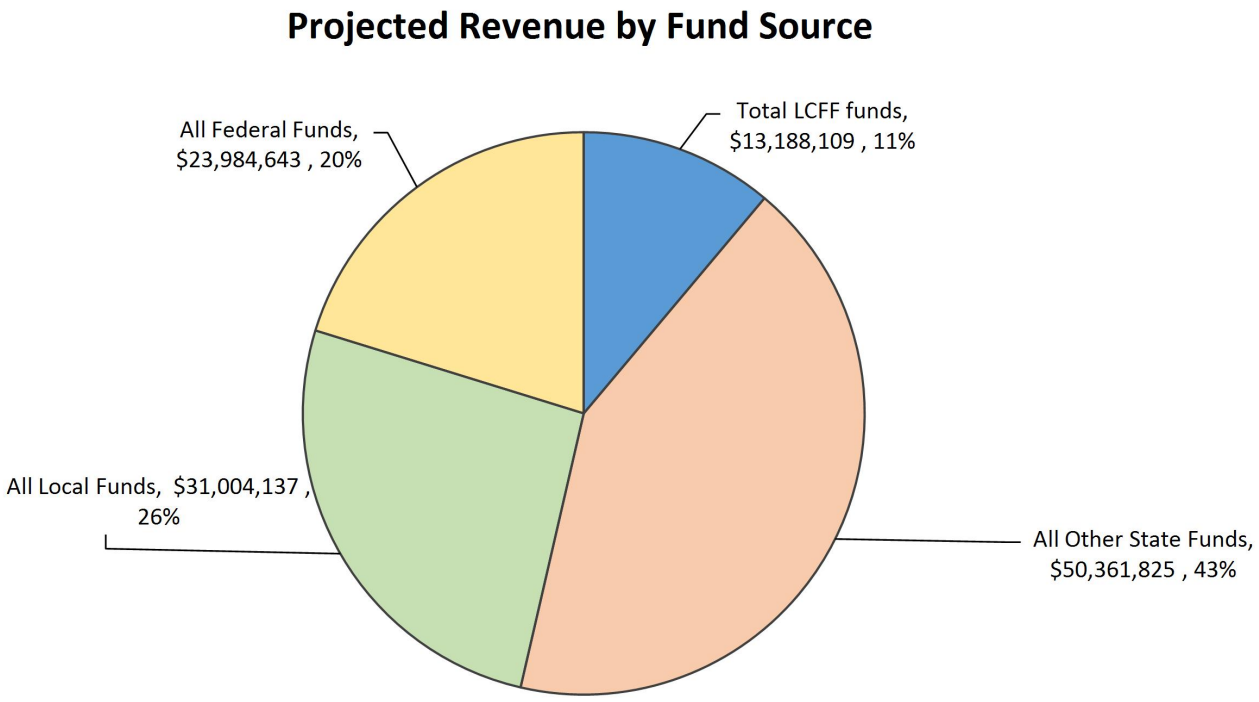
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Butte County Office of Education
CDS Code: 0410041000000
School Year: 2026-27
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 2026-27 School Year



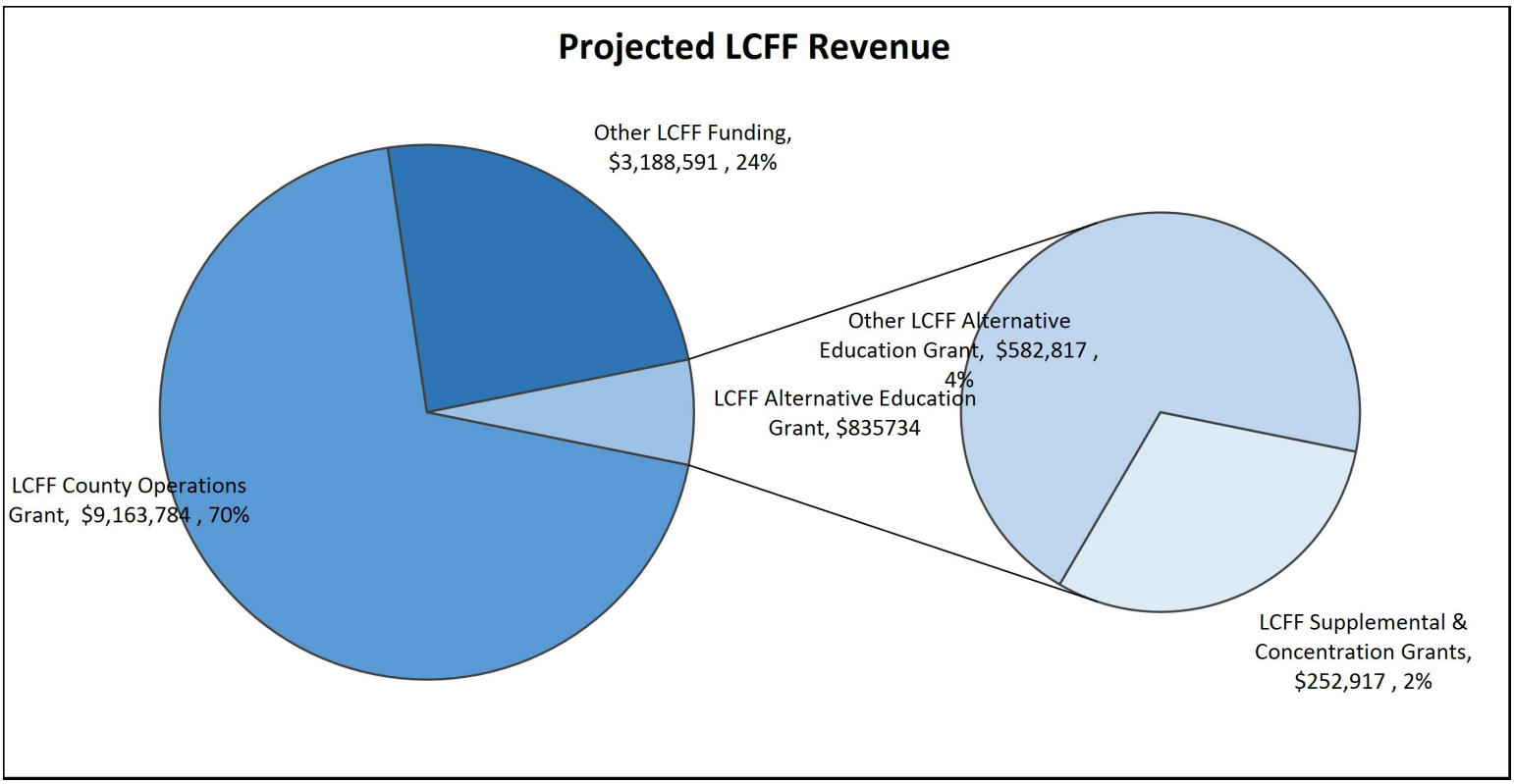
This chart shows the total general purpose revenue Butte County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butte County Office of Education is $118,538,714, of which $13,188,109 is Local Control Funding Formula (LCFF), $50,361,825 is other

state funds, $31,004,137 is local funds, and $23,984,643 is federal funds.

Of the $50,361,825 attributed to All Other State Funds, $98,880 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

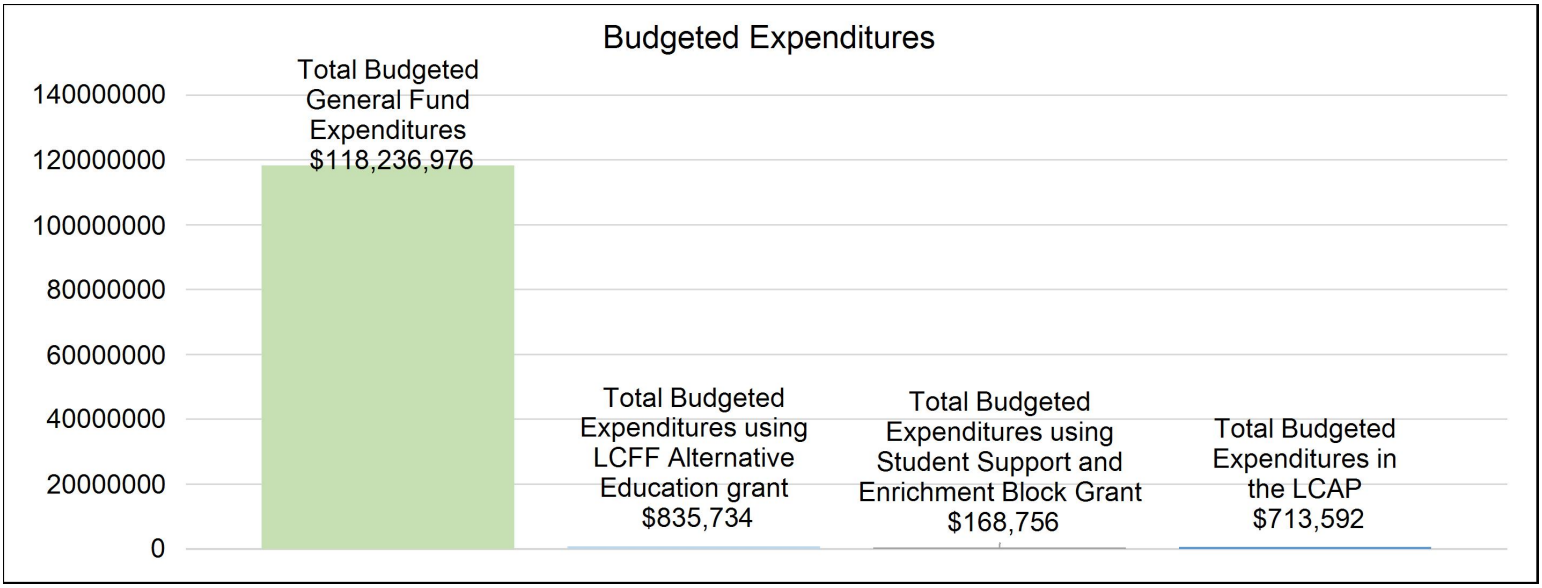


This chart shows the LCFF revenue Butte County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Butte County Office of Education is $13,188,109, of which $9,163,784 is attributed to the LCFF County Operations Grant, $835,734 is the attributed to the LCFF Alternative Education Grant, and $3,188,591 is other LCFF funds. Of the $835,734 attributed to the LCFF Alternative Education Grant, $252,917 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, Differentiated Assistance Funding for providing support services to districts and charters within the county identified for Differentiated Assistance and local property taxes used to provide Special Education services.

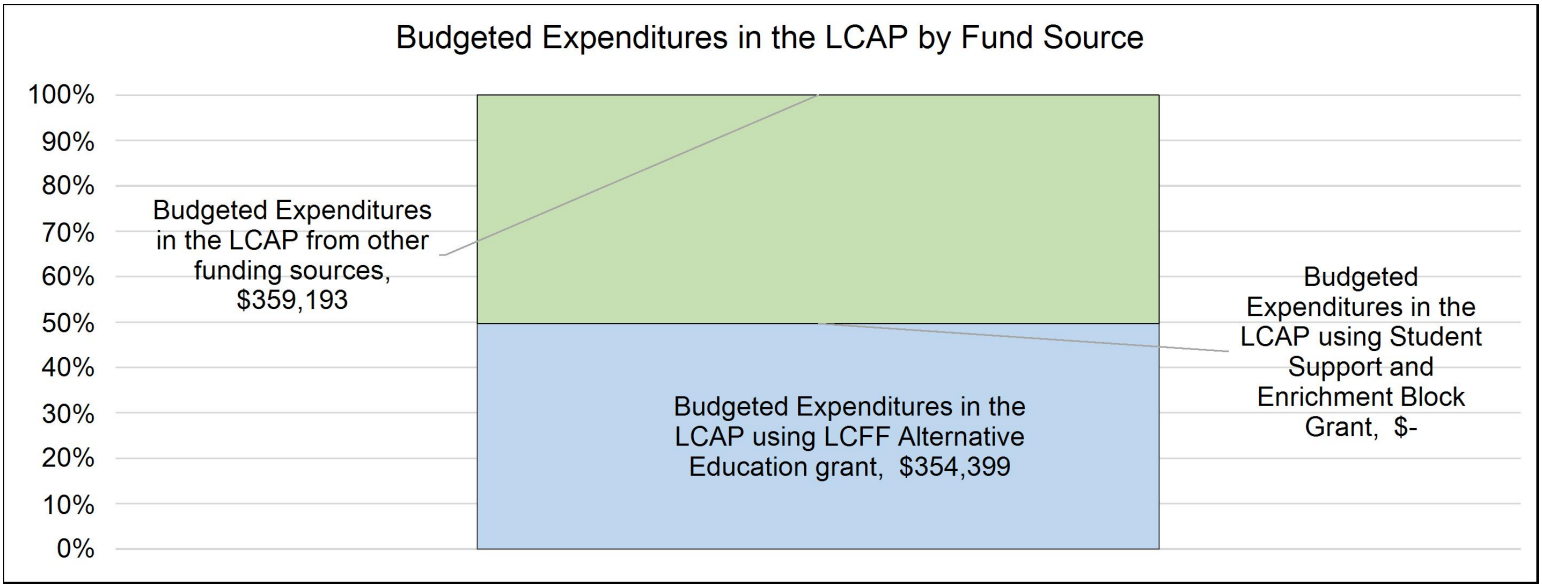
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Butte County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Butte County Office of Education plans to spend $118,236,976 for the 2026-27 school year. Of that amount, $835,734 is attributed to the Alternative Education Grant and $168,756 is attributed to the Student Support and Enrichment Block Grant. $117,523,384 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, special education services, food and nutrition services, and facilities and maintenance needs. Although the current LCAP does not include separate actions for the Student Support and Enrichment Block Grant funds received for Table Mountain School (TMS) and Butte County Community School (BCCS), these funds are being used to support instructional staffing at both sites. At TMS, the funds support one teacher and two paraprofessionals. At BCCS, the funds support one teacher and one paraprofessional. These expenditures support student access to instruction and related services. BCOE intends to more clearly incorporate these expenditures in the next three-year LCAP cycle.



This chart provides a quick summary of how much Butte County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

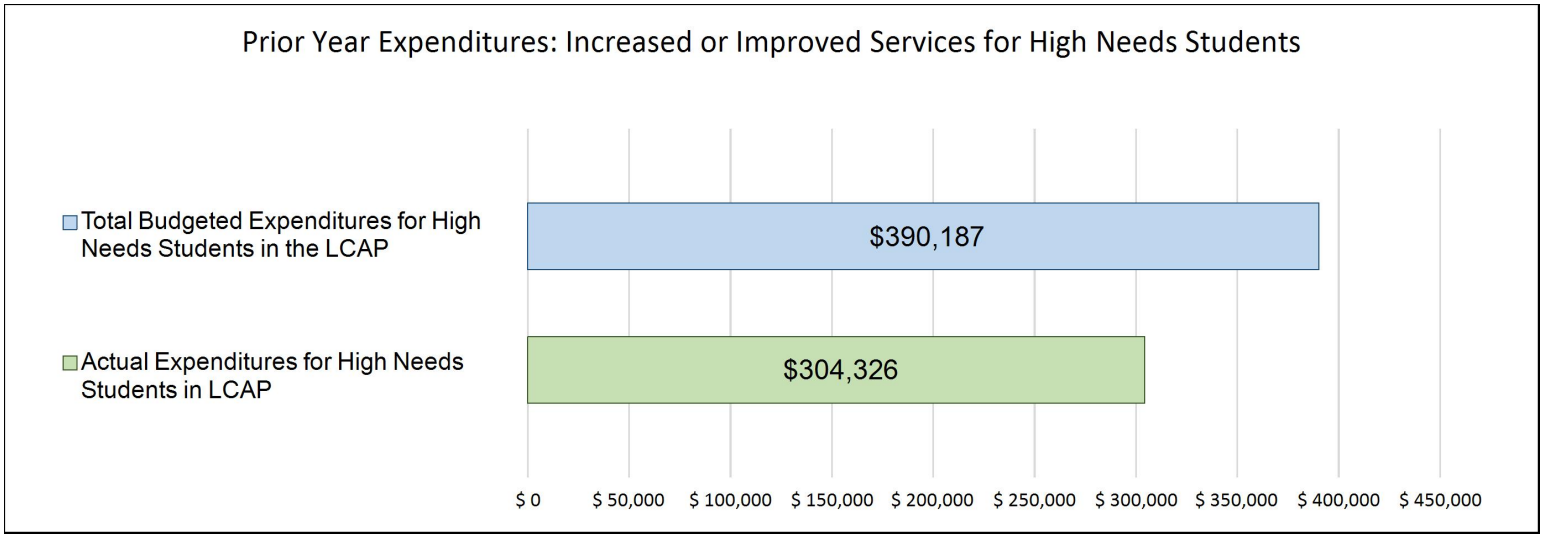
The text description of the above chart is as follows: Butte County Office of Education plans to spend $713,592 on actions/services in the LCAP. Of those funds, $354,399 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Butte County Office of Education is projecting it will receive $252,917 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 $354,399 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Butte County Office of Education's LCAP budgeted $390,187 for planned actions to increase or improve services for high needs students. Butte County Office of Education actually spent $304,326 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $85,861 had the following impact on Butte County Office of Education’s ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were lower than the total budgeted expenditures due to portions of positions being funded through other funding sources that became available after budget adoption, as well as a principal vacancy at the County Community School that was not filled during the year. Despite these changes, the planned actions and services were implemented, and the overall goals were accomplished. Existing staff, including the Director of Alternative Education, absorbed the principal responsibilities, ensuring continuity of leadership and services without adverse impact on students. Although actual expenditures were lower than budgeted, the LEA met the Minimum Proportionality Percentage (MPP) requirement. The 2026–27 LCAP identifies a required percentage to increase or improve services of 2.499%, while the planned percentage of increased or improved services is 3.502%, exceeding the required MPP. Accordingly, services for English learners, foster youth, and low-income students continued without interruption despite the lower personnel expenditures.

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 [2026-27]

General Information

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

The Butte County Office of Education (BCOE) is located approximately 90 miles north of Sacramento and serves families and students across Chico, Gridley, Oroville, and surrounding rural communities. Our region has experienced significant challenges, including the impacts of the global health crisis and recurring wildfires. In response, BCOE has strengthened systems and structures to better support students and families and to mitigate the effects of these disruptions on teaching and learning.

The BCOE Local Control and Accountability Plan (LCAP) is developed with the unique needs of our student population at the forefront. Students enrolled in BCOE programs often attend for short periods of time and frequently enter with a history of interrupted schooling, academic gaps, disengagement, and significant life challenges. Students enrolled in the BASES Learning Center often require intensive behavioral, social-emotional, and specialized instructional supports due to the nature of their disabilities. As a result, BCOE prioritizes flexible, responsive, and student-centered approaches that address both academic and social-emotional needs.

BCOE serves approximately 100 students in transitional kindergarten through grade 12, as well as students in adult transition programs, across four primary program areas. All programs operate within alternative education settings designed to re-engage students who have not found success in traditional school environments. Due to high mobility and short-term enrollment, traditional state metrics do not always fully capture student growth. Therefore, BCOE also uses local measures to more accurately monitor student progress and inform instructional practices during enrollment.

The Butte County Office of Education serves students in alternative education settings who often experience significant barriers to consistent school engagement, including mobility, credit deficiency, and social-emotional needs. Local data trends reflect both areas of progress and ongoing need. Attendance rates have shown modest improvement, and increases in credit accrual and course completion indicate growing student engagement and progress toward graduation. At the same time, behavioral incidents and disengagement remain areas of focus, particularly for student groups experiencing disproportionate outcomes. These trends, together with state indicator data, inform the development of the goals, actions, and supports outlined in this plan to improve student outcomes and promote equitable access to high-quality educational opportunities.

The 2025 Butte County Office of Education Dashboard indicates that the Suspension Indicator is in the Red performance level for All Students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students, reflecting elevated suspension rates across the LEA. Notably, the Homeless student group improved from Red in 2024 to Orange in 2025, indicating that targeted supports are beginning to have a positive impact. These data highlight the need to strengthen consistent, systemwide approaches to student engagement, behavior supports, and school climate, while continuing to implement proactive and restorative practices aimed at reducing exclusionary discipline and improving outcomes for all students.

Butte County Community School (BCCS) provides a supportive learning environment where students from across the county receive individualized instruction and opportunities to re-engage in their education. BCOE has restructured classroom environments to better meet student needs and promote inclusive, effective learning conditions. Ongoing efforts include refining methods to measure student growth in alignment with short-term enrollment patterns.

Located in Oroville, Table Mountain School (TMS), a Western Association of Schools and Colleges (WASC) accredited court school, provides standards-aligned instruction to youth detained in the Butte County Juvenile Hall. The program ensures continuity of education and emphasizes both academic progress and behavioral growth in a structured setting.

Butte County Special Education provides a continuum of services for students with disabilities from birth through age 22. Programs are primarily located on district campuses to promote inclusion and access to comprehensive supports, including specialized staff and services tailored to individual student needs.

The BASES Learning Center, operated by the Special Education Local Plan Area (SELPA), serves students with more intensive needs. The program focuses on building positive relationships, developing social-emotional skills, and supporting students in achieving success in school and life.

BCOE also operates specialized programs to support foster youth and students experiencing expulsion, ensuring access to educational stability, transition support, and pathways toward graduation and postsecondary success.

Table Mountain School (TMS) and Butte County Community School (BCCS) receive ongoing state funding for court and community schools, including Student Support and Enrichment Grants. These funds support credit recovery, high school completion, and access to high school equivalency opportunities through targeted staffing and instructional resources.

In addition, TMS and BCCS receive Equity Multiplier funding to support targeted actions identified in Goal 3. BASES also receives Equity Multiplier funding to support targeted actions identified in Goal 4, despite not receiving LCFF funding because it is a SELPA-operated program. Butte County Special Education was not eligible for Equity Multiplier funding.

Additional Notes: Priorities 4B, 4C, and 4D are measured locally due to small student population sizes. Students are typically not enrolled long enough for UC/CSU or Career Technical Education completion measures to serve as meaningful indicators of progress. BCOE does not currently offer Advanced Placement courses; therefore, Priority 4G is not applicable. Additionally, BCOE does not meet the minimum student count required for English Learner or Long-Term English Learner Dashboard reporting. No BCOE-operated schools are currently identified for Comprehensive Support and Improvement (CSI).

Reflections: Annual Performance

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

Per 2025 Dashboard and local data:

Lowest Performance Level-2025 Dashboard:

-BCOE Student Groups with RED Performance Level:

- Suspension Rate (All, SED, SWD, and White)

-Butte County Special Education

- Suspension Rate (All, SED,SWD, and White)

-Butte County Community School
-Suspension Rate (SED)

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

Successes

-BCOE achieved progress in reducing suspensions among key student groups. Suspension rates for Homeless students improved from Red (2024) to Orange (2025), indicating that targeted behavioral supports and restorative practices are having a positive impact. Additionally, Table Mountain School (TMS) has maintained a 0% suspension rate (Blue), demonstrating effective school climate and behavior management strategies.

These outcomes reflect the success of professional development in trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and mental health supports at high-impact campuses such as Butte County Community

School (BCCS) and TMS.
-Suspension Rates at BCCS: The Butte County Community School (BCCS) had a suspension rate of 16.3%, representing a 3% point decline from the previous year.

Additionally, Butte County Special Education demonstrated improvement in the Chronic Absenteeism Indicator, with rates improving from Red (2024) to Orange (2025) for All, SED, and SWD.

-Foster Youth Support: Countywide foster youth coordination through the School Ties program resulted in a 23% student transfer success rate, a decrease of 6% from the prior year. Moreover, the percentage of foster youth with a completed Health and Education Passport remained at 98% during the current school year, indicating continued strong wraparound support systems.

-Transition Services: BCCS's Transition Support Services continued to help reduce dropout risk and support postsecondary planning during the current school year. These services remain especially valuable for foster youth, low-income students, and highly mobile students, helping ensure they stay connected to educational opportunities after exiting BCCS.

Challenges

-Suspension Rate: Butte County Special Education reported a suspension rate of 31%, reflecting an increase of 8.1% according to 2025 Dashboard data. Elevated suspension rates were observed across multiple student groups, including All Students, SED, SWD, and White students, with White students newly identified at this performance level compared to 2024.

-While BCCS is no longer identified for Comprehensive Support and Improvement (CSI), the underlying challenges that contributed to the original identification — including elevated suspension rates and academic performance gaps — remain areas of focused attention. BCOE continues to direct resources and targeted actions toward these areas to ensure sustained improvement.

-Disproportionate Suspension Rates at BCCS:

Despite overall improvement, disparities persist among student groups. Current data indicate that SED students at BCCS remain in the Red performance level, while All Students are in the Orange performance level. These data highlight a continued need for targeted intervention and support to address disproportionate outcomes and further reduce suspension rates.

Lowest Performance Level – 2024 Dashboard

Per Dashboard data for the 2024 release:

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.

2023 Dashboard Data

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 Education due to the Red indicator on the 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 SED in Suspension at BCCS and to support continued improvement for All Students.

Overall, BCOE continues to build on its strengths while directly confronting areas of need. Dashboard data serve 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 meet the threshold of 30 or more English Learner (EL) students and/or 15 or more Long-Term English Learner (LTEL) students. BCOE currently has 4 English Learner (EL) students and 0 Long-Term English Learner (LTEL) students. However, the BCOE Local Control and Accountability Plan (LCAP) includes multiple actions and services designed to support English Learner students and ensure they have equitable access to high-quality instruction, language development, academic support, and opportunities for success. These actions are implemented based on student needs, regardless of the size of the EL student population.

BCOE has an active LREBG funding allocation but will not expend any portion of it during the 2026–27 fiscal year. These funds are structured on a three-year cycle and are slated for use in 2027–28. During the 2026–27 school year, the County Office of Education will

conduct a comprehensive needs assessment to identify student needs and determine the most effective use of LREBG funds to support student outcomes and align expenditures with identified priorities.

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.

No BCOE-operated schools are currently identified for Comprehensive Support and Improvement (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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Feedback was gathered during six BCTA bargaining unit and consultation meetings held throughout the 2025–26 school year, six School Site Council meetings held between September 2025 and May 2026, and through professional development, climate, and local indicator surveys administered in the spring. Teachers were actively involved in the LCAP writing process and in the development of Equity Multiplier focus goals during spring 2026.
Principals	Feedback was gathered monthly during consultation meetings between July 2025 and June 2026, six times a year at School Site Council meetings, and 6 scheduled LCAP writing process meetings during the 2025-2026 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 in the LCAP writing process and provided feedback during monthly management meetings focused on self-evaluation, as well as during six writing sessions held between January and May 2026 to provide input on LCAP goals and actions. BCOE administrators also participated in monthly Special Education Advisory Group meetings and monthly consultation meetings with SELPA, including discussions related to required actions.
Other School Personnel	Other school personnel provided input through six School Site Council meetings held in September and October 2025 and January, March, April, and May 2026, as well as through multiple surveys and monthly staff meetings. Classified and certificated staff also participated in

Educational Partner(s)	Process for Engagement
	monthly consultation meetings and provided feedback through monthly push-in professional development surveys, in addition to the annual climate and professional development 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 (BCTA), CSEA 436, and CSEA 736 to provide opportunities for involvement and input in the development of the LCAP. During the 2025–26 school year, multiple meetings were held with each bargaining unit. Meetings with BCTA were held on September 10 and November 19, 2025; January 7 and 28, 2026; March 25, 2026; and May 13, 2026. Meetings with CSEA 436 were held on September 17 and November 12, 2025; February 11, 2026; and April 15, 2026. Meetings with CSEA 736 were held on October 8 and December 17, 2025; and February 18 and April 29, 2026.
Parents	Feedback was gathered at multiple school events held throughout the 2025–26 school year, including Back-to-School Nights, Open Houses, Literacy Nights, and Game Nights; at six School Site Council meetings, with dates posted on school websites; and through surveys administered by email, posted on school websites, shared during IEP and student meetings, and reviewed 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, participation in six School Site Council meetings held between September 2025 and May 2026, annual school climate surveys, and empathy interviews conducted in the fall and spring. Special Education students were also consulted during the development of their IEPs 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 2025 and May 2026 and provided feedback on school programs and planning. Community partners also participated in quarterly Special Education Advisory Group meetings and provided input through annual surveys.

Educational Partner(s)	Process for Engagement
District and County Office Personnel	District and county office personnel participated in six LCAP writing process meetings held between January and May 2026, as well as in 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 during spring 2026.
Governing Board (Butte County Board of Education)	In addition to the mid-year LCAP update in January 2026, the LEA frequently updated the board on school site data, progress on services, and program implementation to elicit trustee feedback.
Special Education Local Plan Area (SELPA) Administrators	The LEA consulted with the SELPA Director in March 2026 and participated in monthly SELPA Director's Council and committee meetings to discuss the LCAP as a whole. Feedback on actions and strategies was incorporated into the development of the LCAP. The SELPA Director also assisted in the development of Equity Multiplier focus Goal 4 for BASES, as well as in developing the required actions for Special Education.
Foster and Homeless Youth Administrators	The LEA consulted with the Foster Youth Director, who participated in LEA administrative meetings in spring 2026, providing feedback on actions and strategies that were incorporated into the LCAP.
Educational partners at Equity Multiplier (EM) Schools: BCCS, TMS and BASES	In addition to the engagement opportunities described above, input from educational partners was collected at the three Equity Multiplier schools during the 2025–26 school year through spring parent surveys and spring 2026 School Site Council meetings. Input was gathered from teachers, students, other school personnel, parents, principals, community members, county office personnel, and the SELPA Administrator to inform the development of the Equity Multiplier Focus Goal.

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

The 2026–27 Local Control and Accountability Plan (LCAP) for the Butte County Office of Education (BCOE), serving Butte County Community School (BCCS), Table Mountain School (TMS), Butte County Special Education, and the BASES Learning Center, was deeply shaped by input from a diverse range of educational partners. These included students, families, teachers, staff, bargaining unit representatives, 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 valuable insights that directly informed priorities, goals, and actions in the LCAP.

BCOE sought to meet the parent advisory requirements applicable to county offices of education through an LEA-level parent advisory process during development of the 2026–27 LCAP. This process included countywide parent participation in LCAP input meetings and consideration of parent feedback gathered through engagement opportunities across BCOE programs. Given BCOE's small student population and the limited success of recruiting parents to serve on multiple separate committees, this approach was used to provide parents meaningful opportunities to review LCAP information, share input on goals, actions, and services, and advise the Superintendent and County Board of Education during development of the plan. Parent involvement remains an important component of BCOE's planning process, and feedback gathered through this process informed the development of the LCAP.

The LCAP is an agenda item at every negotiation session. Consultation meetings were held with representatives from the Butte County Teachers Association (BCTA), CSEA 436, and CSEA 736 to provide opportunities for involvement and input in the development of the LCAP. During the 2025–26 school year, multiple meetings were held with each bargaining unit. Meetings with BCTA were held on September 10 and November 19, 2025; January 7 and January 28, 2026; March 25, 2026; and May 13, 2026. Meetings with CSEA 436 were held on September 17 and November 12, 2025; February 11, 2026; and April 15, 2026. Meetings with CSEA 736 were held on October 8 and December 17, 2025; and February 18 and April 29, 2026.

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 shaped the LCAP's development, guided the allocation of Equity Multiplier funds, and informed refinements intended 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 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 postsecondary 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 viewed 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 transient nature of the student population.

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 Social-Emotional Learning 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 through 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 and 4

Consultation with educational partners at BCCS, TMS, and BASES guided the continued development and implementation of two Focus Goals:

Equity Multiplier Focus Goal 3: Increase student engagement, improve school climate at BCCS and TMS, and reduce suspension rates at BCCS.

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

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

Equity Multiplier 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, such as instructional staffing and 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.	2025-26 Local data indicates that 100% of BCCS, and TMS teachers are fully credentialed, and 100% are appropriately assigned. Special Education has 1 intern-credentialed teacher who is appropriately assigned. 100% of teachers at BASES are fully credentialed.	100% fully credentialed and 100% appropriately assigned staff at all sites.	Maintained 100% fully credentialed and appropriately assigned teachers at BCCS and TMS; BASES improved to 100% fully credentialed, and Special Education has 1 intern-credentialed teacher who is appropriately assigned.
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.	2025-2026 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%)	2025-2026 CA State Standards Implementation percentage from the 5-point rubric 80% (+20%)	75% CA State Standards Implementation percentage from the 5-point rubric	2025-2026 CA State Standards Implementation percentage from the 5-point rubric: Increased by 20 percentage points
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	2025-2026 LEVERS 4 out of 14 completed	Increase one level on the LEVERS Self Assessment tool	2025-2026 LEVERS No change; remained at 4 out of 14 completed.
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 CAASPP ELA distance from standard 55.3 points below standard (+21.9), no performance color given CAASPP Math distance from standard 103.6 points below standard (+12.1),	Spring 2025 CAASPP ELA: No current difference reported; 2025 data were not displayed due to fewer than 11 students. CAASPP Math: :No current difference reported; 2025 data were not	CAASPP 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 5% for all reported student groups	CAASPP ELA: No current difference reported; 2025 data were not displayed due to fewer than 11 students. CAASPP Math: No current difference reported; 2025 data were not displayed due to fewer than 11 students.

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	no performance color given Monitoring point gap locally Due to small group size, student group data is not reportable for any of the above.	displayed due to fewer than 11 students. Monitoring point gap locally due to small group size.		Monitoring point gap locally due to small group size.
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%) CAST Alt: Student group data not reportable due to small size.	Spring 2025 CAST Meeting or Exceeding Standards CAST: Overall: 13.3% (+11.8%) Socioeconomically Disadvantaged: 11.5% (+10.0%) 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 for overall and SED CAST Alt: Increase the percent of students meeting or exceeding by more than 5% from the baseline for overall and SED Close the gap to less than 5% for all reported student groups for CAST and CAST Alt	CAST Meeting or Exceeding Standards CAST: Overall Increased by 11.8 percentage points overall 10.0 percentage points for Socioeconomically Disadvantaged students; CAST Alt: Student group data not reportable due to small size.
1.7	% of students classified as EL that have an academic support plan	2023-2024	2024-2025	2025-2026	Maintain100% of students classified as EL have an	Maintained a rate of 100% of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	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.	100% of students classified as EL have an academic plan which includes monitoring of ELPAC progress.	100% of students classified as EL have an academic plan which includes monitoring of ELPAC progress.	academic plan which includes monitoring of ELPAC progress.	students classified as EL have an academic plan that includes monitoring of ELPAC progress. BCOE programs have fewer than 11 students - data not displayed for privacy
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	2024-2025 fewer than 11 students / not publicly displayed and locally, no reclassifications this school year	Maintain reclassification rate or improve baseline reclassification rate that support students not becoming Long-Term English learners; emphasis is on supporting students while enrolled	No reclassifications this school year; public data were not displayed due to fewer than 11 students.
1.9	% of overall and student groups approaching prepared BCOE CA Dashboard CCI Report Pupil Outcomes -	Spring 2023 BCOE CA Dashboard data not available. BCOE programs have fewer than 11 students	Spring 2024 BCOE CA Dashboard: All Students – 8.3% Approaching Prepared.	Spring 2025 BCOE CA Dashboard: All Students – 14.3% Approaching Prepared (+6.0	20% of overall and student groups approaching prepared	BCOE CA Dashboard: No baseline data are available for comparison. Current results are 14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College/Career Indicators (Priority 4H)	and the Dashboard does not publicly report data.	BCOE programs have fewer than 11 students and the Dashboard does not publicly report data.	percentage points). BCOE programs have fewer than 11 students and the Dashboard does not publicly report data.		Approaching Prepared for All Students 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 i-Ready 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)	i-Ready 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	i-ready 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 Exceeding Standards	i-ready Fall 2025-Winter 2025 Butte County Community School OVERALL READING 20% (+15%) Meeting or Exceeding Standards STUDENT GROUPS 15% (+15%) Socioeconomically Disadvantaged Meeting or Exceeding Standards	BCCS-Overall and SED 40% in reading, writing and math TMS-Overall and SED 50% in reading 60% in math 20% in writing Special Education and BASES-Overall and SED 20% in reading and math 10% in writing Special Ed - SANDI-Overall and SED 30% in reading 10% in writing 15% in math	Butte County Community School OVERALL READING 20% (-6%) Meeting or Exceeding Standards STUDENT GROUPS 15% (-10%) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OVERALL MATH 16% (+6%) Meeting or Exceeding Standards STUDENT GROUPS 19% (+1%) Socioeconomically Disadvantaged Meeting or Exceeding Standards Write Score	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	English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy OVERALL MATH 11% (+11%) Meeting or Exceeding Standards STUDENT GROUPS	40% in communication 10% in science	than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy OVERALL MATH 11% (-5%) Meeting or Exceeding Standards STUDENT GROUPS 0% (-19%) Socioeconomically Disadvantaged Meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OVERALL WRITING 8% (+3%) Overall Meeting or Exceeding Standards STUDENT GROUPS 8% (+8%) Socioeconomically Disadvantaged Meeting or Exceeding Standards	0% (no change) Foster Youth Meeting or Exceeding Standards Write Score OVERALL WRITING 0% (-8%) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (-5%) Socioeconomically Disadvantaged	0% (No Change) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Write Score		Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Write Score OVERALL WRITING 0% (-8%) Overall Meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		_____ 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.	Meeting or Exceeding Standards 0% (-20%) EL Meeting or Exceeding Standards 0% (no change) Foster Youth Meeting or Exceeding Standards _ _____ Table Mountain School	OVERALL WRITING 0% (No Change) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (No Change) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy		Exceeding Standards STUDENT GROUPS 0% (-8%) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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	Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy _____ Table Mountain School OVERALL READING 8% (+8%) Overall Meeting or Exceeding Standards STUDENT GROUPS 8% (+8%) Socioeconomically Disadvantaged Meeting or		data not displayed for privacy _____ Table Mountain School OVERALL READING 8% (+8%) Overall Meeting or Exceeding Standards STUDENT GROUPS 8% (+8%) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		--- BASES Learning Center Student groups are too few to publicly report for i-Ready 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 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	Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS		than 11 students - data not displayed for privacy. Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (baseline not publicly reportable) Socioeconomically Disadvantaged Meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education Student groups are too few to publicly report for		0% (No Change) Socioeconomically Disadvantaged Meeting or Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Homeless Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer		Exceeding Standards English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Foster Youth Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Homeless Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Write Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		i-Ready and Write Score SANDI DATA Special Education	_____ BASES Learning Center 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	than 11 students - data not displayed for privacy. Write Score OVERALL WRITING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged: Fewer than 11 students - data not displayed for privacy. English learner: Fewer than 11 students - data not displayed for privacy. Foster Youth: Fewer than 11 students - data not		OVERALL WRITING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. English learner Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Foster Youth Meeting or Exceeding Standards: Fewer than 11 students -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 6% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 5% (+5%)Developed Learner COMMUNICATION OVERALL 29% (+1%)Overall Developed Learner STUDENT GROUPS	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 Write Score OVERALL WRITING N/A Overall Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically Disadvantaged N/A	displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. _____ _____ BASES Learning Center OVERALL READING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy.		data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. _____ _____ BASES Learning Center OVERALL READING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 23% (+15%) Developed Learner SCIENCE OVERALL 2% (+2%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 2% (+2%) Developed Learner	_____ _____ Special Education Student groups are too few to publicly report for i-Ready and Write Score	Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. OVERALL MATH Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students -		Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. OVERALL MATH Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. Students with Disabilities Meeting or Exceeding Standards: Fewer than 11 students -

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	data not displayed for privacy. Write Score OVERALL WRITING Overall Meeting or Exceeding Standards: N/A STUDENT GROUPS Socioeconomically Disadvantaged: N/A Students with Disabilities: N/A _____ _____ Special Education OVERALL READING 0% (No Change) Overall Meeting or Exceeding Standards STUDENT GROUPS 0% (No Change) Socioeconomically Disadvantaged		data not displayed for privacy. Write Score OVERALL WRITING Overall Meeting or Exceeding Standards: N/A STUDENT GROUPS Socioeconomically Disadvantaged: N/A Students with Disabilities: N/A _____ _____ Special Education OVERALL READING 0% (No Change) Overall 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
			3% (+1%) Developed Learner MATH OVERALL 9% (+3%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 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	Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (No Change) Socioeconomically Disadvantaged Meeting or Exceeding Standards Write Score OVERALL WRITING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged: Fewer than 11 students - data not		Meeting or Exceeding Standards OVERALL MATH 0% (0%) Meeting or Exceeding Standards STUDENT GROUPS 0% (No Change) Socioeconomically Disadvantaged Meeting or Exceeding Standards Write Score OVERALL WRITING Overall Meeting or Exceeding Standards: Fewer than 11 students - data not displayed for privacy. STUDENT GROUPS Socioeconomically Disadvantaged: Fewer than 11 students - data not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged 3% (+1%) Developed Learner	displayed for privacy. _____ _____ SANDI DATA Special Education SANDI FALL 2025 - SPRING 2026 READING OVERALL 15% (-9%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 11% (-5%) Developed Learner WRITING OVERALL 5% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 6% (+3%) Developed Learner		displayed for privacy. _____ _____ SANDI DATA Special Education SANDI FALL 2025 - SPRING 2026 READING OVERALL 11% (+11%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 11% (-5%) Developed Learner WRITING OVERALL 5% (0%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				MATH OVERALL 8% (-1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 6% (-4%) Developed Learner COMMUNICATION OVERALL 26% (-9%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 22% (-1%) Developed Learner SCIENCE OVERALL 3% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged		6% (+4%) Developed Learner MATH OVERALL 8% (+2%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 6% (+1%): Developed Learner COMMUNICATION OVERALL 26% (-3%)Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 22% (-1%) Developed Learner SCIENCE OVERALL 3% (+1%) Overall Developed Learner STUDENT GROUPS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0% (-3%) Developed Learner 3% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 0% (-3%) Developed Learner Homeless: Developed Learner NA		Socioeconomically Disadvantaged 0% (-2%) Developed Learner SCIENCE OVERALL 3% (+1%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 0% (-2%) 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	A) The 2025 graduation rate is 76.5% (+15%) of students graduated. STUDENT GROUPS 76.5% (+14.9%) Socioeconomically Disadvantaged Graduated English learner: Too few students to publicly report	A) 55% or higher Overall and SED B) 65% Overall and SED	A) Graduation Rate: Increased by (+31.5%) STUDENT GROUPS 15% Socioeconomically Disadvantaged Graduated English learner: Too few students to publicly report Foster Youth: Too few students to publicly report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			B) BCCS yearly grad rate is monitored locally for all students and student groups, but is not publicly reported due to small group size.	Foster Youth: Too few students to publicly report B) BCCS yearly graduation rate is monitored locally for all students and student groups, but is not publicly reported due to small group size.		B) BCCS yearly graduation 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 Status of (Completed, implementing and maintenance of plan) LEA's self-reporting of plan (Priority 9 - COE Only)	Spring 2024 Completed update of countywide expulsion plan.	Spring 2025 Completed, implemented, and maintained a countywide expulsion plan.	Spring 2026 Completed, implemented, and maintained a countywide expulsion plan.	Implement and maintain countywide expulsion plan.	Implemented and maintained 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%)	Spring 2026 All School Average 10 Engagement Distinguishers of Big Picture Learning: 53% (-8%)	All School Average 10 Engagement Distinguisher of Big Picture Learning 75%	All School Average 10 Engagement Distinguishers of Big Picture Learning: Decreased by 10 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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)	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% d) Eligible foster students awarded AB 167/216: 89% e) Foster Youth who have a Health and Education Passport: 98%	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 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)	Spring 2026 a) 23% (-6%) of Foster Youth student transferring b) 76% (+8%) of prompt school enrollments c) 71% (-7%) of Educational Partners trained on the education needs and rights of Foster Youth and trauma informed practices d) 75% (-15%) of Eligible foster students awarded AB 167/216 e) 98% (maintained) of Foster Youth who have a Health and Education Passport Foster Focus Data System	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% d) Eligible FY students awarded AB 167/216: 95% e) FY Health and Education Passport:100%	a) decreased by 2% b) decreased by 1% c) decreased by 2% d) decreased by 14% e) maintained at 98%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Priority 10A,10B,10C,10D)		

Goal Analysis [2025-26]

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

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

There were no challenges with the implementation of actions.

All actions in Goal 1 were fully implemented as planned (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7). Key strategies included professional development, diagnostic assessments and data management, class size and subject span reduction, intensive academic interventions, extended school year sessions, and transition support services. Successful implementation contributed to a significant increase in the graduation rate (Metric 1.11) from 61.5% to 76.5% (+14.9%), along with gains in CAST Science (Metric 1.6) from 10.5% to 13.3% meeting or exceeding standards, with Students with Disabilities improving from 0% to 9.1%. In addition, BCCS i-Ready Reading (Metric 1.10) increased from 5% to 20% meeting or exceeding standards during the current year, although it remains below the 2023–24 baseline of 26%. These outcomes indicate progress in academic readiness and student engagement in several areas. However, data show that CAASPP ELA and Math distance from standard (Metric 1.5) and local assessment performance in math and writing (Metric 1.10) continue to be areas requiring improvement. All actions were implemented as 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.

Only the following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures. There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 – LEA Professional Development: The California Department of Education revised the Title I allocation in December, requiring a reduction in FTE for some positions; however, the planned professional development activities were still implemented, and a portion of the costs was covered with unrestricted dollars to maintain the action.

Action 1.4 – Countywide Foster Youth: Expenditures came in lower than budgeted at the time of this review, with remaining funds expected to be fully expended by September 30; the lower expenditure did not affect continuation of countywide foster youth services.

Action 1.5 – TMS Supporting Instruction: Expenditures were lower than projected due to shifting the primary funding source for one instructional paraprofessional position to the LCFF Equity Multiplier and because Extended School Year Session 1 costs came in lower than anticipated; however, the action continued to be implemented as planned.

Action 1.7 – BCCS Transition Support Services: Expenditures were lower than projected because the principal salary portion originally budgeted for this action was redirected, and the Director of Alternative Education fulfilled the principal duties related to transition services; this redirection did not change implementation of the action.

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), and Action 1.4 (Countywide Foster Youth) — These actions were effective, as demonstrated by Metrics 1.10 and 1.11.

-92% of professional development participants rated training as meaningful.

-79% of staff reported implementing skills and strategies from training toward Goal 1 objectives.

-The focus on assessment tools (i-Ready, Write Score, and Aeries) provided actionable academic data, supporting monitoring of student performance through Metric 1.10 and progress toward graduation through Metric 1.11, even in challenging settings such as TMS.

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

Site-Level Actions:

Action 1.5 (TMS Supporting Instruction) — Effective, as shown by Metric 1.10.

-Despite zero students meeting or exceeding standards in math, 8% of students reached Meeting or Exceeding standards in reading by winter, up from 0% in fall, and an additional 8% reached Nearing Standards.

-TMS maintained a 99.7% attendance rate, 0% chronic absenteeism, and a 0% suspension rate.

-Implementation was responsive and effective within the context of a highly mobile, court-placed student population. Effectiveness is limited by student transiency but bolstered by intensive, individualized support and extended school year sessions.

Action 1.6 (BCCS Class Size/Subject Span Reduction) — Effective, as shown by Metric 1.10.

-Average credits earned per student in Semester 1 increased from 10.70 (2023–24 baseline) to 15.55 (2025–26) (Metric 1.10).

-Math credits earned per semester rose from 0.48 (2023–24) to 2.55 (2025–26) (Metric 1.10).

-BCCS i-Ready Reading increased from 5% to 20% Meeting or Exceeding standards during the current year, although it remains below the 2023–24 baseline of 26% (Metric 1.10).

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

Action 1.7 (BCCS Transition Support Services) — Highly effective, as shown by Metric 1.11.

-The CA Dashboard graduation rate increased to 76.5% (+14.9%) (Metric 1.11), with 8 of 11 cohort students graduating.

-Average credits earned annually increased from 15.38 (2023–24) to 23.47 (2024–25), supporting progress toward graduation and transition success (Metric 1.11).

-The dropout rate remained low at 5.1%, with 0% dropout among foster youth and English learner students.

Overall Summary:

LEA-level Actions 1.1–1.3 collectively built staff capacity and strengthened data-driven practices, as demonstrated by Metrics 1.10 and 1.11.

Site-level Actions 1.5–1.7 at TMS and BCCS showed measurable student gains, including academic growth at TMS through Metric 1.10 and substantial credit and graduation-related improvements at BCCS through Metrics 1.10 and 1.11.

Together, these outcomes demonstrate solid progress toward Goal 1, with strong systemwide instructional improvements and clear academic benefits for unduplicated student groups. However, data show that CAASPP ELA and Math distance from standard (Metric 1.5) and local assessment performance in math and writing (Metric 1.10) continue to be areas requiring improvement, particularly for socioeconomically disadvantaged students across sites.

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

Based on a review of implementation and student outcome data, the following reflects any changes made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice:

1. No substantive changes to Goal 1, metrics, or target outcomes
Based on 2025–26 implementation and outcome data, no substantive changes will be made to Goal 1, its metrics, or its target outcomes for the coming year. Current actions continue to align with identified needs, and the existing metrics remain appropriate for monitoring progress.

2. Actions 1.1 through 1.4 will continue as designed

Actions 1.1 through 1.4 will be maintained without substantive revision. In 2025–26, these LEA-level actions remained effective in building staff capacity, strengthening data-informed practices, and supporting implementation across sites. Professional development, assessments and data systems, technical assistance, and countywide foster youth supports will continue as designed in 2026–27.

3. Action 1.5 (TMS Supporting Instruction) will continue without revision
Action 1.5 will remain unchanged for 2026–27. In 2025–26, TMS maintained a 99.7% attendance rate, 0% chronic absenteeism, and a 0% suspension rate, while also improving its graduation rate and showing growth in reading performance. Site reflection confirmed that the current action structure continues to address the primary identified need for intensive academic intervention in math and writing.

4. Action 1.6 (BCCS Class Size/Subject Span Reduction) will continue with implementation refinements through full staffing
Action 1.6 will remain in place for 2026–27. Although implementation in 2025–26 required the use of a long-term substitute due to a certificated vacancy, the action remained effective and contributed to student growth and increased credit attainment. For the coming year, a principal and certificated teacher have been hired, which will allow the school to fully implement the intended staffing model and further strengthen instructional continuity and targeted academic support.

5. Action 1.7 (BCCS Transition Support Services) will continue with ongoing exploration of supplemental tracking measures
Action 1.7 will continue without revision in 2026–27. The Transition Specialist maintained full transcript review and regular student check-ins in 2025–26, and student credit attainment increased significantly. Reflection on prior practice confirmed the need to continue exploring internal tracking tools to better capture student success after transition, since the CA Dashboard Graduation Rate does not fully reflect the outcomes of students who return to district schools and graduate there.

6. Overall program focus for 2026–27
Overall, implementation in 2026–27 will focus on continued execution of the existing Goal 1 actions. With full staffing at BCCS, continued intensive interventions at TMS, and ongoing review of transition-related outcome measures, the LEA will build on the progress made in 2025–26 while continuing to address persistent areas of need in math and writing across sites.

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:	$52,525.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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.	$1,470.00	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 e. support sites with the development, implementation, and progress monitoring of comprehensive needs assessments for all students and academic support plans for English Learner (EL) and Long-Term English Learner (LTEL) students. f. LEA operational costs to support school sites	$46,504.00	No
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

Action #	Title	Description	Total Funds	Contributing
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.	$119,776.00	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.	$88,714.00	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 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.	$19,813.00	Yes

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.	2025-26 100% of BCOE programs have facilities that were rated good or exemplary on the FIT Report in fall 2026.	100% of facilities will have good or exemplary ratings	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.	2026 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	Maintained full implementation at level 4.
2.3	a) % of parents of Native American Students	2023-2024	2024-2025	2025-26	a) Attendance of Native American	a) Decreased by 41%

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	a) 25% (-75%) 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	b) remained at 0% c) maintained at 100% d) not comparable due to no EL parent survey participation in 2025–26.
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	2025-2026 BCOE 79.8% (-1.5%) TK-12 Attendance 62.6% (-19.3%) Low-income	BCOE 95% TK-12 95% student groups BCCS 95% TK-12	BCOE 79.8% (-2.1%) TK-12 Attendance 62.6% (-18.6%) Low-income 41.2% (-19.7%) EL/RFEP

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 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	41.2% (-48.2%) EL/RFEP 76.3% (-1.6%) Foster-Homeless 82.5% (+1.7%) Students with Disabilities 77.68% (+8.57) American Indian 89.7% (+6.8%) Hispanic 77.3% (-1.2%) White 84.5% (-4.9) Multiple Races BCCS 65.5% (-6.6%) TK-12 Attendance 64.7% (-7.8%) Low-income 74.2% (+8.4%) Foster-Homeless 61.3% (+8.8%) Students with Disabilities 72.3% (-10.4) Hispanic 60.2%(-0.1%) White 58.4% (-22.4%) Multiple Races	95% student groups	76.3% (-4.9%) Foster-Homeless 82.5% (+3.7%) Students with Disabilities 77.68% (+32.82%) American Indian 89.7% (+6.9%) Hispanic 77.3% (-4.1%) White 84.5% (+0.2%) Multiple Races BCCS 65.5% (-14.9%) TK-12 Attendance 64.7% (-16.0%) Low-income 74.2% (-13.7%) Foster-Homeless 61.3% (-6.6%) Students with Disabilities 72.3% (-5.1%) Hispanic 60.2% (-19.6%) White 58.4% (-29.3%) 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	2025 BCOE 66.7% (+32.2%) All	15% or less for ALL 15% or less for Low-income	BCOE 66.7% (+31.2%) All

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	Does not meet minimum number of student to the group size for Dashboard color assignment 65% (+28%) Low-income Does not meet minimum number of student to the group size for Dashboard color assignment BCCS 67.3% (+9.2%) ALL 76.9% (+19.8)% Low-income		65% (+31.7%) Low-income BCCS 67.3% (+20.4%) All 76.9% (+28.5%) 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	2024-2025 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	2024-2025 BCOE Dropout Rate 5.1% (+0.2%) ALL 2.5% (-3.4%) Students with Disabilities	3% -BCOE Special Education less than 10.72%, as per the Special Education Plan	BCOE 5.1% (-2.5%) All 2.5% (+2.5%) Students with Disabilities
2.8	Suspension % rate	2022-2023	2023-2024	2024-2025	BCOE	BCOE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	BCOE CA Dashboard (Priority 6A)	Suspended at least one day BCOE All: 11.2% SED: 11.4% Hispanic: 8.8% BCCS All: 12.5% SED: 12.9% SPED All: 14.7% SED: 21.3% SWD: 14.9%	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%) SED: 16.1% (+3.2%) SPED All: 23% (+8.3%) SED: 25.9% (+4.6%) SWD: 13.3% (-1.6%)	Suspended at least one day BCOE All: 10.6% (+0.8%) SED: 10.1% (+1.4%) Hispanic 7.1% (+7.1%) BCCS All: 16.3% (-3%) SED: 18.2% (+2.1%) SPED All: 31% (+8.1%) SED: 34.8% (+8.9%) SWD: 29.3%(+7.4%)	All: 5% SED: 5% Hispanic: 5% BCCS All: 5% SED: 5% SPED All: 10% SED: 10% SWD: 10%	All: 10.6% (-0.6%) SED: 10.1% (-1.3%) Hispanic: 7.1% (-1.7%) BCCS All: 16.3% (+3.8%) SED: 18.2% (+5.3%) SPED All: 31.0% (+16.3%) SED: 34.8% (+13.5%) SWD: 29.3% (+14.4%)
2.9	Expulsion % rate Data Quest (Priority 6B)	2022-2023 -<1%	Expulsions in 2023-2024: -<1%	Expulsions in 2024-2025: -<1%	0%	Expulsions in 2024-2025: -<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:	2024 Winter Student Climate Survey BCCS Middle-High: 79% (+4%) BCCS Elementary: NA	2025 Winter Student Climate Survey BCCS Middle-High: 80% (+1%) BCCS Elementary: NA	BCCS Middle-High: 85% BCCS Elementary:85% TMS: ALL: 85% or higher	BCCS Middle-High: 80% (+5%) BCCS Elementary: NA TMS All: 84% (+3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 participated, so data is not available. BASES: Student responses were not collected.	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 data is not available. BASES: Student responses were not collected.	TMS: ALL: 84% (+6%) 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 data is not available. BASES: Student responses were not collected.	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. Special Education: 85% or higher BASES: 85% or higher	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 data is not available BASES: Student responses were not collected

Goal Analysis [2025-26]

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

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

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 3.1% decline in suspension rates at BCCS from the prior year (Metric 2.8), Table Mountain School maintaining a 0% suspension rate (Blue on the 2025 Dashboard), and Butte County Special Education demonstrating improvement in Chronic Absenteeism from Red (2024) to Orange (2025) for All Students, Socioeconomically Disadvantaged students, and Students with Disabilities (Metric 2.5). Professional development was delivered across all sites, with push-in professional learning receiving an average satisfaction rating of approximately 4.5 out of 5, and staff reporting high value in safety and crisis response training, suicide prevention, and

mental health supports. TMS student climate survey results improved to 84% (+3%), and BCCS Middle-High improved to 80% (+5%) (Metric 2.10).

While implementation was consistent with the adopted LCAP, challenges persist in reducing suspension rates at Butte County Special Education, which increased to 31.0% (+16.3%) for All Students, 34.8% (+13.5%) for Socioeconomically Disadvantaged students, and 29.3% (+14.4%) for Students with Disabilities (Metric 2.8). BCCS remains in the Orange performance level for All Students and Red for Socioeconomically Disadvantaged students on the Suspension Rate indicator, indicating a continued need for targeted intervention and support to address disproportionate outcomes. Chronic absenteeism also remains elevated at BCCS at 67.3% (+20.4%) and at BCOE overall at 66.7% (+31.2%) (Metric 2.5). In addition, classified staff professional development needs assessment data indicated a desire for more training in behavior intervention strategies and PBIS, while certificated staff identified a need for deeper professional learning on documenting interventions and supporting students with disabilities. BASES did not collect student climate survey responses (Metric 2.10) due to the nature of the student population served. All actions were implemented as 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.

Only the following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures. There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 – LEA Professional Development: Budgeted expenditures were $7,760, and estimated actual expenditures were $4,926, a difference of $2,834 under budget. This variance resulted from the California Department of Education revising the Title I, Part A allocation in December, which required a reduction in FTE for the Coordinator of Curriculum, Instruction, and Assessment and the SIS Coordinator. The goal was still achieved, and a portion of the cost was absorbed by unrestricted dollars. This difference did not reduce the scope or quality of professional development offered.

Action 2.2 – LEA Technical Assistance SIS Attendance and Behavior: Budgeted expenditures were $1,400, and estimated actual expenditures were $0, a difference of $1,400 under budget. This variance occurred because Aeries restructured its billing practices and no longer charged a separate per-student rate for the intervention and discipline modules, as these features are now included in the base pricing. As a result, no additional expenditure was required. All planned attendance and behavior tracking supports were delivered as intended.

Action 2.3 – LEA Technical Assistance: Proactive System Development: Budgeted expenditures were $7,760, and estimated actual expenditures were $4,046, a difference of $3,714 under budget. This variance also resulted from the California Department of Education revising the Title I, Part A allocation in December, which required a reduction in FTE for the Coordinator of Curriculum, Instruction, and Assessment. The goal was still achieved, and a portion of the cost was paid from unrestricted dollars. This difference did not reduce service 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 toward the goal.

LEA-Level Actions (2.1–2.3):

Action 2.1 (LEA Professional Development), Action 2.2 (LEA Technical Assistance: SIS Attendance and Behavior), and Action 2.3 (LEA Technical Assistance: Proactive System Development) supported progress toward safe, predictable, engaging, and nurturing learning environments, as demonstrated by suspension and school climate outcomes reported in Metrics 2.8 and 2.10. At the LEA level, the suspension rate decreased from the baseline of 11.2% to 10.6%, indicating overall improvement. School climate survey results also demonstrated progress toward creating positive learning environments. However, school-level suspension results were mixed, and not all school sites have yet returned to or improved upon their respective baseline suspension rates. The Butte County Office of Education will continue to provide targeted professional development, technical assistance, and systems support to strengthen implementation of the Multi-Tiered System of Supports (MTSS), improve school climate, increase student engagement, and support continued reductions in suspension rates across school sites.

-Push-in professional development received an average satisfaction rating of approximately 4.5 out of 5, with staff reporting high value in safety and crisis response, suicide prevention, and mental health training.

-Across certificated and classified staff, professional development needs assessments indicated satisfaction levels of approximately 3 to 4 out of 5 for learning related to supporting students in safe, consistent, and nurturing environments.

-Staff identified PBIS Tiers I-III, behavior intervention strategies for students with disabilities, integration of SEL into instruction, and MTSS implementation as priorities for continued professional development.

-Implementation of the Aeries SIS intervention and discipline (behavior support) features continued across all sites. These tools supported consistent documentation of attendance and behavior, timely responses to student needs, and ongoing monitoring related to suspension and attendance outcomes reported in Metric 2.8.

These results indicate that LEA-level professional development, technical assistance, and systems support contributed meaningfully to school climate efforts and staff capacity, although data also suggest a need to deepen training in PBIS and behavior intervention practices.

Site-Level Action (2.4):

Action 2.4 (TMS: Supporting Social-Emotional Learning and Family Engagement) has been effective in supporting progress toward safe, predictable, engaging, and nurturing learning environments, as shown by Metrics 2.8 and 2.10. Positive outcomes were demonstrated for several student groups, including Foster-Homeless students (82.5%, +3.7%), Students with Disabilities (77.68%, +32.82%), and American Indian students (89.7%, +6.9%), reflecting progress toward creating a positive and supportive school environment.

-TMS maintained a 0% suspension rate and Blue performance on the 2025 Dashboard Suspension Rate indicator (Metric 2.8).

-Student climate survey results improved to 84% (+3%) (Metric 2.10).

-PBIS, SEL instruction, transition supports, and family engagement strategies contributed to a positive and supportive school climate.

-The SEL Lead, PBIS incentives, extended school year sessions, and transition supports appear to be working effectively for this student population.

These results indicate that Action 2.4 has been effective in promoting a positive school climate and strengthening student connection and support at TMS.

Challenges remain across other BCOE programs. Butte County Special Education suspension rates increased to 31.0% (+8.1%) for All Students, 34.8% (+8.9%) for Socioeconomically Disadvantaged students, and 29.3% (+7.4%) for Students with Disabilities (Metric 2.8). BCCS remains in the Orange performance level for All Students and Red for Socioeconomically Disadvantaged students on the Suspension Rate indicator. These data indicate that, while LEA-level supports and Action 2.4 have been effective in building staff capacity and improving school climate outcomes, additional targeted interventions are needed at Butte County Special Education and BCCS to address disproportionate suspension rates among key student groups.

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

Based on a review of implementation and student outcome data, the following reflects any changes made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice:

1. No substantive changes to Goal 2, metrics, or target outcomes
Based on 2025–26 implementation and outcome data, no substantive changes will be made to Goal 2, its metrics, or its target outcomes for the coming year. Current actions continue to align with identified needs, and the existing metrics remain appropriate for monitoring progress.

2. Actions 2.1 through 2.3 will continue without modification, with refined professional development priorities
Actions 2.1 through 2.3 were implemented effectively and aligned with federal program compliance, LEA-level capacity building, and technical support systems. These actions will continue in 2026–27 without modification. However, based on staff professional development needs assessment data, the LEA will prioritize deepening professional development offerings in PBIS Tiers I-III, behavior intervention strategies, and MTSS implementation to address identified staff needs across sites.

3. Action 2.4 (TMS SEL and Family Engagement) will continue without substantive revision
Action 2.4 will be maintained for 2026–27. TMS demonstrated strong outcomes, including a 0% suspension rate and Blue performance on the Suspension Rate indicator, along with improved climate survey results of 84% (+3%). The LEA will continue to support SEL instruction, PBIS implementation, and transition services at TMS within the existing action structure.

4. Implementation refinements will be made at BCCS, Butte County Special Education, and BASES. Based on Dashboard data and reflections on prior practice, site-level implementation refinements will be made in 2026–27 to address ongoing challenges. At BCCS, new staff have been onboarded to fill vacancies. With BCCS remaining in the Orange performance level for All Students and Red for Socioeconomically Disadvantaged students on the Suspension Rate indicator, the new team will focus on targeted intervention and support to address disproportionate outcomes and further reduce suspension rates. Implementation refinements will continue at Butte County Special Education and BASES to support improved student engagement, behavior, and attendance outcomes.

5. Overall program focus for 2026–27
Overall, implementation in 2026–27 will focus on continued execution of the existing Goal 2 actions, with refinements to professional development priorities and targeted site-level supports where data indicate continued need. These efforts are intended to build on areas of success while addressing persistent challenges in suspension rates, student engagement, and attendance across programs.

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. 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.	$5,262.00	No
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$5,262.00	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.	$126,096.00	Yes

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 and improve school climate for all students through staff-focused professional development in restorative practices, PBIS, SEL, cultural competence, and mental health awareness. At BCCS, this goal will also address continued need shown in 2025 data, including a suspension rate of 16.3% for All Students and 18.2% for Socioeconomically Disadvantaged students, with the Socioeconomically Disadvantaged student group remaining in the Red performance level. In 2025, student climate results were 80% at BCCS and 84% at TMS, reflecting positive outcomes while also showing the importance of continuing to strengthen student engagement, connection, and school climate at both schools. BCCS will work to lower suspension rates for All Students and Socioeconomically Disadvantaged students as measured by Metric 3.3 (Suspension Rate), while BCCS and TMS will work to improve student climate results for All Students as measured by Metric 3.4 (Student Climate Results).	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 address the distinct but related needs of students at BCCS and TMS. The Equity Multiplier goal is based on state Dashboard indicators and local data across 2023, 2024, and 2025. At BCCS, data over time show an ongoing need to improve school climate, strengthen student engagement, and reduce exclusionary discipline. In 2023, the suspension rate at BCCS was 12.5% for All Students and 12.9% for Socioeconomically Disadvantaged students. In 2024, suspension outcomes worsened, increasing to 19.4% for All Students and 16.1% for Socioeconomically Disadvantaged students, indicating that additional support was still needed. In 2025, the suspension rate for All Students improved to 16.3%, but remained above the 2023 baseline, while the Socioeconomically Disadvantaged student group increased to 18.2% and remained in the Red performance level. Attendance and chronic absenteeism data at BCCS also reflect continued need. Attendance for All Students declined from 80.4% in 2023 to 72.1% in 2024 and 65.5% in 2025. Chronic absenteeism for All Students increased from 33.3% in 2023 to 37.0% in 2024 and 73.7% in 2025. For Socioeconomically Disadvantaged students, chronic absenteeism increased from 31.0% in 2023 to 40.0% in 2024 and 72.2% in 2025. Together, these data show that BCCS continues to need focused support in student engagement, attendance, school climate, and suspension reduction, especially for the Socioeconomically Disadvantaged student group.

At TMS, the need is different. TMS maintained a 0% suspension rate and Blue performance on the Suspension Rate indicator in 2023, 2024, and 2025. However, local climate and engagement data for All students show the importance of continuing proactive efforts to maintain and

strengthen positive outcomes for a highly transient student population. TMS climate survey results were 81% in 2023, 81% in 2024, and 84% in 2025. In addition, the percentage of students reporting “I like school” was 66% in 2023, 64% in 2024, and 73% in 2025, while the percentage reporting “I feel successful at school” was 78% in 2023, 72% in 2024, and 82% in 2025. These data show that TMS continues to benefit from ongoing work to strengthen school climate, connection, and student engagement for All Students. Student engagement at TMS will continue to 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 grounded in the need to strengthen support structures for students through comprehensive staff training in restorative practices, Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL), cultural competence, and mental health awareness. By equipping staff with these skills, BCOE aims to foster more inclusive and supportive learning environments, reduce suspension rates for All Students and Socioeconomically Disadvantaged students at BCCS, and improve student engagement and school climate for All Students at both BCCS and TMS 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 approach is intended to improve school climate, strengthen student connection, and support better attendance and discipline outcomes over the course of the LCAP cycle.

*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	2024-2025 BCCS 65.5% (-6.6%) ALL 64.7% (-7.8%) SED 74.2% (+8.4%) Foster-Homeless 61.3% (-8.8%) Students with Disabilities 72.3% (-10.4%) Hispanic 60.2% (-0.1%) White	95% or greater for all listed groups	BCCS 65.5% (-14.9%) All 64.7% (-16.0%) SED 74.2% (-13.7%) Foster-Homeless 61.3% (-6.6%) Students with Disabilities 72.3% (-5.1%) Hispanic 60.2% (-19.6%) White 58.4% (-29.3%) Multiple Races

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			80.8% (-6.9%) Multiple Races	58.4% (-22.4%) 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 to display White: Too few students to report publicly	2025 BCCS 73.7% (+36.7%) ALL 72.2% (+32.3%) SED Foster-Homeless: Not enough students to display White: Too few students to report publicly	15% or less for all listed groups	BCCS 73.7% (+40.4%) All 72.2% (+41.2%) SED Foster-Homeless: Not enough students to display White: Too few students to report publicly
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%)	Spring 2025 Suspended at least one day BCCS All: 16.3% (-3.1%) SWD: 25.0% (+11.7%) SED: 18.2% (+2.1%)	5% or less for all listed groups	Suspended at least one day BCCS All: 16.3% (+3.8%) SED: 18.2% (+5.3%) SWD: 25.0%
3.4	Satisfaction rate % BCCS - Middle-High/Elementary TMS - ALL Data not reported by student group	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%)	2025 Winter BCCS Middle-High: 80% (+1%) BCCS Elementary: NA TMS: 84% (+3%) ALL I like school: 73% (+9%)	85% or higher for both BCCS and TMS	BCCS Middle-High: 80% (+5%) BCCS Elementary: NA TMS All: 84% (+3%) I like school: 73% (+7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local PBIS Student Climate Survey (Priority 6C)		I feel successful at school: 72% (-6%)	I feel successful at school: 82% (+10%)		I feel successful at school: 82% (+4%)

Goal Analysis [2025-26]

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

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

Overall, the LEA successfully implemented all actions under Goal 3 as described in the adopted LCAP, with no substantive differences between the planned actions and their implementation. Implementation included a strong focus on Multi-Tiered System of Supports (MTSS) through professional learning in Social and Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), cultural competence, and mental health awareness to strengthen student engagement, attendance, behavior, and school climate. While implementation occurred as intended, outcome data indicate that challenges remain in reducing suspension rates and chronic absenteeism at BCCS. At the same time, implementation resulted in several positive outcomes, including improved school climate survey results at both BCCS and TMS and the continued maintenance of a 0% suspension rate at TMS. The detailed analysis below provides additional information regarding the implementation of Goal 3 actions and the resulting outcomes.

All actions under Goal 3 were implemented as planned to improve student engagement and school climate at BCCS and TMS (Action 3.1). This action was developed in response to 2023 data showing elevated suspension rates at BCCS for All Students (12.5%) and Socioeconomically Disadvantaged students (12.9%). In 2024, these rates increased to 19.4% for All Students and 16.1% for Socioeconomically Disadvantaged students, confirming the need for continued focused support. In 2025, BCCS showed mixed results. The middle-high climate survey improved from 75% in 2023 to 79% in 2024 and 80% in 2025 (Metric 3.4). The All Students suspension rate decreased from 19.4% in 2024 to 16.3% in 2025, although it remained 3.8 percentage points above the 2023 baseline, while the Socioeconomically Disadvantaged student group suspension rate increased from 12.9% in 2023 to 16.1% in 2024 and 18.2% in 2025 and remained in the Red performance level (Metric 3.3). The BCCS Students with Disabilities suspension rate was 25.0% in 2025; however, a baseline comparison is not available for that student group within this metric table. Chronic absenteeism at BCCS also increased significantly from 33.3% in 2023 to 37.0% in 2024 and 73.7% in 2025 for All Students, and from 31.0% in 2023 to 40.0% in 2024 and 72.2% in 2025 for Socioeconomically Disadvantaged students (Metric 3.2). At TMS, implementation supported continued positive outcomes, with a 0% suspension rate maintained across 2023, 2024, and 2025, and climate survey results improving from 81% in 2023 and 2024 to 84% in 2025, including “I like school” at 73% and “I feel successful at school” at 82% in 2025 (Metric 3.4). 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.

Only the following action resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures. There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

-Action 3.1 – Professional Development (Equity Multiplier): Budgeted expenditures were $131,305, and estimated actual expenditures were $95,575, a difference of $35,730 under budget. The material variance occurred primarily at BCCS, where actual expenditures were lower than projected due to staffing shifts. At TMS, expenditures remained on track with the original projections, with no significant variance. 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 — Partially effective, as demonstrated by Metrics 3.1, 3.2, 3.3, and 3.4.

-Implementation included professional learning focused on Multi-Tiered System of Supports (MTSS), Social and Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), cultural competence, and mental health awareness techniques to strengthen student engagement, attendance, behavior, and school climate.

-TMS maintained strong and consistent attendance within the structured juvenile facility setting. Chronic absenteeism (Metric 3.2) is not reportable on the California Dashboard due to population size; however, attendance remained consistently high (Metrics 3.1).

-TMS maintained a 0% suspension rate across 2023, 2024, and 2025 and remained at the Blue performance level on the California Dashboard Suspension Rate indicator.

-TMS PBIS climate survey results increased from 81% in 2023 and 2024 to 84% in 2025. Student responses also improved, with “I like school” increasing to 73% and “I feel successful at school” increasing to 82% in 2025 (Metric 3.4).

-BCCS PBIS climate survey results improved from 75% in 2023 to 79% in 2024 and 80% in 2025 for middle-high students (Metric 3.4).

-BCCS suspension rates for All Students decreased from 19.4% in 2024 to 16.3% in 2025. Although this reflects improvement, the 2025 rate remained above the 2023 baseline of 12.5%. Suspension rates for Socioeconomically Disadvantaged students increased from 12.9% in 2023 to 16.1% in 2024 and 18.2% in 2025, with the student group remaining in the Red performance level. Students with Disabilities had a suspension rate of 25.0% in 2025; however, a baseline comparison is not available within this metric table (Metric 3.3).

-BCCS attendance declined from 80.4% in 2023 to 72.1% in 2024 and 65.5% in 2025 for All Students. Similar declines occurred across multiple student groups (Metric 3.1).

-BCCS chronic absenteeism increased from 33.3% in 2023 to 37.0% in 2024 and 73.7% in 2025 for All Students, and from 31.0% in 2023 to 40.0% in 2024 and 72.2% in 2025 for Socioeconomically Disadvantaged students, indicating a significant and worsening area of concern (Metric 3.2).

Overall Summary:

Implementation of Action 3.1 supported improvements in school climate, student engagement, and behavioral outcomes, particularly at TMS, where positive outcomes were sustained across multiple years. At BCCS, school climate survey results improved and the All Students suspension rate declined from 2024 to 2025. However, attendance declined across the three-year period, chronic absenteeism increased substantially, and suspension disparities remained significant for the Socioeconomically Disadvantaged student group. These results indicate that Action 3.1 supported progress toward Goal 3 while highlighting the continued need for targeted behavioral interventions and attendance supports for student groups experiencing the greatest challenges.

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 2025–26 implementation and outcome data, the following changes are being made to strengthen Goal 3:

1. Maintain Action 3.1 with refined implementation and budgeting: Action 3.1 will be maintained in 2026–27; however, funding allocations will be adjusted to reflect actual staffing costs and correct overestimated projections at BCCS due to staffing shifts experienced this year. Staffing will also be stabilized to support continuity of MTSS, SEL, and PBIS implementation across the school year.

2. Refine professional development content at both sites: Professional development will be more explicitly focused on targeted behavioral interventions for Socioeconomically Disadvantaged students and Students with Disabilities to address disproportionate suspension rates at BCCS. It will also focus on attendance and chronic absenteeism prevention strategies in response to the increase in chronic absenteeism at BCCS to 73.7% (+40.4%) for All Students and 72.2% (+41.2%) for Socioeconomically Disadvantaged students, deepening Tier 1 SEL delivery and restorative practices in all classrooms, and strategies for sustaining engagement gains at TMS and building on improved climate survey results.

3. Build on TMS successes: TMS will continue strengthening SEL programming that contributed to gains in students reporting that they like school (+7%) and feel successful (+4%). These efforts will support continued progress in student engagement and school climate.

4. Increase targeted attendance and behavior supports at BCCS: BCCS will develop stronger attendance interventions to address declines across multiple student groups, with particular attention to students in the Multiple Races student group (-29.3%), White students (-19.6%), and Socioeconomically Disadvantaged students (-16.0%). In addition, the school will continue addressing the Red performance level for the Socioeconomically Disadvantaged student group on the Suspension Rate indicator through enhanced restorative conferencing, coaching support for staff, and stronger alignment with PBIS frameworks.

5. Overall intent of these changes: These changes are intended to preserve the positive momentum in student connection and engagement while addressing persistent equity gaps, chronic absenteeism, 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. This action was developed in response to 2023 data showing that BCCS had elevated suspension rates for both All Students (12.5%) and Socioeconomically Disadvantaged students (12.9%), with these results contributing to the school's identification for required support. TMS is included in this action to strengthen and sustain student engagement and positive school climate through proactive implementation of PBIS, SEL, and restorative practices. By creating a more inclusive learning environment, BCOE expects increased attendance rates and decreased rates of chronic absenteeism and suspensions at BCCS. BCOE also expects increased student engagement at both BCCS and TMS as reflected through the PBIS school climate survey results. This is a required action to address Red for All Students and Socioeconomically Disadvantaged students in Suspension at BCCS.	$105,861.00	No

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.

Neither the 2023, 2024, nor the 2025 California Dashboard reports any state indicators in the Red performance level or any student groups in the Red performance level for BASES. Therefore, the determination of need was based on local data. BASES is one of the most restrictive separate school placements in the county. Local qualitative data indicate that BASES students are able to successfully transition back to their home schools after making sufficient progress on IEP goals and objectives, which address pupil achievement and engagement. However, this requires daily and weekly data collection and analysis, communication with feeder districts, and careful consideration of each student's readiness for transition, including the capacity of home district staff to support a successful placement.

Local outcome data across the LCAP cycle also support the continued need for this goal. In 2023–24, 18% of students transitioned to a less restrictive environment. In 2024–25, that rate increased to 29%, and in 2025–26, it increased to 33%. While this reflects positive progress, the need remains to continue strengthening the systems, coordination, and individualized supports necessary to help more students successfully transition to less restrictive environments over time.

The appropriate staff needed to coordinate these activities is the credentialed school psychologist. This goal was developed in collaboration with the SELPA and its educational partners, who identified the need to support student transitions through specific data collection, analysis, and planning facilitated by a school psychologist. There are no underlying issues in credentialing, subject matter preparation, or 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 includes a high percentage of students in foster care and low socioeconomic status. All students at BASES will be tracked through this metric. For student confidentiality reasons, data are not publicly reported in a disaggregated manner for foster youth and low-income students, but they are 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	25-26 33% (+4%) of students transitioned to a less restrictive environment	30%	Current Difference from Baseline is: 33% (+15%)

Goal Analysis [2025-26]

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

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

Action 4.1 was implemented as planned to support students at BASES in transitioning to less restrictive environments. A school psychologist successfully led, monitored, and tracked student outcome data; informed revisions to student IEP goals and objectives; and collaborated with feeder district directors in the creation of transition plans. This included direct support to registered behavior technicians and instructional paraprofessionals, as well as data collection and analysis for progress reporting and behavioral assessment. As a result, 33% (+15%) of students transitioned to a less restrictive environment (Metric 4.1). No challenges occurred during implementation, and 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 Expenditures and Estimated Actual Expenditures for Action 4.1. There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 4.1: Budgeted expenditures were $46,083, and estimated actual expenditures were $46,083, with no variance. The position remained consistent throughout the year, and salary projections and staffing assignments were fully realized. This action was funded entirely with Equity Multiplier funds, and all allocated resources were utilized as projected. No changes to 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 2025–26 school year, 33% (+15%) of students at BASES transitioned to a less restrictive environment (Metric 4.1). This reflects meaningful progress, particularly because BASES serves as the most restrictive educational setting in the county.

The school psychologist’s role was critical in supporting 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 were well-prepared and data-informed in making transition decisions.

-Providing direct support to registered behavior technicians and instructional paraprofessionals.

-Collaborating with feeder district directors in the creation of transition plans.

This strategic and collaborative approach helped ensure that each student received individualized planning and that readiness for transition was based on clearly documented progress.

Given the high-need, 100% Special Education student population at BASES, this level of transition represents sustained growth and a positive outcome 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 2026–27 LCAP.

The current strategy of funding a dedicated school psychologist to support transitions through robust, data-driven IEP processes has proven effective, as evidenced by 33% (+15%) of students transitioning to a less restrictive environment this year. This action remains aligned with the intent of Equity Multiplier funding and with the school's unique context as a highly restrictive special education program.

Continued implementation is expected to support sustained progress toward increasing the number of students who are able to successfully transition to less restrictive environments when appropriate.

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	$47,309.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$252,917.00	$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
2.499%	0.000%	$0.00	2.499%

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 schoolwide 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 schoolwide 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 includes planning and successfully executing	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 postsecondary 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 and dropout rates will decrease.	Metric 1.11, 2.6, and 2.7 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
	high school graduation requirements, and transitioning to postsecondary 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10,119,601	252,917.00	2.499%	0.000%	2.499%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$354,399.00	$153,170.00	$0.00	$206,023.00	$713,592.00	$686,562.00	$27,030.00

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	$43,525.00	$9,000.00				$52,525.00	$52,525.00	
1	1.2	LEA Assessments and Data Management	All	No			All Schools	on-going	$0.00	$1,470.00				$1,470.00	$1,470.00	
1	1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	All	No			All Schools	on-going	$44,209.00	$2,295.00				$46,504.00	$46,504.00	
1	1.4	Countywide foster youth	Foster Youth	No			All Schools	on-going	$80,735.00	$14,265.00				$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	$119,776.00	$0.00	$119,776.00				$119,776.00	
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	$88,714.00	$0.00	$88,714.00				$88,714.00	
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	$19,813.00	$0.00	$19,813.00				$19,813.00	
2	2.1	LEA Professional Development	All SED, Hispanic ,SWD	No			All Schools	on-going	$5,262.00	$0.00				$5,262.00	$5,262.00	
2	2.2	LEA Technical Assistance SIS Attendance and Behavior	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	

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	$5,262.00	$0.00				$5,262.00	$5,262.00	
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	$126,096.00	$0.00	$126,096.00				$126,096.00	
3	3.1	Professional Development	All SED	No			Specific Schools: BCCS, TMS	on-going	$105,861.00	$0.00		$105,861.00			$105,861.00	
4	4.1	Least Restrictive Environment	Students with Disabilities SWDs, Foster, Low SED	No			Specific Schools: BASES Learning Center 3-12	on-going	$47,309.00	$0.00		$47,309.00			$47,309.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,119,601	252,917.00	2.499%	0.000%	2.499%	$354,399.00	0.000%	3.502 %	**Total:**	$354,399.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$354,399.00

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	$119,776.00	
1	**1.6**	BCCS Class size/subject span reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	$88,714.00	
1	**1.7**	BCCS - Transition support services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	$19,813.00	
2	**2.4**	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Table Mountain School	$126,096.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$800,954.00	$613,506.00

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	$67,779.00	$51,338.00
1	**1.2**	LEA Assessments and Data Management	No	$700.00	$626.00
1	**1.3**	LEA Technical Assistance: Site Council, Data, SIS, Other	No	$52,260.00	$46,586.00
1	**1.4**	Countywide foster youth	No	$95,000.00	$60,000.00
1	**1.5**	TMS Supporting Instruction	Yes	$123,263.00	$77,906.00
1	**1.6**	BCCS Class size/subject span reduction	Yes	$63,063.00	$63,156.00
1	**1.7**	BCCS - Transition support services	Yes	$72,045.00	$39,507.00
2	**2.1**	LEA Professional Development	No	$7,760.00	$4,926.00
2	**2.2**	LEA Technical Assistance SIS Attendance and Behavior	No	$1,400.00	$0.00
2	**2.3**	LEA Technical Assistance SIS Attendance and Behavior	No	$7,760.00	$4,046.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	$131,816.00	$123,757.00
3	**3.1**	Professional Development	No	$131,305.00	$95,575.00
4	**4.1**	Least Restrictive Environment	No	$46,803.00	$46,083.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$264,858.00	$390,187.00	$304,326.00	$85,861.00	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	$123,263.00	$77,906.00		
1	1.6	BCCS Class size/subject span reduction	Yes	$63,063.00	$63,156.00		
1	1.7	BCCS - Transition support services	Yes	$72,045.00	$39,507.00		
2	2.4	TMS Supporting Social-Emotional Learning and Family Engagement	Yes	$131,816.00	$123,757.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,672,879.00	$264,858.00	0.000%	2.738%	$304,326.00	0.000%	3.146%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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).

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