



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Community engagement and input are important to the Butte County Office of Education. To help inform the development of our plan, the BCOE consulted with members of our community in the following ways:

- * In the 2020-21 school year the LEA developed a survey that was sent to all staff for input on the safe return to school/reopening plans. School sites developed surveys specific for parents to give input on the safe return to school/reopening plans.
- * In the spring of 2021, a statewide survey was developed by the California Department of Education for Migrant Education and this information was considered in the development of our plan.
- * At the beginning of the 2021-22 school year, the LEA developed a survey for staff, parents, and members of our school community to gather input on the priorities for spending. Links to the survey were emailed, posted on our websites, and were sent to physical addresses via a postcard with the survey link information.

* At the beginning of the 2021-22 school year, the LEA developed a survey specific for our students in our BCOE schools to gather their input.

* Additionally, at the beginning of the 2021-22 school year, the LEA hosted community input sessions. Community groups invited included representatives from, Four Winds of Indian Education, Inc., Far Northern Regional Center, Rowell Family Empowerment, Foster Youth Advisory, Butte County Homeless, and Runaway Youth Subcommittee, Butte County Homeless Continuum of Care households with children subcommittee, Foster Family Agency Directors, Boys and Girls Club, Butte County Probation, The Hmong Cultural Center, African American Cultural Center and the Butte Local Childhood Planning Council. BCOE also consults with our SELPA on a regular and ongoing basis.

* During negotiations sessions, BCOE received input/consultation from our bargaining units.

* BCOE provided multiple opportunities for the public to provide input at BCOE board meetings, specifically at our June, August, September, October, November, December and January meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

These funds are not awarded to county offices of education; therefore, BCOE did not receive this funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Community engagement and input are important to the Butte County Office of Education. To help inform the development of our plan, the BCOE consulted with members of our community in the following ways:

In the 2020-21 school year the LEA developed a survey that was sent to all staff for input on the safe return to school/reopening plans. School sites developed surveys specific for parents to give input on the safe return to school/reopening plans.

In the spring of 2021, a statewide survey was developed by the California Department of Education for Migrant Education and this information was considered in the development of our plan.

At the beginning of the 2021-22 school year, the LEA developed a survey for staff, parents, and members of our school community to gather input on the priorities for spending our ESSER III funds. Links to the survey were emailed, posted on our websites, and were sent to physical addresses via a postcard with the survey link information.

At the beginning of the 2021-22 school year, the LEA developed a survey specific for our students in our BCOE schools to gather their input.

Additionally, at the beginning of the 2021-22 school year, the LEA hosted community input sessions. Community groups invited included representatives from Four Winds of Indian Education, Inc., Far Northern Regional Center, Rowell Family Empowerment, Foster Youth Advisory, Butte County Homeless and Runaway Youth Subcommittee, Butte County Homeless Continuum of Care Households with Children Subcommittee, Foster Family Agency Directors, Boys and Girls Club, Butte County Probation, The Hmong Cultural Center, African American Cultural Center and the Butte Local Childhood Planning Council. BCOE also consults with our SELPA on a regular and ongoing basis.

During negotiations sessions, BCOE received input/consultation from our bargaining units.

BCOE provided multiple opportunities for the public to provide input at BCOE board meetings, specifically at our June, August, September, October, November, December and January Board meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

BCOE's ESSER III Expenditure Plan was approved at the board meeting on December 2021. The implementation of the plan is in the initial stage. The funds ensure a continuity of services towards maintaining the health and safety of students and staff by targeting additional funds in the following areas:

- Mental health services and support
- COVID testing, tracking, protocols, PPE
- Instructional support and materials
- Extended learning opportunities for students
- Access to updated technology for students and staff
- Increase family and parent supports
- Support for building cleanliness and security

Successes include an assurance that financial support for multiple positions will continue for the coming year, updated relevant, and engaging curriculum has been purchased, 1-1 technology for students, construction camp through CTE for high school students was offered, increased time for parent liaisons to work with families, grade-span reduction teacher led to smaller student-to-teacher ratio, teacher providing intervention 5 days a week.

Challenges include a lack of qualified applicants for open positions, lack of space to expand existing programs (BCCS), and finding time for Teaching Artist lessons that don't impact core instructional time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The two goals of the BCOE LCAP are

- 1) All BCOE students will be prepared to transition successfully into subsequent educational levels and the workforce.
- 2) All BCOE students will learn in safe, consistent, nurturing environments.

Needs assessments are conducted yearly with our school families, students, staff and educational partners. Through the disaggregation of the data, areas of need are identified and provide a targeted focus for the actions and expenditures in our LCAP, ESSER III Plan, Safe-Return to In-Person Instruction and Continuity of Services Plan. All of the goals, actions and expenditures in these plans are directly aligned to our two LCAP goals. The increased services are aligned to support in-person instruction, student achievement, services that support college and career readiness, access to technology and providing a safe learning environment.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Butte County Office of Education (BCOE) is located 90 miles north of Sacramento and serves students in Chico, Gridley, Oroville, and several surrounding small and rural communities. In addition to recent developments with COVID-19 that all schools worldwide are experiencing, Butte County has endured community challenges such as fires, evacuations, and huge population shifts over the last five years. Each of these events has brought emotional and economic challenges to Butte County. Throughout these challenges, Butte County remains a place of natural beauty, with countless opportunities in both rural and urban environments.

This Local Control Accountability Plan (LCAP) is focused on Student Programs and Educational Support (SPES), one of three divisions within BCOE, and its four schools: Butte County Community School (BCCS) which has an elementary and secondary program; Table Mountain School (TMS), Mesa Vista, our Special Education school and program, and Butte Area Social Emotional Solutions Learning Center (BASES LC), which is run by the SELPA department. Additionally Foster Youth and Expelled Youth coordination of services are included in this plan.

Butte County Community School (BCCS) serves students in grades TK-12 from districts throughout the county. Like many community schools, enrollments fluctuate with current P-1 enrollments at 32. BCCS had a drop in enrollment from 44 last year to 38 this year, with the majority of our students being unduplicated. Butte County Community School strives to operate within a multi-tiered system of support to address the academic, behavioral, and social-emotional needs of students. At BCCS students learn to navigate their way to a positive future in self-contained community-oriented classrooms. The school has been designed to maximize student motivation to attend, learn and succeed by providing each student a positive and supportive community-based learning environment where students feel valued and learn to become productive members of their community. BCCS has moved to a TK-6, 7-8, 9-12 model within the school with 4 classrooms to serve students. This will allow for more growth in the program from referring districts. The middle school and secondary program primarily serves students in grades 9-12 who are on probation, expelled, or at risk of dropping out of school. There is a high mobility rate among the small student population. As such, the following metrics are not accurate or reliable for monitoring progress towards meeting LCAP goals: Advanced Placement data (4g), A-G course completion rates (4b/4d), Early Assessment Program (4h), and Career Technical Education course completion rates (4c/4d). The community school does not expel students (6b); however, the school tracks students who are referred to us on their progress towards meeting the terms of expulsion plans.

Table Mountain School (TMS) is a Western Association of Schools and Colleges (WASC) accredited court school and provides a standards-based educational program to all youth detained in Butte County Juvenile Hall with the exception of high school graduates. The student population can be transient and the recent P-1 enrollment is 8, with 100% being unduplicated, specifically socioeconomically disadvantaged. Like most court schools, students may be enrolled anywhere from one or two days to over a year. As such, the following metrics are not readily available or accurate: Advanced Placement data (4g), A-G course completion rates (4c/4d), Early Assessment Program (4h) and Career Technical Education course completion rates (4c/4d). The court school does not expel students (6b) and graduation rates (5e) rely on various factors unrelated to the school program. Attendance rates (5a & 5b) are nearly perfect as students who are detained in the Butte County Juvenile Hall rarely miss school. Facilities are maintained by Butte County Juvenile Hall (1c). All students are supported by experienced teaching and support staff that hold students to rigorous expectations while providing support and flexibility to ensure students succeed. Staff members develop one-on-one relationships with students utilizing individual learning plans, a low teacher-to-student ratio, small class environments, culturally sensitive techniques, embedded learning, and asset-based teaching strategies. BCOE schools provide safe and culturally respectful environments for students to build critical thinking skills and become effective problem solvers in the face of educational and real-world challenges.

Butte County Office of Education (BCOE) Special Education Department/Mesa Vista, provides regionalized special education services for students birth - 22 years, in 13 school districts in Butte County. The regional programs offered include: Deaf and Hard of Hearing Program, ACCESS Program (Day Treatment Program), FOCUS Program (Extensive Support Needs Program), Early Start Infant Services, Adapted Physical Education, Orientation and Mobility, Speech and Language Therapy, Orthopedic Impairment Services, Visual Impairment Services, Occupational Therapy, Deaf and Hard of Hearing itinerant services and special education services at the Butte County Juvenile Hall, Table Mountain School. At P-1, ADA was 47 with an enrollment of 62. Partnering with school districts in Butte County, the Special Education department prepares a fact sheet providing information regarding available services addressing the 3 categories and the 8 State Priorities. As far as LCFF funding is concerned, each school district is accountable both for its students' progress and for ensuring that it is increasing or improving services in proportion to the increase in funding generated by the unduplicated students in the district. A school district cannot shift that obligation to a COE by enrolling students in the COE-operated program, as accountability results reported through the California

School Dashboard and the LCFF funding are attributed back to the district of accountability. For this reason the school district must include the action being provided to serve those students and the funding being used to implement those actions in the district's LCAP; the vast majority of COE-operated special education programs are not included in the COE LCAP because under LCFF the COE is not the district of accountability. A COE should not be reporting pass-through or bill-back funding received from districts within its LCAP, as the legal responsibility for both the funding and accountability lies with the district. Due to the nature of the special education program, the following metrics are not accurate or reliable for monitoring progress towards meeting LCAP goals: Advanced Placement data (4g), A-G course completion rates (4c/4d), Early Assessment Program (4h), and Career Technical Education course completion rates (4c/4d). Most of the BCOE Special Education programs operate on district campuses. Facilities are provided and maintained by the partnering school districts (1c).

BASES Learning Center supports students with disabilities that include social-emotional and/or behavioral issues in grades 3-12 from all the districts in Butte County. The program is an alternative to a Non-Public School and is considered to be a more restrictive environment than either the district special day class or the regional program special day class for students with an eligibility of emotional disturbance. BASES offers high-quality instruction in a standards-based curriculum and individualized programs and services specific to student needs. Some of the benefits include smaller class sizes, psychological support and clinical social work services, protocols based on best practices for behavior, individualized academic supports and frequent parent communication. An important component to each student's success is the extent to which he or she is able to integrate successfully into a comprehensive school environment over time. Access to typical peers is essential to success in the real world and the world of work. The BASES team works to build social skills and relationships so that this integration is possible. Due to the nature of the special education program, the following metrics are not accurate or reliable for monitoring progress towards meeting LCAP goals: Advanced Placement data (4g), A-G course completion rates (4c/4d), Early Assessment Program (4h) and Career Technical Education course completion rates (4c/4d). BASES Learning Center employs or contracts with a variety of skilled professionals to carry out the important work related to achieving LCAP Goal 2, and maintains agreements with several agencies who coordinate other efforts from basic services to technology integration to food services in order to provide a safe, consistent and nurturing learning environment for all its students.

Students with disabilities may be enrolled at all BCOE sites. Services and actions identified in Goals 1 and 2, also serve students with disabilities where enrolled.

BCOE schools have stability rates ranging from 4.8% to 77% (BASES: 68%; BCCS 64.3%; SPED 77%; TMS 4.8%). These rates often make it difficult to present student group data for metrics year to year. When student groups are large enough to report the data publicly, they are included. However, these groups often fluctuate and fall below the threshold for reporting data publicly as reflected in the stability rate and are therefore not included. In addition data collected is not always truly reflective or informative due to the small sample size of participants especially in student groups.

The BCOE Foster Youth Services Coordinating Program (School Ties FYSCP) assists and responds to local systems in order to promote school success for foster youth. School Ties FYSCP provides educational support services to school-aged and transitioning foster youth residing in Butte County, ages 4-21. Partners include school districts and charter schools, child welfare, probation, juvenile court, community colleges and universities, advocacy groups, and care providers. The Executive Advisory Committee called Fostering Education Connections

prioritize services as follows; 1) Independent Living Program Youth (ILP) students ages 16 to 21 years, who are not on track for graduation and 2) Foster youth residing in STRTPs or Resource Family Homes in need of educational support as determined by reviewing their educational passport and school cumulative files. (Foster Youth Services Program will not receive LCFF supplemental and concentration funds).

BCOE coordinates the County-Wide Expulsion Plan for schools within Butte County. Expelled students may be served within their districts or by Butte County Community School.

In summary, all students in BCOE schools are supported by experienced teaching and support staff that hold students to rigorous expectations while providing support and flexibility that ensure student success. Staff members develop one-on-one relationships with students utilizing individual success plans, a low teacher-to-student ratio, small class environments, culturally sensitive techniques, embedded social-emotional learning, and asset-based teaching strategies. BCOE schools provide safe and culturally respectful environments for students to build critical thinking skills and become effective problem solvers in the face of educational and real-world challenges.

Within this Local Control Accountability Plan, the Butte County Office of Education has addressed the ten priorities and all metrics associated with the priorities. BCOE does not meet the threshold for English Learners and thus metrics tied directly with this student group will not be included. In addition, the LEA does not use Title I, Part A funds to establish or maintain a preschool program, and Title IV, Part A funding was transferred to Title I, Part A. The transfer of these funds is further described in the Federal Addendum.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

BCOE LEA OVERVIEW & 2019 CA DASHBOARD DATA

2019 CA DASHBOARD GRAD RATE

The Butte COE Dashboard displays a graduation rate of 60% (+5%). No student groups are identified as red/orange due to the small number of students. It is important to note that the dashboard identified 61.8% of low-income students graduated (+6.1%), while only 50% of white students graduated.

2020-2021 DATA & STEPS SCHOOLS WILL TAKE TO MAINTAIN OR BUILD ON SUCCESSES

BUTTE COUNTY COMMUNITY SCHOOL

Climate: Despite school closures, current 21-22 student climate survey satisfaction data is 85% or higher (up from 80% last year). Current staff climate survey from 21-22 indicates a satisfaction rate of 83%.

Achievement: All English Learners are making progress towards the goals on their Individualized Support Plans. BCSS secondary students have had an increase in average credits earned per year over the past 2 years. Most student group data was comparable to the overall completion data. On the LEA winter reading assessment, 33% (+13%) of students were Meeting or Exceeding Standards with 33% (+20%) of Low Income Meeting or Exceeding Standards. On the LEA winter math assessment, 21% (+10%) of students were Meeting or Exceeding Standards with 22% (+13%) of Low Income Meeting or Exceeding Standards.

Engagement: Schoolwide attendance improved 2% with LI, SWD, and students identified as Multiple Races all having a >3% increase in attendance.

Schoolwide chronic absenteeism rate dropped 13.3% (now at 42.9%) with all student groups also having a reduction in chronic absenteeism. BCSS made significant strides implementing a multi-tiered family engagement plan to support students and families since returning to school this year, including multiple family surveys completed to determine family support needs, daily phone calls home to families of students who were not engaging in school, home visits to families, meal delivery, Parent-Teacher conferences, back to school night, family events, principal/student/family engagement meetings, SST meetings, and re-engagement Individualized Education Plan meetings. Parent surveys and feedback documented that families appreciated and valued the daily personal calls and support provided when students were not engaged in school.

SPECIAL EDUCATION

Climate: The Special Education staff climate survey reports an overall percentage of 88% which reflects feeling supported, working in a collaborative environment, and feeling safe. The student climate survey reports an overall percentage of 90% at the middle and high school levels. Students like school, feel respected, and feel connected to school staff. Students are concerned about the behaviors of other students.

Achievement: On the LEA winter reading assessment, 14% (+5%) of students were Meeting/Exceeding Standards. 27% of students were Developed Learner(s) on the alternate SANDI communication assessment.

Engagement: Special Education made significant strides implementing the family engagement plan during the pandemic, including using a “walk through” survey with staff in 2019-2020, which identified potential changes for creating a welcoming environment. While the intent was to implement changes in 2020-2021, continued school closures required a reevaluation of the concept of a ‘welcoming environment’. Staff implemented a range of strategies to ensure families felt welcome during distance learning. These strategies included: videos that can be shared with other staff, formation of an Outreach Team using learning loss dollars to repurpose staff, supporting tech issues during Zoom meetings, delivering materials, develop re-engagement plan with families after they missed more than 3 days of class, and having the behavioral specialist support parents with behaviors in the home setting. During 2019-2020 distance learning, the Outreach Team remained vigilant in connecting with families and keeping students engaged in virtual learning, where student attendance for the year was 87%.

When Special Education was able to move to a hybrid model, the Outreach Team continued their work to connect with families, checking in with teachers and following up on any identified issues through phone calls, home visits/deliveries, prepping work for students, and teachers. The site has received positive feedback from families regarding the Outreach Team checking in with them. Special Education is also working closely with families to incentivize attendance. Families gave appreciative responses, expressing gratitude at the recognition of efforts. Individualized parent support has been given through the Outreach Team and by individual teachers aiding parents in knowing how to support students in their learning. During 2020-2021 school year, the Outreach Team continued their efforts of connecting with families and annual attendance was 85%.

When Special Education opened schools for in-person instruction, duties of the Outreach Team shifted to the recently hired Parent Liaison. Some of the Parent Liaison's duties include: check-in with families and students, offer support and connections to community resources, assist with monitoring and increasing student attendance, and provide attendance incentives for students and families. Feedback from teachers and families regarding the Parent Liaison have been positive and appreciative. In an effort to continue high levels of engagement and manage suspension, some classrooms and programs were restructured to allow for innovative instruction and learning. Suspensions have decreased dramatically from 13% in 2019-2020 to 3% in 2020-2021.

TABLE MOUNTAIN SCHOOL

Climate: TMS maintains a high Staff Climate Survey rate with staff reporting they feel supported, get along with other staff, and enjoy working in teams. Suspension and expulsion rates remain 0%.

Achievement: Over the 2020-2021 school year 85% of students who were enrolled with TMS earned credits that meet state requirements for high school graduation. Students improving more than one grade level increased 23.8% in Reading and 21.2% in Math.

Engagement: TMS self-evaluated initial implementation-full implementation in all categories on the annual parental involvement and family engagement rubric. TMS maintains a very high attendance (low chronic absentee) rate. TMS students had a 0% drop out rate.

BASES Learning Center

Engagement: Absenteeism: 20-21 Absenteeism rate was 61.5% With the online component and uncertainty during COVID-19, the BASES staff worked to keep students engaged in the following ways. The team completed a minimum of 3 home visits to each student's home and those at high risk received more. Two-way communication and online interaction was scheduled daily. BASES hired a Parent Liaison to continue building relationships to support staying engaged in school. In 21-22 we hired a school psychologist to also assist families in staying connected to school and connecting them with community service providers.

Achievement: Due to COVID-19 this is the first year in our existence as a program that the students will take the state test and have results. Our main local assessment is the i-Ready Diagnostic. In 19-20 on the i-Ready Diagnostic, all students scored below grade level in ELA with the largest group being 3 or more grade levels below standard for a total of 76% of the students. In 20-21 in ELA this same grouping was 75% of the total enrollment. In math the results were similar with the largest group of students in the 3 or more years behind category. In 19-20 the results were 75% in this group and in 20-21 this increased to 88%.

Climate: BASES baseline data for parent climate is 21-22 and parents are extremely satisfied with the BASES program with all categories scoring over 85% except for parents volunteering to help with special projects on campus which scored 63%. The BASES team is planning to provide parent academies next year on topics that are of interest to parents of students with disabilities that affect behavior. The intent is that by providing this training parents will be more inclined to volunteer at school. Staff climate baseline was collected in 21-22. Overall BASES staff are very positive about all aspects of BASES. The lowest score of 68% was in the area of our building being well maintained. This is a constant struggle due to the age of the building and the lack of a daily custodian. During the 21-22 school year major improvements were made to the playground and all the doors on campus. An increase in this category is expected next year.

SCHOOL TIES FOSTER YOUTH SERVICES COORDINATION (countywide)

2021/2022 School transfer rate 35% (+10%). This represents an increase in school transfers/decrease in school stability for foster youth over the previous year. The previous year's rate was unusually low due to COVID-19 school closures/remote learning and the flexibility provided

for students to remain in their schools of origin even after long-distance home placement changes. Current year rate remains lower than pre-pandemic levels by around 5%.

2021/2022 Health and Education Passports completed at 96% (+22%). This is a significant increase likely due to FYSCP staff being given 24/7 access to the CWS/CMS (Child Welfare) information system via a VPN laptop connection.

2021/2022 Graduation Requirement Assessments completed at 90% (0% change)

2021/2022 Prompt enrollments (2 days or less) were completed at a rate of 81%. (+6%)

2021/2022 Graduation rate predicted at 89% (+35%), which is a very significant increase from the previous year when many students struggled to stay engaged through the pandemic and remote learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BCOE LEA OVERVIEW & 2019 CA DASHBOARD

BCOE (LEA) will continue to develop systems to further disaggregate data for decision making regarding key student groups, including unduplicated student groups and students receiving special education services. The LEA will continue monthly administrative team meetings where specific topics on equity, access, and use of data are regularly scheduled for professional development and/or discussion. This includes working through the PLC process for key areas of concern based on data analysis. The LEA has already conducted root cause analyses on absenteeism and suspension and determined lack of engagement as the area to address to correct these issues. The LEA will further lead work to conduct root cause analyses to determine barriers for the student groups identified as red or orange and conduct parent outreach to gather additional data.

Engagement

- 1) 39.3% (orange) chronically absent
- 3 student groups reported in orange: Students with disabilities 40.5% (-19.9%); socioeconomically disadvantaged 40.4% (-17.1%); white 45.1% (-21.6%). Other student groups are likely to fall into this category, however, there are too few students to report in those categories.

Climate

- 2) 12.1% (orange) suspended at least once (-0.4%)
- Three student groups reported in red: Students with disabilities 22.1% (+0.7%) ; socioeconomically disadvantaged 10.2% (no change); white 14.5% (+1.4%)

Achievement

- 1) Students with disabilities and foster/homeless students are not making the same academic progress as the overall student population in ELA and math, as demonstrated in State and local assessment scores.
- 2) The college/career indicator indicates 0% of BCOE students are prepared.

Local data analysis indicates many BCOE schools continue to struggle with chronic absenteeism in 2021-2022. The administrative team identified several student groups that require additional support. The administrative team is using Aeries Analytics as a formative tool to identify students in need of additional support and implement Tier 2 and Tier 3 interventions, as needed.

Most BCOE school teams are working to develop learning through interest-based plans, student exhibitions of learning, career readiness skills, and community partnerships that support job shadowing, internships, and/or apprenticeships. While there is no cost to the LEA, this is an important component of the support work provided by the LEA leadership team. On the spring 2022 Professional Learning Survey, 40-55% of all certificated BCOE staff indicated they would like to prioritize more training for student interest-based learning, using behavior intervention strategies to support students with disabilities and integrating social-emotional learning into core curriculum. 45-65% of classified BCOE staff indicated they would like to continue to prioritize interest-based learning including career exploration, community internships and removing barriers to learning.

BCOE school teams are working to develop learning through interest-based plans, student exhibitions of learning, career readiness skills, and community partnerships that support job shadowing, internships, and/or apprenticeships.

On the spring 2022 Professional Development Learning Survey, 40-55% of all certificated BCOE staff indicated they would like to prioritize more training for student interest-based learning, using behavior intervention strategies to support students with disabilities and integrating social-emotional learning into core curriculum. 45-65% of classified BCOE staff indicated they would like to continue to prioritize training on supporting interest-based learning including career exploration, community internships and removing barriers to learning.

STEPS BCOE SCHOOLS ARE TAKING TO ADDRESS AREAS OF LOW PERFORMANCE

Local data analysis indicates many BCOE schools continue to struggle with chronic absenteeism in 2021-2022. The administrative team identified several student groups that require additional support. The administrative team is using Aeries Analytics as a formative tool to identify students in need of additional support and implement Tier 2 and Tier 3 interventions as needed.

BUTTE COUNTY COMMUNITY SCHOOL Engagement

Overall: Families continue to need transportation support, especially in the morning. Hispanic students need support to increase attendance. Based on dropout data, low-income students need support to maintain in school to reduce dropout rates. Data shows that families could benefit from more parent events and training around attendance and school engagement. Data shows that our targeted populations (students with special needs, American Indian students, and students of multiple races) may benefit from additional support to decrease chronic absenteeism.
Achievement

Need for additional tutoring support for all students. Currently, Native American elementary students are receiving tutoring support through Four Winds and high school students through School Ties.
Students with Disabilities, English learners, and Foster/Homeless need additional intervention support in reading and writing and Students with Disabilities and Foster/Homeless need additional support in math through increased data review and intervention planning meetings.

All English learners are making progress towards the goals on their EL Support Plans, but are still performing below standards on local and state assessments.

Climate

Increase in PD around clear PBIS expectations and goals and increased staff reinforcement schoolwide by teachers.

BCCS students need increased connection with each other through SEL to allow opportunities to increase students' view about themselves and school.

White students need social-emotional supports in school to increase connection and decrease suspendable offenses.

High levels of negative peer interaction through Climate Survey, teacher reporting, and Aeries Discipline data reveal a need for increased counselor to support social-emotional needs, positive peer interactions and restorative practices and behavior management.

Increase professional development around standards and expectations of middle and high school students.

TABLE MOUNTAIN SCHOOL

Engagement

Intensive interventions for students struggling with mental health issues that prevent them from engaging in their education.

Graduation rates decreased overall, while special education increased graduation rates. Dropout rates decreased overall and for low-income, special education, and white students. The 2020-21 school year limited students' transitioning options and impacted the overall graduation rates.

Achievement

Data indicates that student achievement continues to be an area of focus with math as the greatest area of need. The disruptions of remote learning have negatively impacted achievement data during the 2021-2022 school year, where staff had limited communication and influence over students' educational day.

Students are not college or career prepared or approaching occurring to state indicators. In addition, a 4.8% stability rate makes it challenging to support students to meet college and career readiness indicators.

Academic support and career preparedness were highlighted as important topics for student success.

Climate

Staff climate surveys suggest that staff and student recognition and acknowledgement is low.

Social-emotional learning was identified as an important topic for student success. A wide range of social-emotional learning topics was selected due to the relationship the member has with the student.

SPECIAL EDUCATION

Engagement

Attendance Team needs to identify specific barriers experienced by families and match appropriate interventions.

Achievement

Increased focus on post-school outcomes, connecting students to training and job skills

Climate

Solutions are needed to maintain connection for BCOE staff who are located on district campuses or work in an itinerant manner around the county.

BASES

Engagement

Intensive interventions for students struggling with mental health issues that prevent them from engaging in their education. Addressing barriers experienced by families and connecting to appropriate resources and support.

Achievement

Increased focus on providing a calm environment conducive to student learning

Climate

Increased opportunities for parent involvement on campus

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 22-23 LCAP is year two of a three-year LCAP. Based on the annual needs assessment, and as noted in the Strengths and Needs Reflections, the 22-23 LCAP will focus on the following areas: implementation of Trauma-Informed Practices, the continued support of Tier III Positive Behavior Intervention and Supports (PBIS) and increased student engagement.

BCOE will continue to emphasize our three priority areas of Climate, Achievement, and Engagement. Based on our current needs assessments, the highlights from this year's LCAP in these areas are as follows:

FOSTER YOUTH SERVICES COORDINATION (countywide)

The following activities were added:

- *Providing Technical Assistance to meet the unique needs of rural schools
- *Strengthening supports for postsecondary transition to college and career through coordination of school-based mentoring

The following activities continued:

- *Coordinating services between schools and child welfare
- *Working with child welfare to share information
- *Responding to the needs of the juvenile court system
- *Ensuring transfer of health and education records
- *Supporting stakeholders regarding the unique educational needs of foster youth through professional development and technical assistance
- *Utilizing a local Executive Advisory Council to assist with the planning and delivery of support services to foster youth
- *Engaging in collaborative processes, capacity building, and other mechanisms for leveraging resources

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

DESCRIPTION OF EDUCATIONAL PARTNER'S INPUT

Butte County Office of Education school partners are involved at the school site/program level and LEA level to give input and to support monitoring and updating the progress of the 2021-2022 Local Control Accountability Plan (LCAP) and the development of the 2022-2023 LCAP. BCOE values input and looks to educational partners to provide consultation to support the continuous improvement process associated with the development of actions and services in the LCAP.

BCOE school sites elicit feedback from educational partners in multiple ways. Partners may include parents, school staff including teachers, classified staff and administrators, students, community members, local bargaining units, district and county office personnel (administrators, EL Coordinator, SELPA) and the Governing Board. School site meetings are part of school operations and input is built into meetings and activities throughout the year. Of great importance is involving and engaging families at school events such as graduation and promotion ceremonies, Spring Open Houses, Fall Harvest Festivals, Winter Holiday Events, ongoing DHH Family Programs and student showcases to elicit input. As attendance is high at these events, staff hold conversations to elicit feedback and, as appropriate, take the opportunity to administer the LCAP Survey. The LCAP Survey is also administered through email and is posted on the school websites and at the school sites. Additionally, it is delivered in the Special Education Principal's newsletter and at IEP meetings, at TMS Open House events on the school website and via email, at BCCS through email and during Open House, and at BASES LC through regularly scheduled CAC meetings.

The prominently posted BCOE LCAP web page contains a link for LCAP input. In addition, the annual public hearing notice contains an email address specific to LCAP input. These emails are received at the LEA. Any input is brought to LCAP workdays for inclusion in this section of the document.

CONSULTATION WITH BARGAINING UNITS

BCOE has a collaborative relationship with all bargaining units. As such, the LCAP was discussed at each bargaining unit negotiation session. This strategy has been in place since the inception of the LCAP in an effort to increase ongoing educational partner involvement in monitoring the LCAP and sharing information about the input process.

BCOE has three bargaining units: Representing teachers is the Butte County Teacher Association, (BCTA); representing instructional support employees is CSEA 436, and representing office, clerical, technical and maintenance, and operations employees is CSEA 736.

- 1) Consultation meetings with the Butte County Teachers Association were held: September 15, 2021, November 17, 2021, January 26, 2022, March 23, 2022 and May 18, 2022.
- 2) Consultation meetings with the 436 members were held: September 27, 2021, November 29, 2021, February 4, 2022, and March 25, 2022.
- 3) Consultation meetings with the 736 members were held: September 17, 2021, November 15, 2021, December 10, 2021, January 28, 2022 and April 5, 2022.

CONSULTATION WITH SITE COUNCIL

BCOE schools involve educational partners at the school site and LEA level in monitoring the progress of the current LCAP and SPSA and providing input regarding continuing, improving, increasing, and/or modifying actions and services for the new LCAP and SPSA. School Site Council meetings are organized and facilitated by site administration with support from BCOE administration. Participants may include:

administrators, teachers, students, parents, classified staff, and community partners. Representatives from each group participate in meetings, report back to their groups and request additional input for subsequent meetings. Due to the small size of BCOE school programs, parents/guardians of unduplicated student groups, including EL and Foster/Homeless, are encouraged to attend and/or participate in site council meetings to discuss student need and provide feedback on school programs and planning. School Site Council meetings are focused on gathering input on goals and actions, sharing student academic and behavior data, and participating in the continuous improvement process. Specific School Site Council meetings where the LCAP (and other planning documents) were reviewed, discussed, and input was gathered were held as follows:

- 1) TMS School Site Council meetings were held on 9/29/21, 11/3/21, 2/2/22, 3/23/22, 4/27/22, and 5/25/22. TMS held Back to School Night virtually on 9/30/21 in the fall semester.
- 2) BCCS Site Council meetings were held on 9/30/21, 10/28/21, 1/27/22, 3/24/22, 4/28/22, and 5/26/22. BCCS held Back to School Night on 9/29/21 and Open House on 4/12/22 to provide educational partners input opportunities during the school year.
- 3) Special Education and BASES LC are Special Education schools and do not receive Title 1 funding and do not have School Site Councils. However, Special Education holds Advisory Group meetings. BASES held two parent nights on 10/14/21 and 4/27/22, both nights were for the purpose of parent input on specific program attributes. In addition the parents received two parent newsletters this year also with invites to share feedback.

SPECIAL EDUCATION ADVISORY GROUP & CONSULTATION

A survey was sent to educational partners with feedback from classified and certificated staff, parents/guardians, community partners, and family members. The survey included questions with rating scales as well as sections for individual input, recommendations, comments, and questions. The Special Education Advisory Group meetings were held quarterly. The Special Education Advisory Group is made up of administrators, teachers, classified staff, community partners, and parents. Special Education involves the Advisory Group in monitoring the progress of the LCAP and other Special Education initiatives. The Advisory Group provides input on the effectiveness of actions and makes suggestions for additional support and actions.

LEA ADMIN TEAM (INCLUDING PRINCIPALS) CONSULTATION

LCAP goals and actions are reviewed at monthly management meetings and input is gathered and recorded as part of a self-evaluation process. In 2021-22, the LEA encouraged school sites to strategically focus on documenting and implementing a multi-tiered system of support that can be accessed by all staff and set a standard of expectation for serving and supporting students across the LEA, especially those identified as foster, homeless, special education and/or certain racial groups. BCOE principals are actively involved in the LCAP writing process.

STUDENT CONSULTATION

Student input is very valuable to BCOE schools. In addition to asking students to participate in the LCAP surveys, students have the

opportunity to provide input as part of School Site Councils, in annual school climate surveys, and in empathy interviews, as appropriate. In special education, students with disabilities are consulted and included in their IEP development and meetings where appropriate.

PARENT CONSULTATION

The Butte County Office of Education utilizes existing committees, such as school site councils, advisory councils, and parent meetings that involve parents in place of a formal PAC to participate in the decision-making process. Due to the small school population served at each site, efforts to have parents serve on more than one committee have not been successful. In addition, at our special education schools, and BASES Learning Center, parents are involved in the development of their child's IEP, and provide input for the learning plan of their students regularly.

SITE STAFF CONSULTATION

Information from the SSC is taken back to site staff meetings for additional review, reflection and input. Additional feedback is gathered through an annual professional development survey/needs assessment and a staff climate survey.

COORDINATION OF INSTRUCTION FOR EXPELLED STUDENTS

The Associate Superintendent of Student Programs and Educational Support Division works with members from our 13 school districts and community partners to coordinate services and develop the Countywide Expulsion Plan. The new three-year plan covers 2022-2025 and addresses a plan for expelled youth and students at risk of expulsion. The plan includes specific interventions and supports for districts to employ at the site and district level and options used to a) minimize the number of suspensions leading to expulsions b) minimize the number of expulsions being ordered and; c) their plan to support students returning from expulsions.

FOSTER/HOMELESS YOUTH CONSULTATION (FOR BCOE SCHOOLS)

The Butte County School Ties Director is invited to the BCOE school's administrative team meeting each spring to discuss data findings and the Annual Needs Assessment. Feedback regarding actions/strategies and progress monitoring are elicited and incorporated into the LCAP/SPSA. BCOE schools consulted with School Ties on the LCAP process on April 28, 2022.

SCHOOL TIES CONSULTATION (COUNTYWIDE)

We gathered educational partners input in the following ways:

- March 2022– Surveys sent to CYC members: California Youth Connection (current or former foster youth).
- March and April 2022 - Surveys sent to Child Welfare social workers and Foster Family Agency social workers.
- May 26, 2022– FYSCP Executive Advisory Council meeting attended by higher education personnel, school personnel, foster parents, child welfare personnel, probation personnel, former foster youth, and CASA: Court Appointed Special Advocates volunteers.

A total of 29 foster youth educational partner surveys were completed.

SELPA CONSULTATION

The Butte County SELPA Director is invited to the BCOE schools administrative team meeting each spring to discuss data findings and the

Annual Needs Assessment. Feedback regarding actions/strategies and progress monitoring are elicited and incorporated into the LCAP/SPSA. BCOE schools consulted with the SELPA on the LCAP process on 4/28/22. Additionally, consultation with the SELPA is gathered by BCOE Special Education leadership attending the monthly SELPA Director's council and regularly scheduled committee meetings and the Superintendent, Associate Superintendent, Executive Director for Fiscal Services and Senior Director for Special Education attend monthly SELPA Governing Board meetings.

ELAC/DELAC

Butte County Office of Education schools do not meet the required threshold of enrolled English Learners for the mandated English Learner and District English Learner Advisory Committees.

SUMMARY

In summary, the Butte County Office of Education's approach to educational partner engagement allows multiple opportunities to provide consultation and input regarding the LCAP goals, actions, and services addressing the needs of the school sites and programs. Further, BCOE schools encourage educational partners to play an active role in continuing to refine activities to support identified goals and actions. Input through meetings, consultations and survey results provide valuable input for the site and program goal revisions and adjusted actions and services.

A summary of the feedback provided by specific educational partners.

WEBSITE OR EMAILED INPUT

None

SUMMARY OF LCAP SURVEY DATA

In addition to input meetings, each school utilizes a survey to elicit input from students, staff, parents, and community members as part of the LCAP development. Survey data indicated that just over 86% of parents felt that their input was actively sought and that the schools communicate regularly. Data showed that 94% of students and educational partners responded that students feel supported in the development of their learning plans and 93% of students and educational partners felt that their input is valued.

BARGAINING UNIT FEEDBACK

Consultations with our bargaining units are on the agenda for every meeting. Bargaining units are appreciative of the updates and give feedback/ask questions as needed. No specific feedback or input was noted for the LCAP process.

SCHOOL SITE COUNCIL FEEDBACK

BCCS - School Site Council feedback indicated that a continued need is transportation support for students/families, increased after school engagement, additional tutoring and academic support, student support (especially middle and high school) and student incentives. SSC members would like to see possible job fairs with community partners to connect students to the job market. Educational partners requested

listening sessions with the climate survey data as a way to obtain more feedback and information from families on how they can be better supported (especially Hispanic families around attendance).

TMS - School site council feedback indicated that 1) Workforce Readiness and 2) Self-Control/Anger Management and 3) Education and Academic Assistance, in that order, are the most important topics to address support to student success.

LEA ADMIN TEAM (INCLUDING PRINCIPALS) FEEDBACK

Based on unduplicated and special education student group data, the LEA recommends initial consultation and ongoing collaboration to create, implement and measure evidence-based actions with the following BCOE departments: SELPA, School Ties, English Language Development, and cultural support from Future Educator Support and Welfare and Attendance, as relevant to each site's data.

STUDENT FEEDBACK

BCCS - Student feedback indicated that 1) Education and Academic Assistance, 2) Healthy Friendship Relationships 3) Workforce readiness are the most important areas the school should address to support their success. Student interviews indicated that students like the new two-classroom High School model and more access to academic support. Additionally some students indicated the need for more academic support as well as transportation support. High School students who have been with the program for 3 years or longer say this has been their most successful year. High School students reported they loved the Summer Program and want to do it again.

TMS - Student feedback indicated that 1) Education and Academic Assistance, 2) Decision Making, and 3) Healthy Friendships and Relationships are the most important topics the school should address to support their success. Student Climate Survey Data and Empathy Interviews indicate that building relationships with teachers, earning more credits, connecting learning to real life, and educational games would make students like school more. Also, students indicated that they would feel more successful at school if they had more help/resources, positive praise, regular updates on credits earned, awards/recognition and more books.

SpEd - Special Education requires some modification of survey questions to accommodate specific groups of students with special needs. In 2021-2022, overall school satisfaction of elementary students taking the survey increased to 79% compared to the previous year's 77%. Middle and high school students also had an overall satisfaction increase over the previous year, reporting in 2021-2022, an overall satisfaction of 90%.

BASES - Our student climate data is anecdotal in nature and very difficult to track due to the nature of the disabilities that designate a student placement at BASES. Our clinician works individually with each student as to their own social-emotional well-being based on their Direct Treatment Protocol. As a newly developed program one of our indicators of student satisfaction is the amount of students that earn their way back to a less restrictive environment. In 2019-2020, 10% of students earned their way back to a less restrictive environment and in 2020-2021 that % doubled to 21% of enrolled students.

PARENT/EDUCATIONAL PARTNER FEEDBACK

TMS - Because Juvenile Hall is classified as a Congregate Living Facility, parent feedback is difficult to obtain. Virtual Back to School Event from educational partners attendance was positive with 50% of families attending and 3 community partners. Educational partner feedback

mirrors what the School Site Council indicated; 1) Workforce Readiness 2) Self Control/Anger Management and 3) Education and Academic Assistance, in that order, are the most important topics to address support to student success.

SpEd - In response to feedback from the previous year, Special Education provided opportunities for parent involvement and training. With the addition of a Transition Specialist and Parent Liaison in 2021-2022, Special Education has been able to provide presentations and opportunities for families to connect to the community throughout the year. According to current feedback, parents continue to be pleased with special education services.

BCCS - During the fall Back to School Night, parent event nights, and Open House families provided feedback and completed the LCAP survey. Attendance at events were up from previous years with feedback demonstrating that Education and Academic Assistance was their top priority with Positive Self-Esteem, Healthy Friendship Relationships, Financial Aid/College Prep, Self-Control/Anger management, and Family Healthy Relationships tied for second.

BASES LC - Although parent involvement has increased from last year with 56% of parents showing up at a parent information night, it is a challenge to have regular consistent parent involvement outside of the required IEP meetings. At the parent night in October the parents were surveyed on school climate with very positive results overall. There were 7 areas on the survey where the parents strongly agreed 100% of the time. These areas all clearly show our program emphasis on relationship building. A few notable areas of 100% rating were, "my student feels safe at school", "I feel welcome at my child's school" and "teachers at my child's school treat all students with respect".

SITE STAFF FEEDBACK

BCCS Principal - Increase effective use of student data in whole staff meetings to identify students in need of additional targeted instruction and or supports through MTSS. Find a way to increase student contact hours for all students. Find a way to serve students who are able with an IS model.

BCCS Teachers/Staff during meeting on 4/4/22

Continue to need transportation support for families, language barrier may be an issue at parent events, tutoring lab after school for students to increase academic support without removing from core instruction time. Bring back former families to speak to our families at events. Continue to recognize families for attendance, reward families with gas or grocery cards. Hispanic families' work schedules conflict with being able to get students to school as well as attending events-parents are so tired when they get home they are not able to come back out. Contact foster grandparents and connect with tribal relations for more support. Need support in science with hands-on lab, field trips, and roving science teacher. Continue to need support with updated science and history curriculum as well as supplemental math.

TMS - Continue to hold weekly staff meetings and bi-monthly collaborative meetings with Juvenile Hall staff. Staff report the most important topics for student success: Positive Self-Esteem, Self-Control/Anger Management, Family and Healthy Relationships, Stress and/or Anxiety Management, and Workforce Readiness. Develop formative assessments that drive interventions that accurately measure student abilities by increasing student buy-in and engagement. Ensure consistent implementation of academic and behavioral practices across all programming.

SpEd - BCOE Special Education programs and services are provided throughout the county on various school campuses, making much of the staff feedback site-specific. Compared to the previous year, Special Education had an overall decrease in staff climate, from 91% in

2020-2021 to 88% in 2021-2022. A majority of the questions asked had a decrease in satisfaction compared to the previous year. In 2021-2022, a noticeable decrease in how staff felt like an important part of BCOE was present. BCOE Special Education has responded throughout the year with wellness activities and seminars for staff designed to strengthen the staff's well-being and increase connection with the organization.

BASES LC - A school climate survey measuring the areas of staff connections, structure for learning, physical environment, peer/adult relationships, and parent involvement was given to all staff members with 100% reporting back. The area of highest rating was in staff connections with 99% agreement stating they strongly agree they feel supported and are an important part of the school team. During one on one check-in meetings with individual staff members held twice this year, anecdotal data collected points to the fact that staff members are tired and frustrated with constantly being understaffed. In addition a lack of structured time to debrief the explosive behaviors that cause safety concerns was high on all requests.

COORDINATION OF INSTRUCTION FOR EXPELLED STUDENTS

Feedback from districts to BCOE is the need for additional community school options in the south county region of Butte to support the growing needs of alternative placements for youth. The BCOE has begun initial work on this request from districts by participating in multiple meetings with district superintendents and will look at the viability of expanding Butte County Community School classroom options.

FOSTER/HOMELESS YOUTH EDUCATIONAL PARTNERS CONSULTATION (FOR BCOE SCHOOLS)

The School Ties Director joined the April 28, 2022 admin meeting to hear discussion of current data-driven needs, especially with chronic absenteeism and suspension. Advised to continue case management and tutoring services targeting foster students and students experiencing homelessness.

SCHOOL TIES FOSTER YOUTH SERVICES EDUCATIONAL PARTNERS CONSULTATION (countywide)

Educational partners ranked coordination between schools and placing agencies (83% high priority) and creating the policy and data infrastructure for monitoring foster youth school success (66% high priority) as the most important activities for BCOE to provide countywide. The feedback also indicated that the top 4 actions they want to see implemented in our schools are: connection with college and other postsecondary opportunities (59% high priority), training on trauma-informed practices (55%), training on the educational needs and rights of foster youth (52% high priority), and tutoring services for foster youth (50%).

SELPA

The BCOE team met with SELPA Director on 4/28/2022 for LCAP consultation. The SELPA Director advised us to link the Special Education Plans (SEP) to LCAP goals, using high leverage practices. Additionally, the SELPA advised we look at some of the things we have already written and add, SWDs as per the SEP plan so it shows a link to both the SEP and the LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LEA PRIORITIZATION OF EDUCATIONAL PARTNER FEEDBACK

BCCS:

Survey data collected in collaboration with education partners feedback determined the prioritization of the following school needs: Identification of family needs to target intervention (LCAP action 1.4) and support through listening sessions with families, especially Hispanic and middle and high school families. Education and academic assistance through increased contact time and staff professional development/coaching (LCAP action 1.4, 1.5 & 1.6). Social-emotional support for students; Parent and community outreach to increase engagement, decrease absenteeism, and suspensions. These areas will be supported through various funding sources including ESSER, Title 1, and supplemental and concentration (S&C).

BASES LC: Based on the input of the parents to keep the emphasis on positive feedback and relationship building, BASES will continue to ensure that SEL is the highest priority in all funding areas. In addition, BASES will continue to fund the full-time clinical social worker with supplemental and concentration funding, and a new full-time school psychologist with a combination of funding sources such as ESSER grant funds and possibly LEA Medi-Cal.

TMS: Based on feedback from educational partners including parents, community partners, staff and students TMS will continue to provide increased academic support and transition services. Having both teachers take lead roles for implementation; Supporting Instruction/College Career Readiness (LCAP action 1.7) and Transitions/College Career Readiness (LCAP action 1.11), teachers and support staff will assist students with short intensive interventions within the lowest academic area and workforce readiness skill development, particularly for low income, special education, and foster-homeless students. In order to increase the capacity of the school to meet individualized student needs effectively, additional resources for support staff are needed. Instructional Paraprofessional and Transition Specialist staff will increase using various funding sources including Title 1A and D, Supplemental and Concentration, and ESSER. Professional learning needs of staff will focus on PBIS and MTSS implementation fidelity.

Sp Ed: Educational partner feedback included an emphasis on student engagement strategies including hands-on learning and career/vocational education based in the community. Educational partner feedback also indicated the importance of continuing the Outreach Team to engage and build relationships with students and their families. Educational partners feel strongly that these activities will support improvement in attendance, chronic absenteeism, and suspension rates.

ASPECTS OF THE LCAP INFLUENCED BY FEEDBACK

Based on the review of data and input from educational partners, the majority of the LCAP remains applicable.

SCHOOL TIES FOSTER YOUTH SERVICES ASPECTS OF THE LCAP INFLUENCED BY EDUCATIONAL PARTNERS FEEDBACK (countywide)

Tracking the coordination between schools and child welfare will continue by measuring prompt enrollment, school mobility, partial credit, and graduation requirement exemptions awarded (LCAP action 1.12). The top educational partner identified needs will be met by increasing tutoring services to foster youth in the upcoming year. Tracking the percentage of educational partners trained on the needs and rights of foster youth and trauma-informed practices will continue. More training will be offered, utilizing youth trainers as well.

Goals and Actions

Goal

Goal #	Description
1	Broad: All BCOE students will be prepared to transition successfully into subsequent educational levels and the workforce.

An explanation of why the LEA has developed this goal.

The BCOE CA Dashboard indicates 0% of 139 students are prepared in 2019. This percentage maintained from previous years. Since the LEA serves primarily low-income, at-risk youth, there is a concurrent focus on behavior and social-emotional learning to support academic achievement efforts. Based on a previous root cause analysis, the LEA is focused on strategic, evidence/research-based strategies to increase student engagement through interest-based and real-world learning experiences. By strategically aligning all site plan actions with three key areas: achievement (Goal 1), climate (Goal 2) and engagement (Goals 1/2), the LEA is able to align valid and reliable measures of success that are actively tracked in each school site's self-evaluation tool for annual Needs Assessment development. Strategically focusing the efforts of each school program should result in LCAP goal attainment, or significant gains in progress toward goal attainment, by 2026.

BCOE school programs address this goal based on what educational partners feel best suits the needs of the student population served. This can include but is not limited to using evidence/research-based practices that follow in the actions below such as Project Based Learning (PBL), facilitating college application completion, supporting financial costs (such as college fees and books); providing academic and guidance support for high school students, participating in community workforce partnerships, internships, job shadowing, and community service; maintaining small class sizes, providing effective first instruction and personalized learning, offering transition and parent liaison services, providing 1:1 technology, and the implementation of rigorous and engaging curricula.

Each of our school programs is committed to ensuring all students are well-prepared to be responsible and productive citizens as they transition to other schools, or graduate and move forward with their postsecondary goals in college, career and/or the workplace. BCOE will measure progress of this goal as outlined in the metrics below. When group data is available, it is included in the outcomes. If the group is too small, the information is not included here but is disaggregated at the LEA level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Statewide Assignment	2020-2021	2021-2022			Maintain 100% fully credentialed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accountability System (CalSAAS) % of teachers appropriately credentialed and % of teachers appropriately assigned (Priority 1)	82% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned.	Local data indicates that 86% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned			100% appropriately assigned staff
Annual Williams Sufficiency Board Resolution % of student access to standards aligned instructional materials including ELD materials (Priority1)	2020-2021 100% of students have access to standards aligned instruction materials including ELD materials	2021-2022 100% of students have access to standards aligned instructional materials including ELD materials			Maintain 100% of student access to standards aligned instructional materials including ELD materials
CA State Standards Implementation including ELD standards as rated in response to self-reflection tool item 3 % reflects the average school ratings converted from the 5-point rubric (Priority 2)	2020-2021 The overall implementation of all State Standards including ELD standards as measured on the 5 point reflection tool averaged 56.4% (+1.4%).	2021-2022 The overall implementation of all State Standards including ELD standards as measured on the 5 point reflection tool averaged 56% (+0%)			Overall implementation of all state standards including ELD standards to be more than 75% as averaged on the 5 point self-reflection tool
LEASA (LEA Self-Assessment) Rubric for Student Access to	In 2021, the LEA self-identified level "Installing: Working	In June 2021, the LEA self-identified level "Implementing:			Increase one level on the LEA Self-Assessment each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a Broad Course of Study LEA's self-identified level on the LEASA Rubric measuring access to broad course of study (Laying the Foundation, Installing, Implementing & Continuous Improvement & Sustainability) (Priority 7)	towards implementation" on the LEA Self-Assessment (LEASA) measure #2, Teaching, Learning and Assessment.	Transformation and Systemic Efforts are underway" on the LEA-Self Assessment (LEASA) measure #2, Teaching, Learning and Assessment.			year to reach "Continuous Improvement & Sustainability"
CA Dashboard CAASPP Distance from standard points (Priority 4)	Spring 2019 ELA, including CAA: No performance color and 44.3 points below standard Math, including CAA: No performance color and 123.3 points below standard Student group data is not reportable.	Spring 2020 & Spring 2021 The baseline data is still the most current data due to the COVID-19 pandemic.			ELA: decrease distance from standard to less than 20 points Math: decrease distance from standard to less than 75 points Close the points gap to less than 5% for all reported student groups
CDE CAASPP data for CAST Science and CAST Alternate	Spring 2019 CAST	Spring 2020 No data due to COVID-19 pandemic			CAST: increase the number of students meeting or exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students meeting or exceeding standards (Priority 4)	Meeting or Exceeding Standards 19.7% Overall 10.53% Students with Disability 15% Socioeconomically Disadvantaged 7.69% Hispanic Latino 22.5% White	Spring 2021 CAST Due to factors surrounding the coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. Meeting or Exceeding Standards 20% Overall 7% Students with Disabilities (-4%) 21% Socioeconomically Disadvantaged (+6%) 14% Hispanic or Latino (+6%) 27% White (-5%)			standard by 15% from the baseline CAST Ait: Increase meeting or exceeding by more than 5% from the baseline Close the gap to less than 5% for all reported student groups
Local EL Academic Support Plan and BCOE CA Dashboard % of students classified as EL that	2020-2021 BCOE programs have fewer than 11 students and the	2021-2022 CA Dashboard data not available. BCOE programs have fewer than 11			Maintain rate of 100% of students classified as EL having an academic support plan which includes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have an academic support plan which includes monitoring of ELPAC progress (Priority 4)	Dashboard does not publicly report data. 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	students and the Dashboard does not publicly report data. 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			monitoring of ELPAC progress that is monitored and adjusted at least biannually
Data Quest EL Reclassification Rate % of EL students reclassified FEP (Priority 4)	2019-2020 data reflects 13 students classified as EL and 14.3% reclassified FEP.	2020-2021 data reflects 8 students classified as EL and 0% reclassified for this year.			Maintain or improve baseline reclassification rates that ensure students do not become Long Term English Learners; emphasis is on supporting students while enrolled
BCOE CA Dashboard CCI Report Pupil Outcomes - College/Career Indicators % of overall and student groups approaching prepared (Priority 8)	Spring 2020 0% students Prepared for College 10.5% Approaching Prepared 10.5% Low Income BCOE students are not on a UC/CSU	Spring 2021 CDE did not collect data for this report due to COVID-19 pandemic.			Increase overall and student groups Approaching Prepared to more than 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady and Write Score Local Assessment Data % of students meeting or exceeding standards	graduation track. CTE programs have not been developed for BCOE schools. IREADY FALL 2020 TO WINTER 2020 Butte County Community School OVERALL READING 19% (-9%) Overall Meeting or Exceeding Standards STUDENT GROUPS 20% (-11%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 9% (-2%) Disability Meeting or Exceeding Standards OVERALL MATH 18% (+6%) Meeting or Exceeding Standards: STUDENT GROUPS 20% (+6%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 0% (no change) Disability Meeting or	IREADY FALL 2021 TO WINTER 2021 Butte County Community School OVERALL READING 33% (+13%) Overall Meeting or Exceeding Standards STUDENT GROUPS 33% (+20%) Socioeconomically Disadvantaged Meeting or Exceeding Standards 27% (+27%) Students with Disability Meeting or Exceeding Standards OVERALL MATH: 21% (+10%) Meeting or Exceeding Standards STUDENT GROUPS 22% (+13%) Socioeconomically Disadvantaged Meeting or Exceeding Standards			Butte County Community School Increase % of students (overall and student groups) meeting or exceeding standards to 40% in reading, writing and math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Exceeding Standards</p> <p>OVERALL WRITING 5% (-3%) Overall STUDENT GROUPS 6% (no change)</p> <p>Socioeconomically Disadvantaged Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> ----- <p>Table Mountain School</p> <p>OVERALL READING 0% Overall Meeting or Exceeding Standards</p> <p>OVERALL MATH 0% Meeting or Exceeding Standards:</p> <p>OVERALL WRITING 0% Overall Meeting or Exceeding Standards</p> <p>Student groups are too few to publicly report.</p> <ul style="list-style-type: none"> ----- <p>BASES Learning Center</p> <p>OVERALL READING 0% Overall Meeting or Exceeding Standards</p>	<p>0% (no change) Students with Disability Meeting or Exceeding Standards</p> <p>OVERALL WRITING 6% (+1%) Meeting or Exceeding Standards STUDENT GROUPS 6% (+1%)</p> <p>Socioeconomically Disadvantaged Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> ----- <p>Table Mountain School</p> <p>OVERALL READING 0% Overall Meeting or Exceeding Standards</p> <p>OVERALL MATH 0% Meeting or Exceeding Standards:</p> <p>OVERALL WRITING 0% Overall Meeting or Exceeding Standards</p> <p>Student groups are too few to publicly report.</p> <ul style="list-style-type: none"> ----- <p>BASES Learning Center</p>			<p>Table Mountain, Special Education and BASES</p> <p>Increase % of students (overall and student groups) meeting or exceeding standards to 20% in reading, writing and math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SANDI Local Assessment Data (BOE Special Education) % of students scoring at Developed Learner (Priorities 4 and 8)	<p>OVERALL MATH 0% Meeting or Exceeding Standards: Student groups are too few to publicly report.</p> <ul style="list-style-type: none"> ----- Special Education READING OVERALL 9% (+9%) Overall Meeting/Exceeding Standards ----- Special Education SANDI FALL 2020 TO SPRING 2021 <p>READING OVERALL 7% (+2%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 5% (no change) Developed Learner</p> <p>WRITING OVERALL 3% (-2%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 2% (-1%) Developed</p>	<p>OVERALL READING 0% Overall Meeting or Exceeding Standards</p> <p>OVERALL MATH 0% Meeting or Exceeding Standards: Student groups are too few to publicly report.</p> <ul style="list-style-type: none"> ----- Special Education READING OVERALL Too few students to publicly support ----- Special Education SANDI FALL 2021 TO SPRING 2022 <p>READING OVERALL 13% (+8%) Overall Developed Learner STUDENT GROUPS Socioeconomically Disadvantaged 6% (+6%) Developed Learner</p> <p>WRITING OVERALL 12% (+7%) Overall Developed Learner</p>			Special Ed Increase % of overall and student groups scoring at Developed Learner on SANDI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Learner</p> <p>MATH OVERALL 3% (-2%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 2% (-1%) Developed Learner</p> <p>COMMUNICATION OVERALL 31% (+6%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 35% (+4%) Developed Learner</p> <p>SCIENCE OVERALL 1% (-1%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 0% (no change) Developed Learner</p>	<p>STUDENT GROUPS Socioeconomically Disadvantaged 9% (0%) Developed Learner</p> <p>MATH OVERALL 6% (+3%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 3% (+3%) Developed Learner</p> <p>COMMUNICATION OVERALL 34% (+7%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 31% (+7%) Developed Learner</p> <p>SCIENCE OVERALL 0% (0%) Overall Developed Learner</p> <p>STUDENT GROUPS Socioeconomically Disadvantaged 0% (0%) Developed Learner</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
BCOE CA Dashboard Graduation rate % (Priority 5)	The 2019 Dashboard does not have a performance color. 60% of students graduated	The 2020 Dashboard does not have a performance color. 64.3% (+4.3%) of students graduated			Increase graduation rates to 75% or higher
Updated Countywide Expulsion Plan Completion and maintenance of plan LEA's self-reporting of plan completion, implementation and maintenance (Priority 9 - COE Only)	Completed countywide expulsion plan.	Implemented and maintained countywide expulsion plan			Implement and maintain countywide expulsion plan.
Ten Engagement Distinguishers Rubric from BPL of Academic Engagement Average rating of the 10 distinguishers converted to a percentage (Priority 6)	Spring 2021 All School Average on the Ten Engagement Distinguishers of Big Picture Learning: 53% (+8%)	Spring 2022 All School Average 10 Engagement Distinguishers of Big Picture Learning: 48% (-5%)			Maintain or increase average academic engagement to 75% or higher
Foster Focus Data System % rate on multiple categories a) Foster Youth student transfer rate	2020 Baseline a) Foster Youth student transfer rate: 45% b) Prompt school enrollments: 80%	Spring 2022 a) Foster Youth student transfer rate: 35% b) Prompt school enrollments: 81%			a) Maintain FY student transfer rate below 50% b) Increase Prompt school enrollments to 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
b) Prompt school enrollments	c) Educational Partners trained on the educational needs and rights of Foster youth and trauma informed practices: 70%	c) Educational Partners trained on the education needs and rights of Foster youth and trauma informed practices: 70%			c) Increase Educational Partner trained on the educational needs and rights of FY to 80%
c) Educational Partners trained on the education needs and rights of Foster youth and trauma informed practices	d) Eligible FY students awarded AB 167/216: 89%	d) Eligible foster students awarded AB 167/216: 90%			d) Increase eligible FY students awarded AB 167/216 to 95%
d) Eligible foster students awarded AB 167/216	e) FY who have a Health and Education Passport: 74%	e) FY who have a Health and Education Passport: 96%			e) Increase FY Health and Education Passport to 100%
e) FY who have a Health and Education Passport (Priority 10)					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	LEA Professional Development, Including Coaching	<p>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.</p> <ul style="list-style-type: none"> 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, direct principal training for use of Analytics, and full site professional development for Pre-Referral and Intervention (SST) 	\$67,725.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Provide site/LEA admin high quality professional learning including BPL, new teachers with mentor support, and conferences		
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	\$10,646.00	No
1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	The LEA will provide technical assistance to 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 development, implementation and progress monitoring of needs assessments and EL Academic Support Plans f. LEA operational costs to support school sites	\$145,508.00	No
1.4	BCCS Supporting Instruction	Due to underperforming student groups in the areas of math, reading, and writing, BCCS will provide more student contact time with the teacher through reduced grade spans in the K-8 classrooms. BCCS Instructional Paraprofessional will provide additional instructional support with small group interventions, push-in classroom support and tutoring	\$118,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Professional and Program Development	BCCS will provide additional professional development training/release time for staff and program development and future CTE pathway planning. TMS will provide training specific to COE Alternative Education.	\$0.00	No
1.6	BCCS class size reduction	In order to support increased engagement of foster youth, low income and English Learners, BCOE will continue to maintain a low student: teacher ratio.	\$134,615.00	No
1.7	TMS Supporting Instruction/College Career Readiness	Due to overall low rates of math, reading, and writing achievement and college and career readiness, TMS will: a. Develop formative assessments within the low reading, writing and math domains (.65 FTE teacher) b. Implement intensive interventions for low income, special education, and foster-homeless students (IP, Teacher, Tutor) c. design programming aligned with college and career indicators accessible to the mobile student population (Teacher) d. Expand the school year for two extended year sessions (Teachers ESY 1 and 2) e. Increase instructional support (IP)	\$108,281.00	Yes
1.9	BCCS Intervention Assessments and Data Management	BCCS Administrative Assistant will manage and maintain diagnostic assessment, intervention tools, and data systems: i-Ready, Write Score, and Aeries Analytics.	\$0.00	No
1.11	TMS Transitions/College Career Readiness	Due to low rates of students who exited TMS participating in postsecondary education and job training programs, TMS will:	\$329.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure transitional supports are fully implemented and sustainable for successful postsecondary enrollment, employment, or continued K-12 education enrollment (Transition Specialist)</p> <p>Increase students' engagement through college and career presentations, visits, classes, and certificates (Transition Specialist)</p> <p>Integrate workforce readiness skills into school schedule and content (Transition Specialist)</p>		
1.12	Countywide foster youth	Provide information and support countywide to LEAs regarding the unique needs of foster youth as identified in Priority 10.	\$85,237.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

BCOE schools focus on three critical areas: climate, achievement and engagement which include a focus on math, writing and academic engagement. Please note that the action item numbers listed below refer to the 21-22 LCAP.

Related actions were implemented as follows:

LEA:

1.1 - LEA Fully Implemented Action 1.1.e LEA Professional Development provided by CTE staff to support increased academic engagement was fully implemented but poorly attended.

1.2 - Fully implemented

1.3 - Fully implemented

TMS:

1.5 - Fully implemented with modifications to the delivery model of the PD to be local.

1.7- TMS was unable to hire a second IP. This had minimal impact on the implementation of the action due to a remaining low student-to-instructional staff ratio.

1.11- Fully implemented

BCCS:

1.4 - Fully implemented elements of action.

1.5 - Due to COVID-19 guidelines not allowing for visitors on campus and lack of teacher subs, teachers did not do site visits to other campuses. Other professional development around program development and CTE and pathway planning was completed via zoom and did not have additional cost.
1.6 - Fully implemented
1.9 - Fully Implemented

SpEd:

1.8 - Fully Implemented
1.10 - Fully implemented

For successes, please refer to the Plan Summary Reflections section under Successes.
Challenges are noted above.

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

The action item numbers listed below refer to the 21-22 LCAP.

1.5 - Due to a lower-than-budget S&C allocation, PD needs were met with local and LEA resources.
1.6 - Action was met but the budget was adjusted due to declining enrollment, action was funded out of ESSER II funds
1.7 - Due to decreasing enrollment, TMS was unable to fund a second IP.
1.11 - Action was met, but due to a lower than budget S&C allocation, the braiding of ESSER funds was used to pay for the Transition Specialist.

An explanation of how effective the specific actions were in making progress toward the goal.

BCOE schools focus on three critical areas: climate, achievement and engagement which include a focus on math, writing and academic engagement. The action item numbers listed below refer to the 21-22 LCAP.
Effectiveness of related actions are as follows:

LEA

1.1 LEA Professional Development, Including Coaching

In our annual 21-22 Certificated Professional Development (PD) Needs Assessment, 80% of certificated staff indicated they were satisfied with professional development they received in 21-22 and 73% of certificated staff indicated they are actively implementing.
In our annual 21-22 Classified PD Needs Assessment, 88% of staff indicated they were satisfied with PD in 21-22 and 74% are actively implementing.

The Push-In PD survey combines responses from certificated and classified staff following specific site provided PD. 90% of staff indicated that the PD provided at the site level supported student learning and/or their journey as an educator.

1.2 LEA Assessments and Data Management

The LEA continued to purchase assessment tools and expanded the writing assessment this year to include all grade levels 2 -12. This data is disaggregated for the overall, unduplicated and special education populations. Data findings are organized and reviewed with educational partners, including school site council, where applicable, and results are used in part to develop the annual Needs Assessment.

1.3 LEA Technical Assistance: Site Council, Data, SIS, Other

On the annual 21-22 Technical Assistance Feedback Survey, 100% of respondents indicated a level 5 out of 5 in regards to support received on TA in the areas of SSC trainings and support, Title 1 meetings, budget, compliance and support, and parent & family engagement support. 100% of respondents indicated a level 5 (75%) or 4 (25%) out of 5 on the Data Services Support Feedback Survey for overall satisfaction with support in the areas of disaggregation and analysis of student data, Aeries, on-line learning software support, state assessment platforms and EL and 504 student progress monitoring.

TMS:

1.5: Staff survey feedback indicated 100% of staff felt they received a sufficient amount of professional development to meet their needs. Staff capacity grew from professional learning which allowed the program to expand to include an additional student pod.

1.7: Students within the commitment program were able to complete Welding certification course. Extended School Year was successfully staffed in July 2021 and June 2022 allowing students to continue to earn credits toward graduation. Student interest projects continue to be embedded within the school day. The quantity of projects was impacted due to quarantine restrictions within the Juvenile Hall facility and other staffing issues that led to unexpected leaves.

1.11: Transition Specialist was able to provide individual transition planning and universal college and career exploration. Twelve student field trips and guest speakers provided opportunities to explore college and career with over 95% participation rate. 100% of exited students continued enrollment in high school and earned credits or began postsecondary education.

BCCS:

1.4: Student scores in elementary classes have increased at each benchmark assessment as they have had more contact with instruction and intervention. Coaching was started for elementary teacher but never completed; high school teacher was supported at beginning of year and coach attended inclusion and implementation professional development with teachers but implementation roll out did not occur as planned. Parent liaison coaching cycle took place to increase capacity in staff in order to improve family engagement and outreach. Principal attended and coordinated with Transition Specialist to plan and develop career readiness course and prepare and increase internship/job shadow opportunities for high school students.

1.5: Professional development/release time program development and future CTE Pathways is a high priority based on staff survey results and will be accessed in-person or remotely as necessary for safety.

1.6: Having lower student to teacher ratio has allowed staff to provide more 1:1 attention and support to our unduplicated students who require additional instruction to complete academic assignments.

1.9: Student participation rates increased in assessment completion percentages and assessment tracking completed after every assessment window.

SpEd:

The purchase of updated technology allows all students in Special Education continued 1:1 access to technology in the school setting. The purchase of a wheelchair vehicle provides students access to community based instruction and career experience, increasing student engagement.

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

BCOE has aligned its 2022-23 actions with the needs captured from student climate and engagement data and educational partner feedback. Please note that the action item numbers listed below refer to the 21-22 LCAP.

The changes in actions include:

TMS:

1.5 Provide more on site, push-in, and remote PD to reduce cost barriers while increasing access to staff. S&C funding decrease due to funding model change all PD will be supported through alternate models. PD costs will be coordinated with other state and federal funding.

1.7 Driven by educational partner feedback, increase academic support, intervention, and college and career readiness skill development by increasing teacher time for interventions and support staff to provide tutoring and other academic support.

1.11 Due to S&C funding decrease, Transition Specialist costs will be coordinated with other federal funding. Action item objective remains the same.

BCCS:

1.4: Reduction of Teacher/Instructional Coach position due to low enrollment and students needs being met through increased first instruction, professional development and coaching being provided through LEA. S&C funding decrease due to change in funding model has caused action items to be funded from other sources. Grade span reduction teachers will be funded at a lower rate by S&C and Title 1, Paraprofessional will be funded out of Title 1 instead of S&C and .10 FTE of principal will be funded from another source.

1.5: Provide more on site, push-in, and remote PD to reduce cost barriers while increasing access to staff. S&C funding decrease due to funding model change all PD will be supported through alternate models.

1.6: S&C funding decrease due to change in funding model has caused action items to be funded from other sources.

1.9: S&C funding decrease due to change in funding model has caused action items to be funded from other sources.

SpEd/BASES: In the past, BCOE Special Education department had reported directly on the BCOE LCAP pass-through funding from districts being served. Future action follows the guidance that a COE should not be reporting pass-through or bill-back funding received from districts within its LCAP, as the legal responsibility for both the funding and accountability lies with the district. In the coming years, BCOE Special

Education will report to the districts the proposed action plans for use of pass-through funding and the districts can report the plan on their LCAP. As such, BCOE Special Education will continue with actions to support students; however actions 1.8 and 1.10 will not be reported in BCOE's LCAP.

Foster Youth Support Countywide - Action 1.12 has been added to support the coordination of services for Foster Youth in Butte County.

No significant changes were made to the metrics and desired outcomes from the previous plan.

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.

Goals and Actions

Goal

Goal #	Description
2	Broad Goal: All BCOE students will learn in safe, consistent, nurturing environments.

An explanation of why the LEA has developed this goal.

This goal supports BCOE schools in providing safe and culturally respectful environments for students to build critical thinking skills and become effective problem solvers in the face of educational and real world challenges. By strategically aligning all site plan actions with three key areas: achievement (Goal 1), climate (Goal 2) and engagement (Goals 1/2), the LEA is able to align valid and reliable measures of success that are actively tracked in each school site's self-evaluation tool for annual Needs Assessment development. Strategically focusing the efforts of each school program should result in LCAP goal attainment or significant gains in progress toward goal attainment by 2026.

This work supports reductions in high suspension (12%) and chronic absenteeism (40%) rates. Staff members develop one-on-one relationships with students utilizing individual success plans, a low teacher to student ratio, small class environments, culturally sensitive techniques, embedded learning and asset-based teaching strategies.

In each of our schools, there is a common need to establish an engaging learning environment that meets the needs of each individual student. In order to accomplish this, school sites focus on building a continuum of support and differentiated instruction. All schools are involved in a Multi-Tiered System of Support (MTSS) rollout to implement a process of systematically documenting the performance of students as evidence of the need for additional services after having first made changes in classroom instruction. This process began with a strong emphasis on implementing Positive Behavioral Interventions & Supports (PBIS) to increase the proactive and preventative behavior instruction needed to support students experiencing academic and social difficulties in school. Superintendent policy aligns with the implementation of proactive behavior supports. BCOE will measure progress of this goal as outlined in the metrics below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Facility Inspection Tool (FIT) % of school facilities in "Good Repair"	75% of BCOE programs have facilities that were rated good or	100% of BCOE programs have facilities that were rated good or			Maintain 100% good or exemplary rating on the FIT report, annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1)	exemplary on the FIT Report in fall 2020.	exemplary on the FIT Report in fall 2021.			
Parent/Family Engagement 5 Point Self-Reflection Tool increase in implementation level (1-5) (Priority 3)	In 2021, BCOE schools self-evaluated 'beginning' (2) on the Family Engagement rubric regarding decision making	In 2022, BCOE schools self-evaluated 'initially implementing' (3) on the Family Engagement rubric section regarding decision making.			(4) full implementation of practice for seeking input on decision making
LCAP Survey Data % of parent participation in programs and support for unduplicated pupils (Priority 3)	63% of parents of Native American students attended the AIECE Advisory Board Meetings 1.5% of foster parents completed the LCAP Survey 99% of parents scored a 3 or above on a 5 point scale for "EL students are supported": (3- 28%, 4- 38%, 5- 33%) 98% parent attendance at IEP meetings in BCOE schools.	36% of parents of Native American students attend the AIECE Advisory Board Meetings 50% of foster parents completed the LCAP Survey 100% of parents scored a 3 or above on a 5 point scale for "EL students are supported": (3 - 0%, 4 - 21%, 5 - 79%) 99% parent attendance at IEP meetings in BCOE schools			Increase attendance of Native American parents who attend AIECE Advisory Board meetings to 80% Increase foster parent survey completion to at least 25% Maintain or increase % of parents scoring 3 or above on a 5 point scale for EL students are supported Maintain or increase parent participation % in IEP meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALPADS Attendance % rate (Priority 5)	2019-2020 85.2% TK-12 Attendance 81.8% Low Income 86.9% EL/RFEP 83.4% Foster-Homeless 74.1% Students with Disabilities 86.7% American Indian 84.5% Hispanic 80.5% White 81.3% Multiple Races	2020-2021 83.5% TK-12 Attendance 82.8% Low Income 83.5% EL/RFEP 84.8% Foster-Homeless 83.4% Students with Disabilities 84.3% American Indian 86.6% Hispanic 82.3% White 80.5% Multiple Races			Increase and maintain attendance rate to 95% or greater
BCOE CA Dashboard Chronic absenteeism % rate (Priority 5)	2019 CA Dashboard 39.3% Chronically Absent 40.5% Students with Disabilities 40.4% Low Income 45.1% White	2020 CA Dashboard Data not reported Based on locally disaggregated CALPADS data, overall and all student groups maintain high levels of chronic absenteeism			Reduce overall and student groups to less than 15%
CALPADS Middle school dropout % rate (Priority 5)	Too few students to report publicly	Too few students to report publicly			Closely monitor to maintain a 3% or less dropout rate
CALPADS High school dropout % rate (Priority 5)	2019-2020 2.8% Dropout Rate 2.9% Students with Disabilities	2020-2021 14.3% Dropout Rate 1.3% Students with Disabilities			Maintain dropout rate of less than 3%; Special Education less than 10.72%, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
BCOE CA Dashboard Suspension % rate (Priority 5)	Spring 2019 12.1% Suspended at least once 22.1 % Students with Disabilities	Spring 2020 CA Dashboard data not reported Based on locally disaggregated CALPADS data, overall student groups indicate a drop in suspension rate to approximately 3.8% and 5.8% for students with disabilities			Maintain overall suspension rate at less than 5% and reduce special ed suspension rate to less than 10%
Data Quest Expulsion % rate (Priority 6)	0 Expulsions in 2019-2020 - 0%	0 Expulsions in 2020-2021 - 0%			Maintain zero expulsions - 0%
Local PBIS Student Climate Survey Satisfaction rate % (Priority 6)	2020 Winter Student Climate Survey BCCS Middle-High: 86% (+18%) BCCS Elementary: 80% (-4%) TMS: 76% (-11%) Special Education: 85% (-8%)	2021 Winter Student Climate Survey BCCS Middle-High: 86% (+0%) BCCS Elementary: 86% (+6%) TMS: 84% (+8%) Special Education: 85% (0%)			Maintain an Overall Student Climate satisfaction rating of 85% or higher at each school as measured by the PBIS Student Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BASES - new school site, no data yet	BASES Learning Center - Student responses were not collected Due to low participation rates, data should be viewed with caution.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	LEA Professional Development	<p>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.</p> <ul style="list-style-type: none"> a. LEA will continue to provide training on MTSS topics. 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. 	\$18,258.00	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.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	LEA Technical Assistance: Proactive System Development	The LEA will provide technical assistance to a. support follow up on implementation of site family engagement plans, PLC and data disaggregation/analysis. b. support with further development and implementation systems for Aeries Discipline.	\$26,912.00	No
2.7	BCCS Student and Family Engagement	BCCS will support students and families with a .33 FTE Parent Liaison to support Parent/Family and Student Engagement. BCCS will support student and family engagement with parent education trainings and family events.	\$1,243.00	No
2.9	TMS Supporting Social-Emotional Learning	Due to the struggle with mental health issues of a small subgroup of students, the overall decrease in graduation rates, low student and staff acknowledgement, and high importance from educational partners of social-emotional learning, TMS will: a. Develop intensive (Tier 3) engagement strategies and interventions to maintain low chronic absenteeism and increase graduation rates b. Integrate social-emotional learning into school schedule and content c. Increase schoolwide sense of belonging and positive self-esteem through acknowledgements d. Inventory school climate, SEL, basic needs, and mental health interventions and supports and develop areas requiring further development	\$12,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

BCOE schools focus on three critical areas: climate, achievement and engagement which include a focus on attendance, chronic absenteeism, drop out rates, and suspensions. Related actions were implemented as follows:

LEA

2.1a - Partially implemented, some PD happened and some is being moved to next year with the CDS team

2.2 - Fully implemented TA for SIS Attendance & Behavior

2.3 - Fully implemented TA for System Development

TMS

2.9: Fully implemented, teachers led SEL integration and reinforced positive behaviors through incentives

BCCS:

2.6: Base Education was purchased and utilized for students 6-12th grade

2.7: Fully Implemented, parent liaison supported families and 6 schoolwide family events took place over the school year

SpEd

2.4 - Fully implemented to increase engagement

2.5 - Fully implemented to reduce suspensions

2.10 - Fully implemented to support collaboration, behavior, intervention and inclusion support

2.11 - In progress: Outdoor equipment was purchased and is in the process of being delivered but has taken an extended period of time to receive due to unforeseen challenges in production and shipment

BASES

2.8 - Fully implemented, hired Clinician to support social services, crisis management and counseling

For successes, please refer to the Plan Summary Reflections section under Successes.
Challenges are noted above.

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.

2.1 - Action met. The LEA had a material difference as the MTSS trainings were at no cost.

2.3 - Action met. More spent on the action than planned

2.4- Action met. More spent on the action than planned.

2.6- Action met. However, BASE Education was not implemented at BCCS due to other resources available for this need

2.7- Action was implemented, but the budget was adjusted due to declining enrollment. Action was funded out of ESSER II funds

2.9- Action was implemented, but the budget was adjusted due to declining enrollment

An explanation of how effective the specific actions were in making progress toward the goal.

BCOE schools focus on three critical areas: climate, achievement and engagement which include a focus on attendance, chronic absenteeism, drop out rates, and suspensions. Related explanations of effectiveness are as follows:

LEA support for engagement and climate

2.1 - 2.3

The 21-22 data indicates overall that 92% of certificated staff are satisfied. 84% are implementing. In the annual 21-22 Classified PD Needs Assessment, 82% for satisfaction and 82% are implementing. The Push-In PD survey which is a combination of certificated and classified staff surveyed, 90% indicated that the PD supported student learning and/or their journey as an education. Schools are actively using the Aeries intervention and discipline dashboards.

TMS:

2.9: Student SEL access and learning are reflected in lesson planning, content competencies, and master schedule including integration.

BCCS:

2.6: Students have not been engaging in the SEL lessons included in Base Education. Site team has decided to not renew for future years.
2.7: Student attendance increased as the year progressed. Student and family attendance at family events is on the rise with positive feedback from parents. Number of family events increased from 2 to 6 with families from all classes attending.

BASES

2.8: The social worker/clinician provided IEP support services in the areas of individual and group counseling along with social services to all students on campus. In addition crisis management support was provided for students and families.

SpEd

2.4: Hiring a Parent Liaison and Transition Specialist provided ongoing communication with families as well as offered multiple training sessions to families and the community throughout the year, increasing family engagement as evidenced in an increase in participation rates.
2.5: Special Education funded training and coaching to support PBIS and behavior interventions and provided professional development by sending the PBIS team to a recognized PBIS Symposium among other presentations throughout the year.

2.10: Behavior strategies and supports were implemented and monitored by the Behavior Specialist who supported classrooms and staff with positive behavior interventions further decreasing suspensions and behavior incidents.

As a result of the implementation of these actions, the following positive outcomes are noted:

Student group attendance rates improved: Low income (+1%), Foster Youth (+1.4%), Hispanic (2.1%), White (1.8%) and Students with Disabilities (9.3%)

Suspension rates dropped overall to 3.8% (-8.3%) and for Students with Disabilities to 5.8% (-16.3%) based on locally disaggregated data. The expulsion rate maintained at 0%.

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

TMS:

2.9: Continue to support students' SEL development through intensive tiered interventions, integrated lessons, and positive recognition.

BCCS:

2.6: Students have not been engaging in the SEL lessons included in Base Education. Site team has decided to not renew for future years.
2.7: Continue to support families through Parent Liaison, increasing parent involvement through family events and school volunteer opportunities.

SpEd/BASES: In the past, BCOE Special Education department had reported directly on the BCOE LCAP pass-through funding from districts being served. Future action follows the guidance that a COE should not be reporting pass-through or bill-back funding received from districts within its LCAP, as the legal responsibility for both the funding and accountability lies with the district. In the coming years, BCOE Special Education will report to the districts the proposed action plans for use of pass-through funding and the districts can report the plan on their LCAP. As such, BCOE Special Education will continue with actions to support students; however these actions, 2.4, 2.5, 2.8, 2.10 and 2.11 will not be reported in BCOE's LCAP.

No significant changes were made to metrics and desired outcomes from the previous plan.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$116,535	0

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	Total Percentage to Increase or Improve Services for the Coming School Year
49.88%	0.00%	49.88%
	LCFF Carryover — Dollar	49.88%
	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

BCOE values educational partner input for goal and action development. The input received focused in the areas of climate, achievement and engagement. Twenty-five percent of all Butte County households have experienced four or more adverse childhood experiences (ACEs) and an additional 49% of households have experienced 1-3. Current statewide ACES data states that 76% of all residents of Butte County have experienced at least one ACE event in their lives, the highest percentage of any California county and that was before the Camp Fire and pandemic. The additional trauma that the pandemic has brought on our students and families coupled with the past incidents have greatly impacted our community. Research sites that homeless youth, foster youth, and students from low-income households are much more likely to have experienced four or more adverse childhood experiences. Following is a combination of our local student data coupled with conditions our students are experiencing due to the effects of the trauma they have experienced. The actions supported through increased and improved services were designed to address the conditions of our most vulnerable students as referenced in the Identified Needs section but will be utilized in a schoolwide manner. These actions remain consistent from the 2021-22 LCAP and will continue through 2022-23.

Action 1.4

BCCS data shows EL and Foster-Homeless student groups (too few to publicly report) need additional support in ELA, math, and writing, as determined by local assessment scores. Data has shown our English Language Learners are not performing at a rate comparable to the overall population in the area of reading and math. Additionally, in math, our foster-homeless youth are also performing at a lower level on state and local assessments. In the area of writing, students identified as low-income need additional support to increase test scores. 40% of our students are chronically absent and 10% of our socioeconomically disadvantaged students are suspended at least once throughout the year.

As mentioned above, most of our unduplicated students are experiencing trauma and anxiety due to ACEs in the home as well as the stress from the flood scare, multiple fires and the pandemic. Studies have shown that students experiencing high levels of trauma and stress might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) BCCS will provide increased instructional support and engagement strategies through an additional teacher to reduce the grade span in elementary grades in order to provide more personalized and targeted instruction, provide an instructional paraprofessional to provide more individualized and small group academic support and provide principal oversight for internship development, PBL oversight, and CTE Pathway Development.

BCCS expects to see this targeted intervention increase the academic scores of low-income students and decrease the rate of chronically absent students. In order to monitor progress and address individual needs, BCCS will utilize attendance rates, i-Ready, Write Score, and Aeries Analytics throughout the year.

Data from winter 2019 and winter 2020 local assessments indicated low-income student scores increased 2% in writing and 6% in math.

Additionally, BCCS data documented unduplicated student groups demonstrated growth in the areas of reading, writing, and math despite the continued need for additional support.

Due to the increased growth, BCCS will continue these supports and monitor progress to ensure continued success. Educational partners will also continue to be consulted (1.4).

Action 1.7, 2.9

Table Mountain School (TMS) housed in Butte County's Juvenile Hall, chronic absenteeism data indicates the need to increase attendance/engagement supports for students with disabilities (too few to publicly report) and low-income students. The TMS student population is 100% low-income, so the data represents all students. Absenteeism often occurs in the form of refusal to attend school when a student is initially detained. School climate surveys show that there is a stronger level of distrust when students first arrive. TMS staff is aware that students come to the school with varying levels of trauma and many have been unsuccessful in other school settings. To address this, additional support will be provided to engage new and returning students by providing 1:1 support with students who are hesitant to enter the classroom environment. While the data indicates that school refusal is more frequent in students with disabilities, additional support will be provided as needed schoolwide. These additional individualized supports combined with increased efforts to engage students once they are in the classroom is expected to decrease the chronic absenteeism rate. When an EL student enrolls at TMS, the transition specialist, teacher and IP work collaboratively to develop and individualized Academic Support Plan which monitors progress on the ELPAC, ELD standards and academic progress in ELA, Writing and Math. Building a positive school culture is a priority at TMS. Trauma-Informed practices, an emphasis on Social-emotional Learning and fidelity in implementation of the PBIS tiered system of supports are expected to increase student survey results and more importantly increase staff and student well-being. Additional engagement data indicates that

graduation rates for Foster-Homeless and Special Education students (too few to publicly report) are lower than average, and dropout rates are higher than average for the same populations. By increasing the Instructional Paraprofessional and Transition Specialist staffing, additional support will be provided from the first day of enrollment through transition planning. The Instructional Paraprofessional staff will work collaboratively with the Transition Specialist to ensure an appropriate transition plan is in place. This collaboration will focus on Foster-Homeless, Special Education, low-income students, EL students, and will be available to students schoolwide. (1.7)

TMS School - State level achievement data indicates that no students are meeting/exceeding standards in Reading, Math and Writing. While only a few students demonstrate grade-level achievement, students tend to show improvement in reading and math on local assessments from the diagnostic to the benchmark administration. Academic support is provided schoolwide as well as based on identified student needs. It is expected that with additional academic support and implementing academic interventions with fidelity, student achievement will increase. TMS will work with the BCOE CTE department to provide a Teacher of Record to support the Juvenile Hall welding program. This collaboration will allow 100% of youth, including unduplicated Foster-Homeless and low-income students, who participate in welding to earn grades and credits for their participation. TMS will continue to provide an additional 52 school days each year in the Extended School Year. This action continues to allow students with disabilities, Foster-Homeless and low-income students who are detained in Juvenile Hall the opportunity to earn credits toward graduation throughout the summer months. In order to increase student engagement, one teacher will be assigned as the implementation lead in the Big Picture Learning approach to individualizing student learning. The individualized instructional approach will create opportunities for unduplicated Foster-Homeless, EL students, and low-income students to use their life experiences, goals and interests to increase engagement by developing projects for learning that are relevant to their real world. Many of our students come to us credit deficient and feel hopeless in trying to obtain a high school diploma. Students at TMS will be provided the opportunity to pass the High School Equivalency Test (HiSET) Increasing the Instructional Paraprofessional staff from 1.0 to 2.0 FTE will ensure that unduplicated students receive needed individualized academic support immediately upon enrollment and throughout their time at TMS. Graduation rates for our low-income student group has been increasing and the percentage of TMS students taking the HiSET has increased. Our educational partners feel strongly that these services remain in place for our incarcerated youth. TMS staff will continue to track credits and graduation rates as well as HiSET pass rates. (1.7)

In addition, a teacher in the detention classroom has been assigned as implementation lead for Social-emotional Learning. Establishing a relationship with new and/or returning students is paramount to student success. SEL is being integrated into the core curriculum, delivered in stand-alone lessons in both classrooms and has been included in the TMS Student Learner Outcomes. Incentives will be purchased to support implementation of the Honor Roll as part of the tiered Positive Behavior Intervention and Supports system. Positive recognition of and awards for desired behavior will increase the student climate survey data point, "I feel successful at school." (2.9)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

BCOE developed a clearly defined base program in 2017-2018 of the specific program provided to all of our students. Utilizing needs assessments and considering the specific needs of our students, the LEA identified research-based actions beyond our base program that would address the conditions of unduplicated students. The actions described in prompt 1 quantitatively meets the 22.0% increase or improved services required.

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 - County Offices of Education did not receive this funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$116,559.00	\$85,237.00		\$529,306.00	\$731,102.00	\$706,159.00	\$24,943.00	
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	LEA Professional Development, Including Coaching	All				\$67,725.00	\$67,725.00
1	1.2	LEA Assessments and Data Management	All				\$10,646.00	\$10,646.00
1	1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	All				\$145,508.00	\$145,508.00
1	1.4	BCCS Supporting Instruction	English Learners Foster Youth Low Income	\$25,841.00			\$92,507.00	\$118,348.00
1	1.5	Professional and Program Development	All					\$0.00
1	1.6	BCCS class size reduction	All				\$134,615.00	\$134,615.00
1	1.7	TMS Supporting Instruction/College Career Readiness	English Learners Foster Youth Low Income	\$79,218.00			\$29,063.00	\$108,281.00
1	1.9	BCCS Intervention Assessments and Data Management	All					\$0.00
1	1.11	TMS Transitions/College Career Readiness	All				\$329.00	\$329.00
1	1.12	Countywide foster youth	foster youth		\$85,237.00			\$85,237.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	LEA Professional Development	All				\$18,258.00	\$18,258.00
2	2.2	LEA Technical Assistance SIS Attendance and Behavior	All				\$2,000.00	\$2,000.00
2	2.3	LEA Technical Assistance: Proactive System Development	All				\$26,912.00	\$26,912.00
2	2.7	BCCS Student and Family Engagement	All				\$1,243.00	\$1,243.00
2	2.9	TMS Supporting Social-Emotional Learning	English Learners Foster Youth Low Income	\$11,500.00			\$500.00	\$12,000.00

2022-23 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 — 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
\$233,650	\$116,535	49.88%	0.00%	49.88%	\$116,559.00	0.00%	49.89 %	Total:	\$116,559.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$116,559.00

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	1.4	BCCS Supporting Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	\$25,841.00	0%
1	1.7	TMS Supporting Instruction/College Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TMS	\$79,218.00	0%
2	2.9	TMS Supporting Social-Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TMS	\$11,500.00	0%

2021-22 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$1,405,918.00	\$1,359,652.00		
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, Including Coaching	No	\$92,357.00	\$108,864
1	1.2	LEA Assessments and Data Management	No	\$12,646.00	\$11,403.00
1	1.3	LEA Technical Assistance: Site Council, Data, SIS, Other	No	\$229,984.00	\$230,372.00
1	1.4	BCCS Supporting Instruction	Yes	\$304,640.00	\$305,359.00
1	1.5	Professional and Program Development	Yes	\$20,237.00	\$3,853.00
1	1.6	BCCS class size reduction	Yes	\$40,014.00	\$40,437.00
1	1.7	TMS Supporting Instruction/College Career Readiness	Yes	\$253,648.00	\$178,462.00
1	1.8	Special Education Supporting Instruction	No	\$10,000.00	\$10,434.00
1	1.9	BCCS Intervention Assessments and Data Management	Yes	\$32,970.00	\$33,005.00
1	1.10	Special Education Supporting Community and Career Instruction	No	\$69,498.00	\$65,717.00

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	1.11	TMS Transitions/College Career Readiness	Yes	\$57,970.00	62,492.00
2	2.1	LEA Professional Development	No	\$24,789.00	\$24,809.00
2	2.2	LEA Technical Assistance SIS Attendance and Behavior	No	\$1,604.00	\$1,359.00
2	2.3	LEA Technical Assistance: Proactive System Development	No	\$34,750.00	\$40,152.00
2	2.4	Special Education Increase Engagement	No	\$62,650.00	\$111,182.00
2	2.5	Special Ed: Support Students & Staff- Reduce Suspensions	No	\$8,000.00	\$3,775.00
2	2.6	BCCS Student Health and Wellness	No	\$3,500.00	0
2	2.7	BCCS Student and Family Engagement	No	\$16,082.00	\$13,845.00
2	2.8	BASES Clinical Social Worker Support	No	\$30,471.00	\$30,471.00
2	2.9	TMS Supporting Social Emotional Learning	Yes	\$42,141.00	\$25,331.00
2	2.10	Special Education Supporting Positive Behavior Supports	No	\$38,782.00	\$39,145.00
2	2.11	Special Education Supporting Student Well-Being	No	\$19,185.00	\$19,185

2021-22 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 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)	
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	1.4	BCCS Supporting Instruction	Yes	\$119,903.00	\$47,208	0%	0%
1	1.5	Professional and Program Development	Yes	\$20,237.00	\$844	0%	0%
1	1.6	BCCS class size reduction	Yes	\$40,014.00	0	0%	0%
1	1.7	TMS Supporting Instruction/College Career Readiness	Yes	\$227,238.00	\$135,746	0%	0%
1	1.9	BCCS Intervention Assessments and Data Management	Yes	\$32,970.00	\$33,005	0%	0%
1	1.11	TMS Transitions/College Career Readiness	Yes	\$250.00	\$250	0%	0%
2	2.9	TMS Supporting Social Emotional Learning	Yes	\$42,141.00	\$25,331	0%	0%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	\$443,556											
6. Estimated Actual LCFF Supplemental and/or Concentration Grants	\$132,915											
LCFF Carryover — Percentage (Percentage from Prior Year)		0%										
10. Total Increase or Improve Services for the Current School Year + Carryover (%)		29.97%										
7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)		\$242,384.00										
8. Total Estimated Actual Percentage of Improved Services (%)		0.00%										
11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)		54.65%										
12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)		\$0.00										
13. LCFF Carryover — Percentage (12 divided by 9)		0.00%										

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
 - **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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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