LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Oak Flat-Groveland Unified School District
CDS Code: 55 75184 6054837
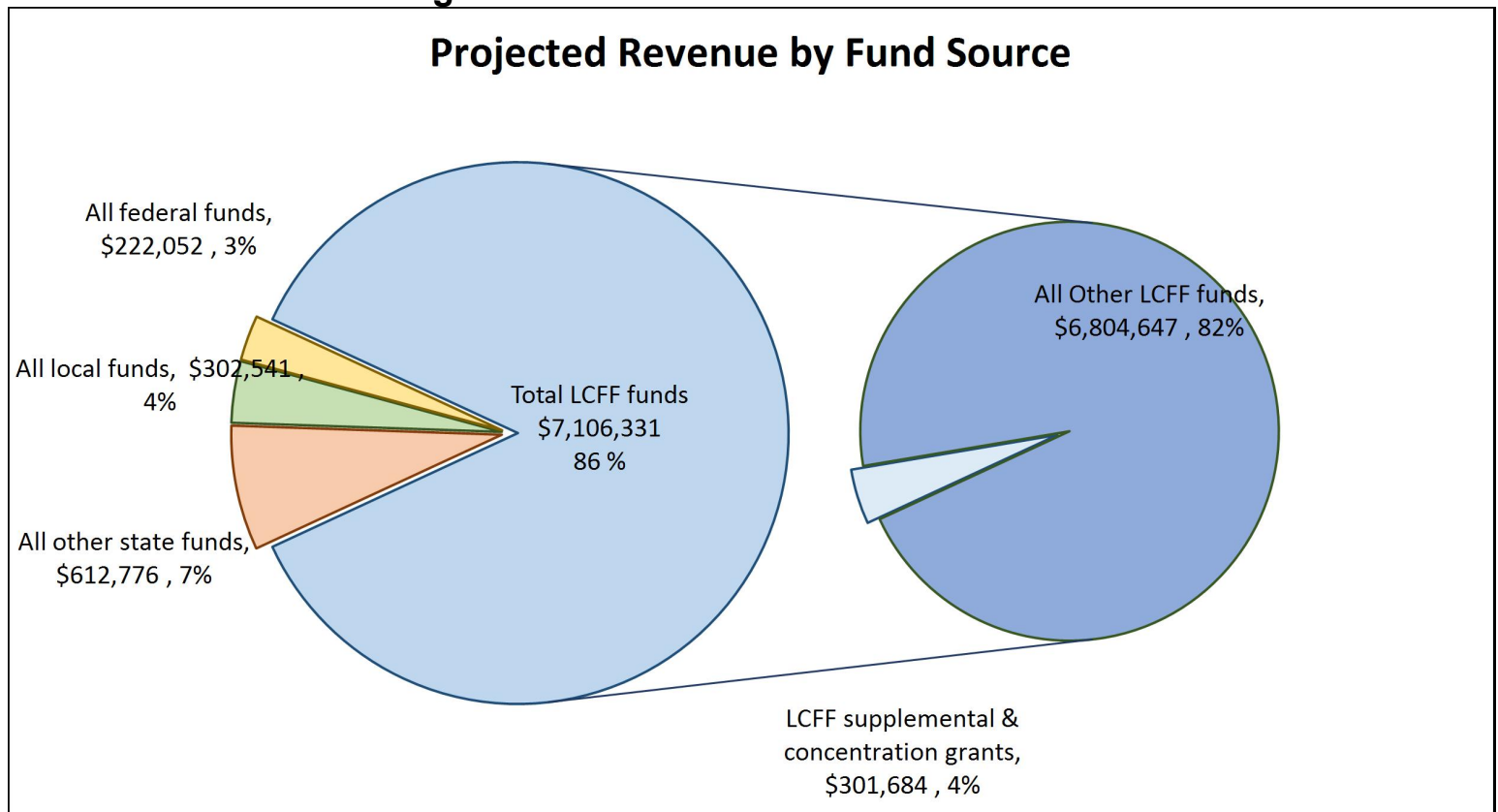School Year: 2025-26
LEA contact information:
Wynette Hilton
Superintendent
whilton@bofg.org
209-962-7846

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $222,052 , 3%

All local funds, $302,541 , 4%

All other state funds, $612,776 , 7%

Total LCFF funds $7,106,331 86 %

All Other LCFF funds, $6,804,647 , 82%

LCFF supplemental & concentration grants, $301,684 , 4%

This chart shows the total general purpose revenue Big Oak Flat-Groveland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Oak Flat-Groveland Unified School District is $8,243,700, of which $7,106,331 is Local Control Funding Formula (LCFF), $612,776 is other state funds, $302,541 is local funds, and $222,052 is federal funds. Of the $7,106,331 in LCFF Funds, $301,684 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
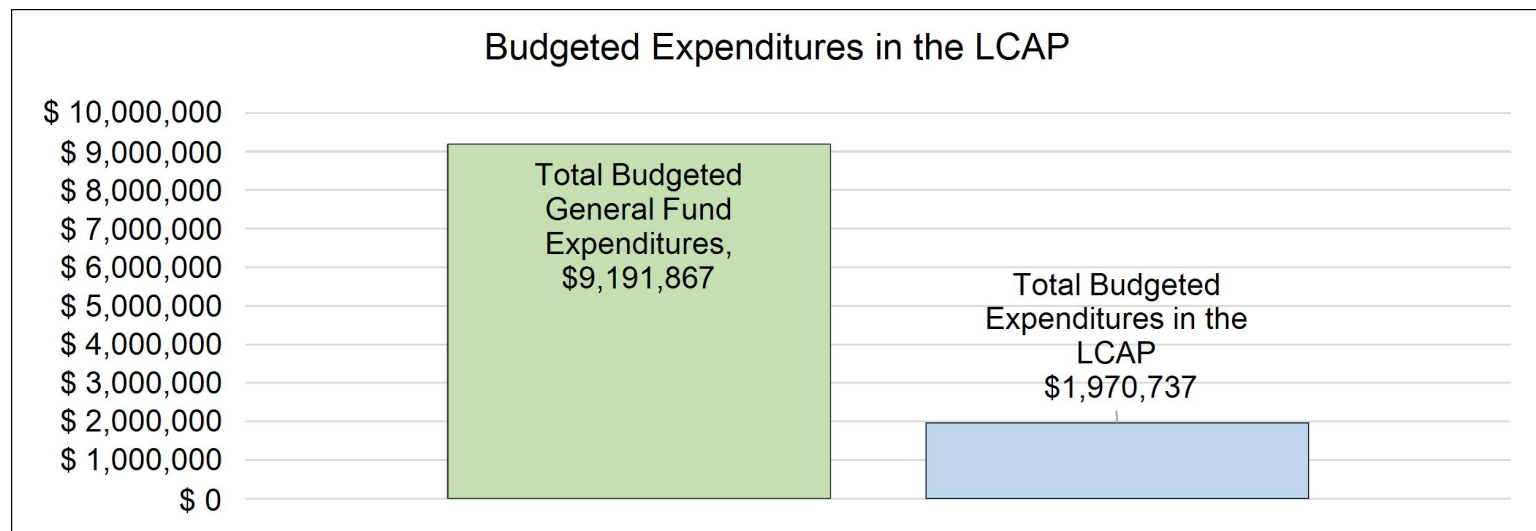
This chart provides a quick summary of how much Big Oak Flat-Groveland Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Oak Flat-Groveland Unified School District plans to spend $9,191,867 for the 2025-26 school year. Of that amount, $1,970,737 is tied to actions/services in the LCAP and $7,221,130 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP include costs related to facilities and grounds upkeep, classified and certificated staffing not specifically tied to LCAP actions, student transportation services, essential instructional and operational supplies, and utilities necessary for day-to-day school operations. These expenditures support the overall functioning and safety of the district but are not directly aligned to the targeted goals outlined in the LCAP.
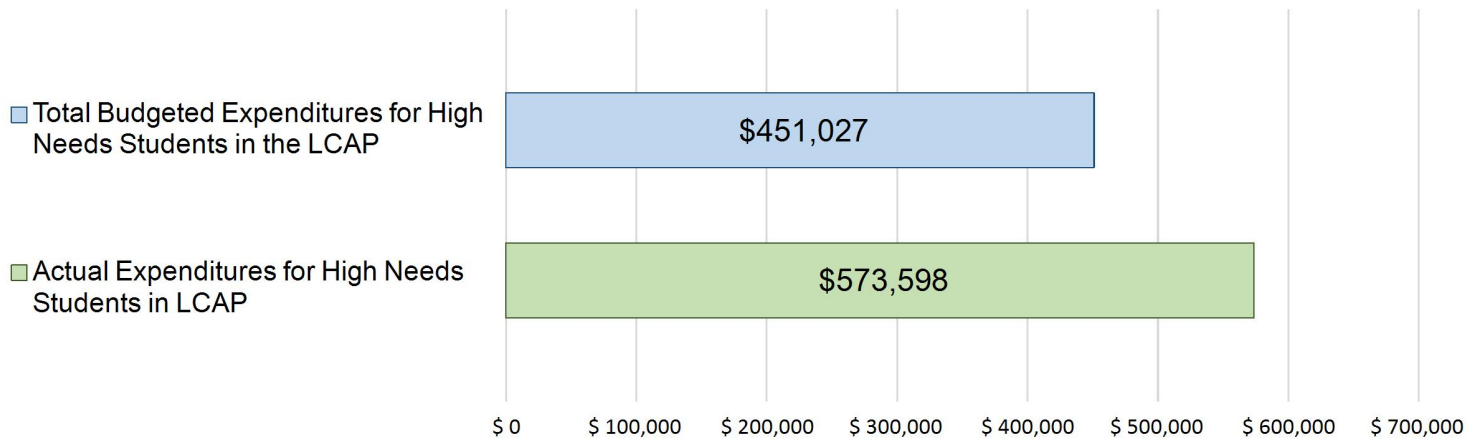
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Big Oak Flat-Groveland Unified School District is projecting it will receive $301,684 based on the enrollment of foster youth, English learner, and low-income students. Big Oak Flat-Groveland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Oak Flat-Groveland Unified School District plans to spend $646,493 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $451,027

Actual Expenditures for High Needs Students in LCAP: $573,598

This chart compares what Big Oak Flat-Groveland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Oak Flat-Groveland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Big Oak Flat-Groveland Unified School District's LCAP budgeted $451,027 for planned actions to increase or improve services for high needs students. Big Oak Flat-Groveland Unified School District actually spent $573,598 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $122,571 had the following impact on Big Oak Flat-Groveland Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $122,571 allowed Big Oak Flat-Groveland Unified School District to expand services and support for high-needs students. With these funds, the district hired a music teacher to expand the VAPA program, improved school facilities, updated technology to enhance learning environments, and ensured the continuation of counseling services. These investments reflect the district's ongoing commitment to providing targeted support to unduplicated students and improving educational outcomes.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Oak Flat-Groveland Unified School District	Wynette Hilton Superintendent	(209) 962-5765 209-962-7846

Plan Summary [2025-26]

General Information

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

The Big Oak Flat-Groveland Unified School District is a small rural district operating one elementary school and two necessary small high schools. As of May 2025, AERIES shows total district enrollment is 271 students: 191 (TK-8) attend Tenaya Elementary School, 36 (9-12) attend Don Pedro High, and 47 (9-12) attend Tioga High School. The district spans over 60 miles along the Tuolumne River from the Northern entrance to Yosemite National Park to the Lake Don Pedro area, covering 678 square miles. Tenaya Elementary School and Tioga High School are located in the southern part of Tuolumne County, while Don Pedro High School is in La Grange. The district serves Groveland, Big Oak Flat, Moccasin, and parts of the Don Pedro and Jamestown areas. The district has experienced declining enrollment over the last decade due to the area's reliance on tourism and lack of substantial industry, leading many families to relocate for employment.

As of May 2025, AERIES student ethnic distribution shows approximately 76% of the student population is White (not of Hispanic Origin), 18% Hispanic or Latino, 2% Black or African American, 3% American Indian, and 1% Asian. Approximately 42% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Additionally, 13.8% of the population are students with disabilities, 1% are homeless, 0.5% are English Language Learners, and 0.5% are classified as Foster Youth.

At Tenaya Elementary, Special Education services include combined Resource and Special Day Classes. Services of a Speech Pathologist, School Psychologist, and School Crisis Counselor are available on a limited basis. Tenaya Elementary staff comprises 10 full-time certificated classroom teachers, 2 full-time certificated special education teachers, 2 part-time certificated teacher, 1 full-time P.E. teacher, a Superintendent-Principal, a full-time school secretary, a full-time principal's secretary, 5 full-time classroom/campus aides, 4 special education aides, 1 Title 1 Teacher, 2 Title 1 aides, 1 full-time and 1 part-time custodian, and 2 full-time and 1 part-time cafeteria workers.

Facilities include 21 classrooms housed in 5 permanent and 2 single-class portable buildings. An additional separate structure has a full gymnasium with an attached room for a library, accessible to all students. According to the most recent FIT report, all permanent buildings at Tenaya are in good repair, but the portable buildings are aged and need modernization.

Don Pedro High and Tioga High Schools are both considered small necessary high schools. Don Pedro High school has a teaching principal and Tioga High has an assistant superintendent- principal. Both high schools have 6 teachers, a school secretary, cafeteria worker, and custodian. Both high schools provide special education services and support from a certificated special education teacher. At the high school level, one period of resource classes is provided for math and ELA, but special education students are mainstreamed into general education classes for the remainder of the day. As small schools, the staff can modify instruction and provide accommodations to ensure student success. The classrooms are located in modular buildings, with an additional separate permanent structure that has a gym and cafeteria. According to the most recent FIT report, Tioga has an overall rating of fair, and Don Pedro High has an overall rating of poor. The modular buildings are over 25 years old and will need replacement within the next five years.

The district employs 25 certificated teachers. Three elementary teachers are interns in their field, and one high school teacher is an intern out of field in special education but will have his credential this summer. The district follows a traditional school calendar and meets or exceeds requirements for instructional minutes. Every pupil in the school district has sufficient access to standards-aligned instructional materials and digital devices.

Reflections: Annual Performance

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

Review of the 2024 California School Dashboard and local data indicates some successes among our subgroups in academic performance. While ELA CAASPP results show that students maintained their overall scores, there was an increase of 9.8 points for socioeconomically disadvantaged students, a 27.3-point increase for Hispanic students, and a 4.3-point increase for students with disabilities. All student subgroups scored in the yellow zone, while white students fell into the orange zone, with a decrease of 12.8 points. This suggests that the achievement gap is narrowing between all students and the unduplicated population.
Unfortunately, Math CAASPP scores revealed an average overall decline of 14.2 points across all subgroups. After an increase of over 17 points last year, this decline was disappointing. All student groups and subgroups scored in the red zone for math.
Local STAR Reading scores for 1-8 indicate 37% of students have not met the grade level benchmarks compared to 52% in 23-24.
Local NWEA MAP scores for Don Pedro High indicate 75% growth in math, with 38% of students scoring at or above the national average, compared to 38% in 2023-24. Reading scores showed 50% growth, with 57% of students at or above the national average, down from 68% in 2023-24. There was a decline in growth and proficiency, however the student body has also decreased significantly, which may have impacted scores.
Local NWEA MAP scores for Tioga High indicate 75% growth in math, with 67% of students scoring at or above the national average, compared to 31% in 2023-24. Reading scores showed 78% growth, with 76% of students at or above the national average, a significant

increase from 43% in 2023-24. There was a large increase in growth and proficiency for both math and ELA, which may be attributed to fully credentialed math and ELA teachers.

Other local data shows that 2024–2025 course completers for UC/CSU eligibility reached 15%. Students chose to enroll in dual enrollment instead of AP courses, as their rate of success was much higher. We had 20 students who completed dual enrollment courses at the high school compared with 10 in 23-24.

Chronic absenteeism declined overall by 14.8% and was rated in the yellow zone. However, all subgroups remained in the orange zone. Specifically, the rate declined by:

· 14.4% for Hispanic students

· 11.3% for socioeconomically disadvantaged students

· 2.4% for students with disabilities

The district-wide suspension rate also declined by 2.7%, moving into the blue zone on the dashboard. Suspension rates declined for the following unduplicated subgroups:

· Socioeconomically disadvantaged: -2.1%

· Students with disabilities: -5.0%

Don Pedro High received the lowest performance rating on the 2024 California Dashboard for suspension rate, due to a 16.4% decline across all subgroups (socioeconomically disadvantaged students, students with disabilities, Hispanic students, and white students). Don Pedro High had been identified for CSI funding in this area for 23-24 and 24-25. In response, the administration developed a plan that included professional development, school-wide implementation of PBIS, weekly social-emotional lessons, and guest speakers. Because the White student group at Don Pedro High was identified with a red indicator for suspensions on the 2023 California School Dashboard, the goals and actions associated with this student group will continue.

The LEA was very successful in achieving Goal 3, with students meeting the metrics for indicators 3.3, 3.4, and 3.5. The addition of a new music teacher at the elementary school and the expansion of the art program increased student enrollment in VAPA courses. These enhancements, along with expanded CTE offerings, significantly increased student participation in after-school activities. Parent engagement also met the desired outcomes across all schools and subgroups. The district provided additional opportunities for parents to participate in events, including FFA activities, the Fall Festival, a musical performance at the elementary school, a play, the Spring Showcase, and various classroom-level activities.

Reflections: Technical Assistance

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

Not Applicable

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.

Don Pedro High School exited from Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students, teachers. other personnel, and administrators	Kelvin Pulse Survey - social emotional check in administered in October 2024 and March 2025
School Site Council -Teachers, school personnel, students, administrators, community partners, parents and guardians(representing Foster Youth, Students with Disabilities, EL Learners, low income students)	The School Site Council meets monthly at each school (Tenaya Elementary, Tioga High, Don Pedro High) to collaborate on the SPSA, aligning site-specific goals and actions with the overarching objectives of the LCAP. The council includes teachers, school personnel, students, administrators, community members, parents, and guardians representing foster youth, students with disabilities, English language learners, and low-income students. They monitor progress, analyze data, and review actions, providing input on the upcoming LCAP development (April/May 2025). Don Pedro High School Site Council is responsible for developing, monitoring, and reviewing the Comprehensive School Improvement Plan addressing the suspension rate.
Students, other personnel, local bargaining units, parents, and administrators	The California Healthy Kids Survey (CHKS) is a comprehensive, statewide survey designed to assess the well-being, health behaviors, and school environment of students in California. Administered by the California Department of Education, the CHKS gathers data on various aspects of students' lives, including: Mental Health, School Safety, School Climate, Risk and Protective Factors, and Academic Achievement. In February 2025, the CHKS, along with staff and parent versions, was administered to students in grades 5, 6, 7, 9, and 11, as well as to staff and parents.

Educational Partner(s)	Process for Engagement
Local bargaining Units (classified and certificated), Foster Youth - Homeless Liaison, Principals	Staff Meetings- Met with local bargaining units to request feedback to inform the LCAP development Tenaya Elementary - 9/20/24, 11/15/24,1/24/25, 3/7/25 Tioga High-11/6/24,1/31/25,3/3/25 Don Pedro High-11/15/24,3/17/25,4/23/25 Surveyed district staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 3/5/2025.
SELPA	Foothill Continuous Improvement Learning Network -PLN Meeting consultation and discussion with Tuolumne County Superintendent of Schools SELPA members regarding students with disabilities 4/30/25.
Board Of Trustees	Board Workshop to develop goals, analyze data and set priorities. Monthly Meetings to review LCAP progress and provide input 2/12/25.
Administrators- Tenaya Elementary Superintendent/Principal, Tioga High School Principal and Don Pedro High Principal	Leadership Planning Meetings with administrators to address implementation, collaboratively monitor progress and data, and identify potential adjustments to actions being provided. - Monthly August 2024-May 2025 Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 3/5/25.
Students, other personnel, local bargaining units, parents, Principals, Foster Youth -Homeless Liaison and administrators	District Wide Google Survey delivered via Parent Square in parent's chosen language (Parents and guardians representing Foster Youth, Students with Disabilities, EL Learners, low income students,) Certificated staff, Classified Staff, students, Foster Youth -Homeless Liaison and administrators. 3/5/25

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	Parent and family members representing Foster Youth, Students with Disabilities, EL Learners and low income students provide input and approve the annual LCAP. 3/5/25 , 5/27/25
Philosophical Approach: We believe that educational partners play a crucial role in identifying local needs, taking actions to address these needs, and supporting improved student outcomes. Therefore, we engage all educational partners in developing and annually updating the LCAP. Additionally, we collaborate with our educational partners in a process of continuous improvement, meaningful engagement, and shared decision-making to support student success. This includes providing information in multiple formats and languages. Educational Partners were notified via the Tenaya Times, Social Media, Parent Square and the Remind Ap about opportunities for input. Parent Square sent out communication in the parent's chosen language as updated by Aeries, our student information system. Notes from virtual and in-person meetings were noted and reviewed, survey data was tallied and analyzed to ensure all input from educational partners was considered and included, prior to finalizing the 25-26 LCAP.	N/A

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

Goal #1: Academic Rigor
The Educational Partner's input highlights the positive impact of High Impact Standards in enhancing academic rigor under California's Local Control and Accountability Plan (LCAP). Key points include:
Student Engagement & Support: Teachers build strong student-teacher connections, engage students effectively, and support diverse learning styles through adaptable instruction.
· Academic Interventions: IXL and NWEA MAP plans are utilized to address learning deficiencies and strengthen skills, while targeted curriculum and practice programs enhance CAASPP performance.
· State Exam Preparation: Emphasis is placed on practicing state exam standards, scheduling core subjects consistently, and securing test prep materials to boost student readiness.
· Individualized Support: Efforts are made to maintain IEP compliance with support from a new special education teacher, alongside data tracking, weekly reports, and communication logs to monitor progress.

· Family Engagement & Communication: Teachers regularly communicate with parents about student performance, provide appropriate school programs, and reach out for additional support where needed.
· Equity and Fairness: Staff are committed to fairness, respect for all students, and addressing concerns to improve student experiences.
· Resource Acquisition & Classroom Management: Investments in new workbooks, CAASPP-aligned programs, and effective classroom management strategies contribute to improved learning environments.
· Staff Dedication: Staff demonstrate commitment to meeting student needs, taking time for effective teaching, motivating students, and ensuring access to necessary learning materials.
· Focus on Success: There is an ongoing focus on providing the right tools for parents, offering outreach and support services, and maintaining positive peer interactions while minimizing distractions.
. Celebrate student success at assemblies to recognize achievements within these goals.
Staff will continue to focus on these areas and goals, and offer these resources and criteria as outlined above.
Goal #1 Suggested Areas to Improve Academic Rigor include:
Improving Academic Rigor Summary
Instructional Practices:
· Increase hands-on, demonstrative learning and reduce reliance on packet-based instruction.
· Implement innovative methods to measure student success effectively.
· Provide clearer rubrics and expectations to minimize confusion.
· Slow down the pace when needed and present concepts in multiple ways to ensure understanding.
School Environment and Community Building:
· Create a less stressful learning environment where students feel motivated and supported.
· Encourage community-building activities like Challenge Days to strengthen peer connections.
Support Beyond the Classroom:
· Strengthen home-school connections by supporting parents in reinforcing academic and behavioral goals.
· Explore opportunities for behavioral assistance at home to maintain consistency with school expectations.
Accountability and Motivation:
· Hold students and parents more accountable for learning outcomes.
· Focus on motivating students to engage more deeply with their education.
To improve academic rigor, the LEA will enhance instructional practices by shifting from packet-based instruction to more hands-on, demonstrative learning and by using innovative assessment methods paired with clear rubrics to guide student success. The LEA will provide professional development to support teachers in implementing these strategies effectively and in presenting concepts in multiple ways to meet diverse student needs. Creating a supportive and motivating school environment—through efforts like Challenge Days and stress-reducing strategies—will help students engage more deeply with academic content. Additionally, the LEA will strengthen home-school partnerships by equipping parents to reinforce academic and behavioral goals at home, promoting consistency and extending learning beyond the classroom.

Goal #2: Increased Social Emotional Programs
Inclusive and Welcoming Environment:
· The district promotes a welcoming atmosphere, ensuring all students, including those with disabilities and from diverse backgrounds, feel accepted and supported.
· Staff members like our crisis counselor are recognized for building strong, supportive connections with students.

· Efforts are made to make everyone feel included and valued in the school community.
Social-Emotional Programs and Support Services:
· Free therapy, SEL apps, and assemblies are available to support students' emotional well-being.
· Crisis counseling services on campus provide immediate assistance for students in need.
· Free online services, as well as access to food and clothing, help meet students' basic needs.
Safe and Supportive School Spaces:
· Students are given opportunities during the school day to relax, study, and engage in activities that promote safety and well-being, such as games, music, and quiet spaces during lunch.
· Teachers are available for additional support during lunch or after school, creating safe spaces for academic and emotional help.
Accessibility and Communication:
· The district effectively communicates with families to minimize school absences, especially for medical or speech appointments.
· Families are encouraged to access free counseling services offered by the district.
Positive Discipline and Minor Infractions:
· Survey responses indicate that most school discipline issues are minor, suggesting a supportive and well-managed environment.
Education partnership feedback indicates that district staff, along with the crisis counselor, have successfully created a warm, welcoming, and supportive environment for students. These efforts have fostered a sense of safety and belonging, particularly for students facing emotional or behavioral challenges. Additionally, the implementation of the Refocus Room has played a significant role in reducing suspension rates and chronic absenteeism by providing students with a structured, restorative space to reflect, regulate, and return to learning with greater readiness. This proactive approach demonstrates the district's commitment to supporting the whole child and promoting positive student outcomes.

Goal #2 Suggested Areas to Improve Social-Emotional Program
Student Engagement and Well-being:
· Conduct regular meetings with students to check on their well-being and identify any struggles early.
· Be more welcoming and inclusive to create a supportive school environment.
Enhance Social-Emotional Learning (SEL) programs and strengthen bullying prevention efforts.
· Support for Vulnerable Students:
· Ensure students with disabilities have access to the resources and accommodations they need.
· Foster equity in discipline and support, avoiding favoritism and ensuring consistent treatment for all students.
To strengthen social-emotional programs, the LEA will enhance SEL instruction and bullying prevention efforts by creating a more inclusive and supportive school environment where all students feel safe and valued. Regular student check-ins will be conducted to monitor well-being, identify challenges early, and provide timely interventions. Additionally, the LEA will ensure equitable access to resources and accommodations for students with disabilities and will promote fair, consistent discipline practices to support all learners effectively.
Overall, the district is recognized for its commitment to inclusivity, mental health support, and creating a nurturing environment that addresses the needs of all students, including foster youth, students with disabilities, and those from socioeconomically disadvantaged backgrounds.

Goal #3: Expand CTE, VAPA, and Parent Engagement
Career Technical Education (CTE) & Dual Enrollment
· Students appreciate the opportunity to take college courses/dual enrollment to support future careers.

· Agriculture and FFA programs are growing with strong student interest and enthusiasm.
· Welding and horticulture were mentioned as valued CTE offerings.
· Students recognize the variety of career pathways available to help them become successful.
Visual and Performing Arts (VAPA)
· Art, music, drama, and school plays are being offered and well-received.
· Students are excited about the addition of music and art programs.
Extracurricular Activities & Field Trips
· There are many field trips and extracurricular opportunities available.
· Some students expressed concern that it's hard to participate in field trips without falling behind in classwork.
· Field trips are seen as a positive connection to career and future goals.
Parent & Community Engagement
· Monthly parent club meetings are held and appreciated.
· Students note that Don Pedro High is very active with the community.
· Community involvement and service opportunities are seen as consistently strong and valuable.
Overall, feedback is positive about the expansion of CTE, VAPA, and parent/community engagement. Students and parents recognize that more opportunities are being added and that the school is working toward preparing students for future success. The district will continue these actions and efforts and they have had a positive impact on students and families.

Goal #3 Suggested Areas to Improve CTE, VAPA, and Parent Engagement
Career Technical Education (CTE)
· Bring back the culinary program at Tioga to boost student engagement.
· Add more CTE opportunities for students who may not be college-bound.
· Expand college and career exposure, including scholarships and academic pathways.
· Increase college course options for interested students.
· Provide real-world experiences, such as placing the golf team in tournaments.
Visual and Performing Arts (VAPA)
· Expand options in the arts and creative design.
· Introduce music education classes, such as choir and instrumental courses.
Parent and Community Engagement
· Create more clubs run by parents to increase student involvement.
· Provide more after-school program options, especially for students with disabilities.
· Encourage increased communication with students to promote awareness of available opportunities.
General Suggestions
· Add more student activities and opportunities overall.
· Ensure program needs and resource availability are met to maximize success.
· Help students actively see and understand available opportunities.
· Encourage student interest and participation through direct outreach and encouragement

To strengthen Goal #3, the LEA will enhance CTE offerings by hiring a new culinary teacher at Tioga High and expanding career pathways to better support students who may not be college-bound. The district will also broaden VAPA opportunities by introducing additional music

education classes, such as choir and instrumental courses, and exploring creative design options to increase student engagement. To improve parent and community engagement, the LEA will create more after-school opportunities—including those led by community and tailored for students with disabilities—while also improving communication to help students actively understand and access available opportunities through targeted outreach and support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will intensify its focus on academic rigor to elevate student proficiency and growth, aiming for all students to make significant progress towards meeting or exceeding the California Common Core State Standards in Math, Science, and English Language Arts (ELA). Particular emphasis will be placed on providing targeted support for unduplicated students (including English learners, foster youth, and socioeconomically disadvantaged students) and students with disabilities. Progress will be monitored and demonstrated through local formative assessments and California Assessment of Student Performance and Progress (CAASPP) scores.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While there was improvement as demonstrated by CAASPP scores, NWEA scores and local assessments, there are many students who are still below standard. Despite the LEA's dedicated intervention efforts, the impact of the pandemic and subsequent learning loss has resulted in only modest improvements. This goal aligns with the California Standards for academic excellence, equity, and continuous improvement, ensuring that all students receive the high-quality education necessary for success. This support aims to close the achievement gap between unduplicated student groups and the overall student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Scores	The California Dashboard reports for all schools in the district. Tenaya Elementary, Tioga High and Don Pedro High.	The California Dashboard reports for all schools in the district. Tenaya Elementary, Tioga		2026-27 CAASPP scores will show an increase of at least 40 points in for all subgroups in math.	Based on the California Dashboard data for Tenaya Elementary, Tioga High, and Don

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Math CAASPP points below standard All -96.9 below White- 91.9 below Hispanic- 122.6 below Low socio-economic - 102.2 below Students with Disabilities - 149.2 below 2023 ELA CAASPP points below standard All -49.2 below White-38.2 below Hispanic- 89.5 below Low socio-economic - 57.4 below Students with Disabilities - 124.1 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.	High and Don Pedro High 2024 Math CAASPP points below standard All -107.3 below White - 106.3 below Hispanic - 131.0 below Low socio-economic - 116.4 below Students with Disabilities - 154.6 below 2024 ELA CAASPP points below standard All -49.9 below White - 51.0 below Hispanic - 62.3 below Low socio-economic - 47.5 below Students with Disabilities - 119.8 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.		2026-27 scores will show an increase of at least 20 points in all subgroups in ELA.	Pedro High, the district's 2024 CAASPP results show a decline in mathematics performance compared to the 2023 baseline year. All student groups demonstrated deeper gaps below standard in math, with overall scores decreasing from 96.9 points below standard in 2023 to 107.3 points below in 2024. Notably, the White student subgroup declined from 91.9 to 106.3 points below, and Hispanic students from 122.6 to 131.0 points below. Students from low socio-economic backgrounds declined from 102.2 to 116.4 points below, while Students with Disabilities dropped further

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from 149.2 to 154.6 points below standard. In English Language Arts (ELA), the overall performance remained relatively stable. The All Students group showed a slight decline, moving from 49.2 to 49.9 points below standard. While the White subgroup saw a larger decline (from 38.2 to 51.0 below), Hispanic students showed improvement, moving from 89.5 to 62.3 points below standard. Low socio-economic students improved slightly from 57.4 to 47.5 points below, and Students with Disabilities improved from 124.1 to 119.8 points below. Foster Youth and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners were not reported due to small subgroup size (fewer than 12 students).
1.2	Star Math Scores	2024 STAR Math scores for 1-8 grade students indicate 46% of students have not met grade level benchmarks	2025 STAR Math scores for 1-8 grade students indicate 45% of students have not met grade level benchmarks		2026-2027 STAR Math Scores for 1-8 grades will indicate an improvement of 20% for students meeting grade level benchmarks.	When comparing Year 1 outcomes to the baseline, the 2025 STAR Math scores for grades 1–8 show a slight improvement. In 2024, 46% of students had not met grade-level benchmarks, while in 2025, that number decreased to 45%. This 1% improvement suggests marginal progress in overall math achievement across the district.
1.3	Star Reading Scores	2024 STAR Reading scores for 1-8 grade	2025 STAR Reading scores for		2026-2027 STAR Reading Scores	When comparing Year 1 outcomes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students indicate 52% of students have not met the grade level benchmarks.	1-8 grade students indicate 37% of students have not met the grade level benchmarks		for 1-8 grades will indicate an improvement of 20% for students meeting grade level benchmarks.	to the baseline, the 2025 STAR Reading scores for grades 1–8 show significant improvement. In 2024, 52% of students had not met grade-level benchmarks, while in 2025, that number dropped to 37%. This 15% decrease indicates substantial gains in reading achievement across the district.
1.4	NWEA MAP	Spring 2024 NWEA MAP Results Tioga High 9-12 Math scores Above National Average 2% At National Average: 29% Below National Average: 20% Far Below National Average: 47% Tioga High Reading Scores: Above National Average 9%	Spring 2025 NWEA MAP Results Tioga High 9-12 Math scores 75% for Growth Above or well above National Average-67 % At National Average:-0% Below National Average:-0% Far Below National Average:-33 % Tioga High Reading Scores:		Spring 2027 NWEA Math Scores will show 40% of students at or above National Average at both high schools. Fall 2027 NWEA Reading Scores will show 70% of students at or above National Average at both high schools	Tioga High School (Grades 9–12) showed substantial improvement in both math and reading performance from Spring 2024 to Spring 2025. In math, the percentage of students performing above or well above the national average rose significantly from just 2% to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At National Average-23% Below National Average: 20% Far Below National Average: 48% Don Pedro High 9-12 Math scores 89% for Growth Above or well above National Average-37% At National Average -16% Below National Average- 26% Far Below National Average- 21% Don Pedro High 9-12 Reading scores 53% for Growth Above or well above 22% At National Average -46% Below National Average- 25% Far Below National Average- 22%	78% for Growth Above National Average-60 % At National Average-16-% Below National Average:-16 % Far Below National Average:-8 % Don Pedro High 9-12 Math scores 75% for Growth Above or well above National Average-29% At National Average -9% Below National Average- 29% Far Below National Average- 33% Don Pedro High 9-12 Reading scores 50%- for Growth Above or well above-32 % At National Average -25% Below National Average-14 % Far Below National Average-29 %			67%. Notably, no students were at or just below the national average in 2025, though 33% remained far below, a decrease from 47% the previous year. Additionally, 75% of students met or exceeded expected growth. In reading, similar gains were evident. Students scoring above the national average increased from 9% to 60%, and those far below dropped from 48% to just 8%. Growth was strong, with 78% meeting or exceeding their targets. These results reflect focused instructional efforts and successful intervention strategies at Tioga High. Don Pedro High School (Grades 9–

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						12) showed mixed results between the two subject areas. In math, while 2024 had strong growth at 89%, the percentage of students performing above or well above the national average decreased from 37% to 29% in 2025. Students far below the average increased from 21% to 33%, indicating a widening achievement gap despite steady growth at 75%. In reading, growth slightly declined from 53% in 2024 to 50% in 2025. However, students above or well above the national average increased from 22% to 32%, and those far below rose from 22% to 29%, showing an increase in both

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						high and low performers. These results suggest a need for targeted support at Don Pedro High to raise overall performance while maintaining growth momentum.
1.5	#Students enrolled in AP or college courses and completing A-G requirements for entrance to UC or State Universities. The number of students completing college courses through dual enrollment	100% of students are enrolled in A-G courses at both high schools 2023-2024 Course completers for UC or State Univ-41 % AP Passage-results for 2023 11 students took the AP test in 2023 and 55% passed. 10 students took the AP test in 2024 and test results NA until July 2024. Dual Enrollment- 10 students completed courses	100% of students are enrolled in A-G courses at both high schools 2024-2025. Course completers for UC or State Univ - 15% AP Passage- results for 2024- 1 pass for 23-24. 0 students took the AP test in 2025. Dual Enrollment - 20 students completed courses.		2027 100% of students are enrolled in A-G courses at both high school. Course completers for UC or State Univ- 50% AP Passage- 60% of students taking the AP Exam will pass with a 3 or higher. Dual Enrollment- 25 students will completed courses	During the 2023– 2024 school year, 100% of students at both high schools were enrolled in A–G courses, and 41% were course completers eligible for UC or CSU admission. Eleven students took AP exams, with a 55% pass rate, and 10 students successfully completed dual enrollment courses. By the 2024-2025 school year, while A–G course enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						remained at 100%, the percentage of students completing the full A–G course sequence dropped significantly to 15%. AP participation and success declined as well; only one student passed an AP exam in 2023–2024, and no students took the AP exam in 2025. However, dual enrollment participation doubled, with 20 students completing college courses, suggesting a shift in postsecondary preparation strategies.
1.6	Participation Rate of students with disabilities as indicated on CAASPP	Special Education Teachers reported that 100% of students with disabilities participated in the 2024 CAASPP testing	Special Education Teachers reported that 99% of students with disabilities participated in the 2025 CAASPP testing. We had one parent opt		2026-27 CAASPP data will indicate 100% of students with disabilities will participate in the 2027 CAASPP testing.	There is a 1% decrease in year one 99% from baseline 100% as Special Education Teachers reported that one student opted out of testing per parent request.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			their student out of testing.			
1.7	Credential analyst review of teachers who are fully credentialed and appropriately assigned.	Current credential analyst review indicates 6 teachers out of 25 or 24% are not fully credentialed. 5 have intern permits and 1 does not have an EL authorization.	Current credential analyst review indicates 14.04% are not fully credentialed.		The 2027 Credential Analyst Review will indicate 95% of district staff will be fully credentialed and appropriately assigned.	At baseline, the credential analyst review showed that 6 out of 25 teachers, or 24%, were not fully credentialed. Of those, five were serving on intern permits and one lacked an English Learner (EL) authorization. In Year One, the percentage of teachers not fully credentialed decreased to 14.04%, reflecting a notable improvement in credential compliance and progress toward ensuring all educators meet full certification requirements. This reduction suggests targeted efforts to support teacher credentialing have been effective

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Access to Standards Aligned Instructional Materials as shown on the LEA's Fall Williams Textbook Sufficiency Report	100% of students have Access to Standards Aligned Instructional Materials as shown on the LEA's 2023 Fall Williams Sufficiency Report.	100% of students have Access to Standards Aligned Instructional Materials as shown on the LEA's 2024 Fall Williams Sufficiency Report		100% of students will have Access to Standards Aligned Instructional Materials as shown on the LEA's Fall Williams Sufficiency Report.	Baseline and Year 1 data is the same with 100% of students having access to Standards Aligned Materials.

Goal Analysis [2024-25]

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

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

The implementation of Goal 1 in the school district's Local Control and Accountability Plan (LCAP) involved a multifaceted approach, with several actions aimed at enhancing student performance and addressing learning loss. The Expanded Learning Opportunity Program was a central component, designed to improve student outcomes on standardized tests such as the Math CAASPP and STAR Math scores. The year 1 outcome data indicated that 45% of students had not met grade-level benchmarks in STAR Math, suggesting limited impact. STAR Reading scores did rise substantially from 52% of students below grade level in 23-24 to 37% of students below grade level in 2024-25. The district successfully implemented an additional 30 days of instruction, which saw high enrollment and participation rates, positively impacting student attendance and allowing students to catch up on work. Along with the ELOP, the Extended Learning Instructional time may have contributed to the increase in reading profiency, as unduplicated students received additional targeted support.

Staffing challenges also played a significant role in the implementation of Goal 1. The district faced a shortage of fully credentialed teachers, necessitating the reliance on intern teachers and the establishment of a mentoring program to support them. This was reflected in the data, which showed that 14.04% of teachers were not fully credentialed, however this imrpoved from 24% in 2023-24. The mentorship program, provided crucial support for new teachers, helping them expand their skills despite credentialing challenges. Additionally, the district experienced increased demand for special education support, prompting the hiring of additional paraprofessionals to provide effective one-on-one support, which contributed to significant growth among students with disabilities.

The district's efforts to enhance instructional support were evident through the presence of instructional aides in grades TK through six, which provided valuable assistance during ELA and math time, contributing to student engagement and learning. Assessment and Intervention Software, including tools like the Renaissance Learning Suite and NWEA MAPS, were implemented to improve STAR Math scores by offering diagnostic tools and progress monitoring. The successful use of these tools provided local measurements of student achievement

and growth, complementing state assessments. However, despite these efforts, a substantial percentage of students still did not meet grade-level benchmarks in math, indicating minimal progress in this area.

Successes include: From Spring 2024 to Spring 2025, Tioga High School demonstrated significant academic growth in both math and reading as measured by NWEA MAP results. In math, the percentage of students scoring above the national average jumped from just 2% to 67%, while those far below the national average dropped from 47% to 33%, with an overall growth rate of 75%. In reading, Tioga saw similarly impressive gains, with students above the national average increasing from 9% to 60% and a strong growth rate of 78%, alongside reductions in the lower performance bands.

Don Pedro High School also showed improvement, particularly in math, where growth increased to 89%, the percentage of students scoring above the national average rose from 29% to 37%, and those far below decreased from 33% to 21%. In reading, however, growth was more modest, rising slightly from 50% to 53%. While the percentage of students far below the national average declined from 29% to 22%, the number of students scoring above the national average fell from 32% to 22%, indicating a shift toward more students performing at the national average (up from 25% to 46%) rather than exceeding it. Overall, both schools made meaningful progress, with Tioga High demonstrating especially strong growth across the board, and Don Pedro High showing notable math gains and moderate improvement in reading.

Between 2023–2024 and 2024–2025, both high schools maintained 100% A-G course enrollment, but the percentage of students completing UC or CSU entrance requirements dropped from 41% to 14%. AP passage rates declined significantly, with 1 student passing in 2024 compared to 55% of 11 test-takers passing in 2023. However, dual enrollment participation doubled, increasing from 10 to 20 students completing college-level courses.

District costs exceeded the budget primarily due to a change in personnel, as well as rising costs for student devices. Despite these challenges, the district maintained one-on-one device access for students in grades 4 through 12 and provided additional technology resources for younger students. The technology-related action focused on ensuring access to standards-aligned instructional materials; however, local data was still needed to evaluate its effectiveness. The district experienced notable success with dual and concurrent college enrollment, enabling students to earn college credits and recover credits required for graduation.

Title 1 Intervention support was designed to improve academic outcomes for targeted student groups, impacting both the Math CAASPP and STAR Math scores. The implementation of the Title I program provided targeted support for underachieving students, resulting in growth in ELA , and math. From 2023–24 to 2024–25, the percentage of students in grades 1–8 not meeting STAR Reading benchmarks decreased from 52% to 37%, reflecting a 15-point improvement. This significant gain indicates progress in reading achievement and the effectiveness of recent instructional efforts. However, the year 1 data indicated that the majority of students still struggled to meet grade-level benchmarks in math, highlighting the need for continued intervention. Professional Development was linked to the percentage of fully credentialed teachers, with the goal of enhancing skills and knowledge to increase credentialing rates. Teachers participated in professional development across various subjects, equipping them with new tools to enhance student engagement and growth.

Overall, the district demonstrated adaptability in addressing challenges and leveraging successes to progress towards Goal 1, focusing on academic rigor and student proficiency. The implementation was influenced by several contextual factors, including funding and resource allocation, external costs, and the teacher shortage. The need to prioritize certain funding sources, such as the learning recovery block grant, influenced budget decisions and resource allocation. Increases in technology and college fees impacted budget planning and required adjustments. The shortage of fully credentialed teachers necessitated the use of interns and the implementation of a mentoring program to

maintain instructional quality. The district's ability to adapt to these challenges and leverage successes was crucial in progressing towards the achievement of Goal 1.

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.

Action 1.1 Expanded Learning Opportunity Program: Funds from the Learning Recovery Block Grant were utilized first, leading to a reallocation of resources. This strategic use of grant funds resulted in a deviation from the original budget plan. The impact on the scope of the program was minimal, as the reallocation ensured that the program's objectives were met without additional district funds. The implication for student services was positive, as it allowed for the efficient use of available resources without compromising the program's effectiveness.

Action 1.4 Professional Development: The budget for fully credentialed teachers went over budget from $15,000 to $20,000, as we had several new teachers particpate in the induction program. These costs along with the mentor stipends, put us over budget.

Action 1.6 Technology: The district faced overspending on technology due to the necessity of updating devices. The initial budget did not fully anticipate the extent of required technology upgrades. This variance impacted the scale of technology enhancements, as additional funds were needed to meet the district's technological demands. The implications for student services were significant, as updated technology is crucial for maintaining effective learning environments and supporting digital literacy.

Action 1.7 AP Courses, College Courses, Credit Recovery: Overspending was identified due to rising college fees, which were not fully anticipated in the budget. This financial variance affected the scale of the program, as additional resources were required to cover the increased costs. The implications for student services included potential limitations on the number of students who could access these courses, thereby impacting goal achievement related to college readiness and credit recovery.

Action 1.9 Special Education Paraprofessionals: Despite the need to hire additional staff to meet increased demand for one-on-one support, the district underspent on this action due to several veteran staff members being replaced by new hires who were lower on the salary schedule. This effective budget management ensured that the scope and scale of services for special education students were maintained. The implications for student services were positive, as the district successfully addressed the needs of students requiring additional support without exceeding budgetary constraints.

Overall, the budget variances collectively impacted the implementation of Goal 1 by necessitating adjustments in resource allocation and financial planning. The strategic use of grant funds and effective budget management in certain areas ensured that student services were largely maintained. However, the need for more accurate cost projections and anticipation of rising expenses was highlighted. The implications for student outcomes, particularly for unduplicated pupils, were mixed, with some areas experiencing enhanced service delivery while others faced potential limitations. No material differences in the planned vs. actual percentages of improved services were identified

- Goal 1: Academic Rigor
- Performance Data: CAASPP scores did not increase as expected; overall decrease in math scores.
- Implementation Successes: Purchase of new test prep materials (Lumos Learning) to better prepare students for state testing.
- Implementation Challenges: Need to better target state standards.
- Effectiveness: Use of local scores (Star Math, Star Reading, NWEA benchmarks) to measure impact.
- Student Group Achievements: Some subgroups performed well despite the overall decrease.
- Actions:
- Expanded Learning Opportunity Program: Successfully held 30 additional instructional days with over 40 students enrolled.
- Extended Instructional Learning Time: Instructional aides available during ELA and math time.
- Assessment and Intervention Software: Successful use of NWEA maps and Renaissance learning suite.
- Professional Development: Teachers equipped with additional tools for math, science, and ELA.
- Title I Intervention Support: Growth in ELA and math for students receiving targeted support.
- Technology: One-on-one devices provided for grades 4-12; overspending due to device updates.
- AP Courses, College Courses, Credit Recovery: Success with dual enrollment; overspending due to additional students and college fees and text books.
- Fully Credentialed Teachers: The district saw a decrease in the amount of teachers who were not fully credentialed from 24% in the baseline to 14.04%.
- Special Education Paraprofessionals: Additional staff hired to meet increased demand; growth in students with disabilities.

Summary:
Goal 1 faced challenges in academic outcomes, particularly with a decrease in CAASPP math scores, highlighting the need for more targeted instruction aligned to state standards. In response, the district implemented several support strategies, including the adoption of Lumos Learning test prep materials, extended instructional time through aides, and 30 additional instructional days via the Expanded Learning Opportunity Program. While overall performance declined, local assessments such as Star Math, Star Reading, and NWEA benchmarks were used to monitor progress, and some student subgroups demonstrated notable achievement gains. Additional actions— including increased professional development, enhanced intervention support, expanded access to technology and dual enrollment, and hiring of credentialed staff and special education paraprofessionals—contributed to growth in ELA and math and improved services for students with disabilities.
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Currently, the district does not have unspent LREBG funds. In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, a needs assessment has been conducted by looking at 2024 CA Dashboard data and student data to best support targeted actions in the 2026-27 LCAP.

Action 1.1 Expanded Learning Opportunity Program:
The Expanded Learning Opportunity Program will undergo modifications due to its ineffectiveness in meeting grade-level benchmarks, as evidenced by 82.98% of students not achieving these standards. The planned adjustment involves increasing the focus on targeted interventions specifically for students struggling with Math, aiming to improve STAR Math scores. By concentrating resources and instructional strategies on these students, their proficiency in Math will increase, thereby enhancing overall student outcomes.

Action 1.2 Extended Instructional Learning Time:
Modifications are planned for the Extended Instructional Learning Time due to its ineffectiveness, as indicated by the 2024 Math CAASPP points being below standard. The strategy will involve enhancing small group instruction and tutoring methods to provide more personalized support to students. This approach will improve CAASPP scores by addressing individual learning needs more effectively, leading to better academic performance.

Action 1.3 Assessment and Intervention Software:
The Assessment and Intervention Software will be refined due to its ineffectiveness, with 45% of students not meeting grade-level benchmarks. The improvement approach includes refining the use of intervention software to target specific areas of weakness in Math. By tailoring interventions to address these weaknesses, student achievement in Math will improve, contributing to higher overall academic success.

Action 1.4 Professional Development:
Professional Development will be targeted to increase the effectiveness highlighted by 14.04% of teachers not being fully credentialed. The planned improvement involves increasing access to credentialing programs and providing additional support for teachers. This change aims to improve credentialing rates, ensuring that more teachers are fully qualified, which will enhance the quality of instruction and student learning outcomes.

Action 1.5 Title 1 Intervention Support:
Modifications are planned for Title 1 Intervention Support due to its ineffectiveness, as evidenced by the 2024 Math CAASPP points being below standard. The strategy involves enhancing Title 1 support strategies to better target and improve CAASPP scores for underperforming student groups. By focusing on these groups, their academic performance will improve, leading to higher overall achievement.

Action 1.6 Technology:
Additional funds have been allocated for this action, due to increased personnel expenses (salary increase and H&W increase) and replacement costs for outdated technology. This action has demonstrated effectiveness as evidenced by its continued support for instructional technology needs.

Action 1.7 AP Courses / College Courses / Credit Recovery:
Additional funds have been allocated for this action from $13,000 to $25,000, due to increased enrollment in college courses and books, as well as increased costs for the credit recovery program. The shift towards dual enrollment or concurrent college enrollment from AP courses has been found to be more cost-effective and successful, with positive outcomes for students.

Action 1.8 Fully Credentialed Teachers:
No modifications are planned for this action. This action has demonstrated effectiveness in maintaining a high percentage of fully credentialed teachers.

Action 1.9 Special Education Paraprofessionals:
Additional funds have been allocated for this action, due to increased personnel expenses (salary increase and H&W increase). The hiring of additional staff has shown positive growth in students with disabilities on the CAS tests, indicating effectiveness.

Overall, these changes reflect a strategic response to effectiveness data, resource allocation, and the need to address specific challenges such as decreased test scores and increased demand for special education support. The district is refining its approach by introducing new materials, reallocating resources, and adjusting strategies to enhance student engagement and achievement.

Action 1.1 and 1.2 been revised to include anticipated additional LREBG funding for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expanded Learning Opportunity Program	Summer school and extended day program will be offered district wide to address targeted learning loss at the elementary level, and credit deficient students at the high school level. English Learners, Foster Youth, Homeless and Low Income students will have first priority. If spaces are available, it will be open to additional participants by request. These funds will include personnel, snack, and supplies for summer school and after school program. The Learning Recovery Emergency Block Grant funds were used to replace supplement expanded learning opportunity program funds. The funds were utilized on a school-wide basis. English Learners, Foster Youth, Homeless, and Low-Income students will benefit from the LREBG-funded components.	$155,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Extended Instructional Learning Time	The district will provide small group instruction, and one-on-one tutoring through the support of certificated staff and paraprofessionals to all unduplicated pupils. In addition, they will offer Saturday School and short term Independent Study to support EL Learners, Foster Youth, students with disabilities and Low Income Students. Snacks will be provided for tutoring as well as transportation if needed. If space permits, additional students will be included. Staffing has been supported to ensure an instructional aid is available in grades TK through six during ELA and math time. Additional tutoring will be offered at the high schools to increase engagement. The funds are used on a school-wide basis. The student groups benefiting from the LREBG-funded components include EL Learners, Foster Youth, students with disabilities, and Low Income Students.	$85,000.00	Yes
1.3	Assessment and Intervention Software	The district will purchase Renaissance Learning Suite and NWEA MAPS to provide additional academic diagnosis and support for unduplicated students, such as adaptive software, progress monitoring, and benchmark assessments.NWEA MAPS will measure all students at both high schools, while Renaissance Learning Suite will be employed for all students in elementary school grades 1 through 8. This will offer a local measurement in addition to the CAASPP to determine student success.	$16,000.00	Yes
1.4	Professional Development	Provide training on enhancing academic rigor in ELA, math, and science, implementing state board-adopted standards for all students, including English Learners, and incorporating project-based learning, cross-curricular design, and NWEA MAP assessments. Professional development in ELA, math, science, and CTE is supported. Funds are used on an LEA-wide basis to ensure all teachers are better equipped to serve their students. The components funded benefit all student groups, including English Learners, by providing teachers with additional tools to engage students and promote academic growth.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Title 1 Intervention support	Tenaya Elementary School will receive Title 1 support five days per week through a push-in and pull-out program for Foster Youth, English Learners, and Low-Income students. At the high school level, one General Education Teacher at each site will be partially funded by Title 1 to provide additional support in ELA and Math for these student groups. The implementation of the Title 1 program has been successfully achieved, servicing students from K to 8. A part-time Title 1 teacher provides remediation, and two Title 1 aides offer additional classroom support daily, as well as targeted support for underachieving students. Growth in ELA and Math has been observed. The funds are used on a school-wide basis, benefiting Foster Youth, English Learners, and Low-Income students.	$167,015.00	No
1.6	Technology	The district will continue to ensure that Foster Youth, EL Learners, Low Income Students and students with disabilities have priority access to technology and connectivity at school and home. In addition tech support will be available to these students to troubleshoot any technical difficulties. One-on-one devices have been successfully provided for all students in grades 4 through 12. A computer lab is available at the elementary school, and iPads are provided in the primary grades to assist students with educational programs. Devices have been updated on all campuses. The expenditures benefit Foster Youth, EL Learners, Low Income Students, and students with disabilities on an LEA-wide basis	$140,000.00	Yes
1.7	AP Courses /College Courses/Credit Recovery	The district will cover fees and books for AP classes, concurrent college enrollment, online college courses, and credit recovery to enhance college preparedness. The funds are utilized on a school-wide basis to support students at both high schools. The components funded by LCFF funds benefit students who are enrolled in junior college courses and those participating in credit recovery to stay on track for graduation.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Fully Credentialed Teachers	The District will strive to hire 100% fully credentialed teachers in all subject areas. All new teachers will be supported by a mentor teacher, and the district will cover the costs of induction programs.	$15,400.00	No
1.9	Special Education Paraprofessionals	The district will continue to provide students with disabilities additional small group instruction or one-on-one tutoring to close academic gaps. Additional staff have been hired to meet the increased need for one-on-one aides, facilitating the mainstreaming of students with special needs into their classrooms.	$236,599.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance and expand social-emotional programs, counseling, health services and improve school facilities to foster mental and physical well-being, aiming to close the gap between foster youth, students with disabilities, socioeconomically disadvantaged students, Hispanic students, and the general population in terms of attendance, chronic absenteeism, school discipline rates, and participation in social-emotional supports.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While the LEA has made improvements in this area, 34.2% of students were still chronically absent as reported on the 2024 California Dashboard. The district is implementing strategies and supports to increase attendance and reduce suspensions district-wide. Additional social-emotional supports and personnel are needed to specifically target foster youth, students with disabilities, Hispanic students, and socioeconomically disadvantaged students to further increase attendance and reduce suspensions in these groups compared to the general population. Increasing access to social-emotional learning programs and mental health services contributes to overall pupil well-being, which is a critical component of student success. Participation in these supports helps students manage stress, build resilience, and improve academic and social outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates as reported in CALPADS and the California Dashboard.	2023 California Dashboard 22-23 District Wide Attendance Rate All Students-90.86%	2024 California Dashboard 23-24 District Wide Attendance Rate All Students-92.89%		2026 California Dashboard District Wide Attendance Rate will increase by 4%.	From the 2023 California Dashboard to the 2024 release, the district-wide attendance rate for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tenaya Elementary-91.31% Tioga High- 88.02% Don Pedro High-93.25%	Tenaya Elementary-91.38% Tioga High-87.74% Don Pedro High-99.36%			all students increased from 90.86% to 92.89%, showing a positive gain of 2.03 percentage points. Tenaya Elementary saw a slight increase from 91.31% to 91.38% (+0.07), while Tioga High experienced a small decline from 88.02% to 87.74% (-0.28). Don Pedro High made a significant improvement, rising from 93.25% to 99.36%, an increase of 6.11 percentage points.
2.2	Chronic Absenteeism as reported on the California Dashboard.	2023 California Dashboard Chronic Absenteeism Rate District All 49% Socioeconomically disadvantaged 52.4% Students with disabilities 52.4% Hispanic 43.5% Foster Youth- not available	2024 California Dashboard Chronic Absenteeism Rate District All 34.2% Socioeconomically disadvantaged 41.1% Students with disabilities 50.0% Hispanic 29.1%		2026 California Dashboard Chronic Absenteeism Rate will decrease by 20% for all student groups in the District.	From the 2023 to the 2024 California Dashboard, the district-wide chronic absenteeism rate decreased significantly from 49% to 34.2%, reflecting a 14.8 percentage point improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless-75%	Foster Youth- not available Homeless-50%			Socioeconomically disadvantaged students saw a reduction from 52.4% to 41.1% (-11.3), and Hispanic students improved notably from 43.5% to 29.1% (-14.4). Students with disabilities showed a slight improvement, decreasing from 52.4% to 50% (-2.4). Data for foster youth remains unavailable in both years. For the first time, homeless student data is reported, showing a 2024 rate of 75%, which indicates a high level of chronic absenteeism within this group.
2.3	Suspension rates as reported in CALPADS and the California Dashboard.	2024 Suspension Data .02% Breakdown of suspension data by student groups:	2025 Suspension Data 0.93%		2026 California Dashboard Suspension Rate will be less than	From the 2024 to the 2025 California Dashboard, the district-wide suspension rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White <1% Socioeconomically disadvantaged <1% Students with disabilities <1 % Expulsion-0 %	Breakdown of suspension data by student groups: White 1.5% Socioeconomically disadvantaged 1.4% Students with disabilities 0.0		3% and expulsion rate will be 0%.	increased from 0.02% to 0.93%, a rise of 0.91 percentage points. White students saw an increase from less than 1% to 1.5%, and socioeconomically disadvantaged students increased from less than 1% to 1.4%. Notably, students with disabilities decreased from less than 1% to 0.0%.
2.4	Expulsion rates as reported in CALPADS and the California Dashboard	2024 Expulsion Data 0% as reported on CALPADS.	2025 Expulsion Data 0% as reported on CALPADS		2026 California Dashboard or CALPADS Expulsion rate will be 0%.	The expulsion rate remained at 0% across both years.
2.5	California Healthy Kids Survey- Social and Emotional Health and Substance Use Scores	2024 CHKS Data 9th grade Social Emotional Distress - 49% Experienced chronic sadness-47% Considered Suicide-25% Current drug/alcohol use 20% Sense of Safety-55% School Connectedness-45% 11th grade	2025 CHKS Data 9th grade Social Emotional Distress - 27% Experienced chronic sadness - 26% Considered Suicide - 21% Current drug/alcohol use - 11% Sense of Safety - 50%		CHKS will see a decrease of 15% in Social Emotional Distress Experienced Chronic Sadness Considered Suicide Current drug/alcohol use and a 15% increase in School Safety	From the 2024 to the 2025 CHKS data, 9th-grade students showed notable improvement in several key areas. Social emotional distress decreased from 49% to 27%, and chronic sadness declined from 47% to 26%. The percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Emotional Distress - 53% Experienced chronic sadness- 67% Considered Suicide- 21% Current drug/alcohol use 17% Sense of Safety-54% School Connectedness- 43%	School Connectedness - 39% 11th grade Social Emotional Distress -49% Experienced chronic sadness - 53% Considered Suicide - 27% Current drug/alcohol use - 20% Sense of Safety - 47% School Connectedness - 36%		School Connectedness	students who considered suicide dropped from 25% to 21%, and current drug/alcohol use decreased from 20% to 11%. However, sense of safety slightly declined from 55% to 50%. School connectedness for 9th grade in 2025 was reported at 39%, compared to a baseline of 45%. Among 11th-grade students, outcomes were mixed. Social emotional distress remained unchanged at 49%, while chronic sadness increased significantly from 53% to 67%. The percentage of students who considered suicide remained steady at 27% in 2025. Drug/alcohol use slightly decreased from 20% to 17%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Sense of safety increased from 47% to 54%, and school connectedness improved slightly from 36% to 43%, though still below the district baseline of 45%.
2.6	Facilities in "Good" Repair as measured by the Facility Inspection Score (FIT)	Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)-7	Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)-6		Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)-3	From the prior reporting period to the current year, the number of identified instances where facilities did not meet the "Good Repair" standard decreased from 7 to 6.

Goal Analysis [2024-25]

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

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

The implementation of Goal 2, aimed at enhancing and expanding social-emotional programs, counseling, health services, and improving school facilities, encountered both challenges and successes.

Action 2.1, focused on counseling services, was linked to Metric 2.2, the 2024 California Dashboard Chronic Absenteeism Rate. Crisis counseling and virtual therapy addressed absenteeism issues, particularly among vulnerable groups. Although the crisis counselor's maternity leave reduced service availability for three months, virtual therapy helped mitigate this impact. As a result of these combined efforts, chronic absenteeism decreased by 15%, demonstrating a positive impact of the available counseling services on student attendance.

Action 2.2 involved maintaining a refocus room, also associated with Metric 2.2, aiming to reduce chronic absenteeism by providing a supportive environment. The refocus room at Tenaya Elementary contributed to a decrease in overall discipline referrals. This success in reducing disciplinary actions improved attendance, benefiting foster youth and socioeconomically disadvantaged students. Chronic absenteeism decreased by 15%, indicating the positive impact of this intervention on student engagement and attendance.

Action 2.3, Between 2024 and 2025, 9th grade CHKS data showed significant improvement in key indicators of student well-being, with social-emotional distress decreasing from 49% to 27%, chronic sadness from 47% to 26%, and drug/alcohol use from 20% to 11%. These positive shifts are attributed to the district's implementation of targeted social-emotional learning (SEL) supports and mental health interventions. Additionally, students in both 9th and 11th grades reported increases in sense of safety and school connectedness, further reflecting the impact of SEL programs on fostering a more supportive and emotionally healthy school environment.

Action 2.4 focused on professional development to support unduplicated students, connected to both Metric 2.3 and Metric 2.5. The suspension rate of 0.93% indicated that professional development in trauma-informed practices and restorative justice effectively managed student behavior, keeping suspension rates at less than 1% for the second year in a row. Staff received comprehensive training in trauma-informed practices and suicide prevention, reducing discipline rates and better preparing staff to support students in trauma. The decrease in social-emotional distress as indicated by th CHKS is also an indicator that staff is better equipped to handle students in trauma.

Action 2.5 implemented Positive Behavior Intervention Supports (PBIS), related to Metric 2.5. The aim was to enhance school connectedness and social-emotional health. The successful implementation of PBIS and reward systems improved student engagement and reduced discipline issues across campuses, as indicated by the California Dashboard suspension and expulsion rates. In additon, CHKS results indicated a significant decrease in emotional distress from 2024 to 2025.

Action 2.6, involving enhanced physical education and outdoor education equipment, was expected to impact Metric 2.5 by improving physical health and reducing stress. New equipment and materials promoted physical health and reduced student stress levels, which may be a contributing factor as well to the significant decrease in emotional distress from 2024 to 2025.

Action 2.7 aimed to enhance school facilities, focusing on Metric 2.6, involving the Facility Inspection Score (FIT). The goal was to ensure facilities were in "Good" repair, supporting a safe learning environment. Enhancements such as new flooring, roofing, and painting fostered pride and care among students.

Lastly, Action 2.8 provided dental health services aligned with Metrics 2.1 and 2.5. The virtual dental clinic aimed to improve student health, attendance, and social-emotional well-being by addressing dental issues. While specific data is not available, teacher input and observations indicate that students who were previously chronically absent due to dental problems have shown improved attendance and increased focus in class.

The implementation of Goal 2 was marked by challenges and successes, with significant positive impacts on student attendance, discipline, and engagement. Staffing issues, such as the temporary absence of the crisis counselor, and time constraints faced by teachers in delivering social-emotional learning lessons, posed challenges. Budget constraints also played a role, with underspending in some areas due to pre-existing resources and overlapping budget allocations, while overspending occurred in physical education and school facilities due to rising costs and the need to replace outdated or broken equipment and infrastructure. Despite these challenges, the district demonstrated

adaptability in addressing staffing and budgetary challenges while leveraging existing resources and external funding, such as a grant for the virtual dental clinic, to support the goal's objectiv

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.

Action 2.1: Counseling Services
A material difference was identified in the budget for counseling services due to overspending. This variance occurred as a result of increased costs related to salary and health and welfare benefits, as well as the need to provide virtual therapy services to cover for the crisis counselor who was on maternity leave during the first three months of the school year. While virtual therapy ensured continuity of care, the added expense contributed to higher-than-anticipated costs. This budget deviation impacted the scope of counseling services by stretching available resources, which may have affected the consistency and depth of support for students. The implications for student services include challenges in maintaining the same level of personalized crisis intervention, influencing the overall achievement of Goal 2.

Action 2.2 Refocus Room
Overspending occured in this area due to an increase in salary and health and welfare benefits from the orginal budgeted amount. In addition, the Refocus Room was staffed an additonal day per week due to the success with improved attendance and reduced chronic absenteeism.

Action 2.3: Social Emotional Learning
There was underspending in the Social Emotional Learning action due to the district's prior acquisition of Second Step materials for elementary schools. This eliminated the need for additional purchases, resulting in a budget variance. The impact on the scope of this action was minimal as the necessary resources were already in place, ensuring continued support for students' social-emotional development. The implications for student services were positive, as the existing materials allowed for uninterrupted program delivery, contributing to the achievement of Goal 2.

Action 2.4 Professional Development
A material difference occured in this area due to overspending, almost twice the orginal budget. Due to a shortage of special education teachers, the district funded special education credential programs for two of our current teachers to be able to meet the needs of pur special education students.

Action 2.6: Physical Education and Outdoor Education Equipment
A material difference was noted due to overspending from the budgeted amount for Physical Education and Outdoor Education Equipment , this was due to rising costs and the necessity to replace outdated or broken equipment. This financial variance expanded the scope of the action by ensuring that students had access to safe and functional equipment, enhancing the quality of physical education and outdoor activities. The implications for student services were beneficial, as improved equipment supports better physical education outcomes, aligning with the objectives of Goal 2.

Action 2.7: School Facilities Enhancement

A material difference was noted in the School Facilities Enhancement action due to overspending on large projects such as roofing and flooring. This variance was necessary to complete essential infrastructure improvements, expanding the scope of the action by enhancing the learning environment. The implications for student services include improved safety and comfort in school facilities, positively impacting student engagement and learning, contributing to the achievement of Goal 2.

Action 2.8: Dental Health Services
The budget for Dental Health Services experienced underspending because full services for the 2024–25 virtual dental clinic were funded through a grant received by the provider. As a result, the district's allocated $40,000 was not expended and will roll over to the 2025–26 school year to ensure the continuation of services. Despite the underspending, students received uninterrupted access to dental health support. The implications for student services include both the maintenance of current service levels and the potential to enhance and expand dental health offerings in the following year, further supporting overall student well-being and the achievement of Goal 2

Overall, the budget variances for Goal 2 collectively impacted its implementation by necessitating adjustments in service delivery and resource allocation. While some actions experienced reduced spending due to pre-existing resources or external funding, others required additional investment to maintain or enhance service quality. These financial adjustments ensured that student services were either maintained or improved, supporting the achievement of Goal 2 objectives. There were no material differences in the planned versus actual percentages of improved services, ensuring that the district's commitments to student outcomes, particularly for unduplicated pupils, were upheld.

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

Goal 2: Social-Emotional Learning
- Implementation Challenges: Crisis counselor on maternity leave, impacting services.
- Implementation Successes: Refocus room and social-emotional learning programs positively impacted attendance and discipline.
- Effectiveness: Lower suspension rates and increased attendance linked to refocus room and social-emotional learning.
- Actions:
- Counseling: Virtual therapy offered during counselor's leave.
- Refocus Room: Lower suspension rates and increased attendance.
- Social-Emotional Learning: Lower discipline rates; underspending due to pre-owned materials.
- Professional Development: Staff trained in trauma-informed practices and suicide prevention.
- Positive Behavior Intervention Supports: Successful implementation across campuses.
- Physical Education and Outdoor Education Equipment: Successful acquisition of new equipment; potential overspending due to rising costs.
- School Facilities: Comprehensive improvements made; overspending due to large projects.
- Dental Health Services: Virtual dental health clinic implemented; better attendance and focus due to improved student health.
Summary: Goal 2 saw positive impacts from social-emotional learning programs, despite challenges with staffing. The refocus room and counseling services improved attendance, decreased chronic absenteeism and suspension rates.

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

Action 2.1 Counseling Services:
Additonal funds have been allocated to this action due to increased personnel costs (salary and H&W benefits). The temporary decrease in services due to a crisis counselor being on maternity leave was mitigated by offering virtual therapy. This action continues to support student well-being effectively.

Action 2.2 Maintain and Support Refocus Room:
No modifications are planned for this action. This action has demonstrated effectiveness in reducing suspension rates and improving attendance, particularly for foster youth and socioeconomically disadvantaged students.

Action 2.3 Social Emotional Learning:
No modifications are planned for this action. The underspending is attributed to already owning necessary materials, the budget has been decreased to account for this. Despite time constraints for teachers, the action remains effective in supporting student social-emotional development.

Action 2.4 Professional Development to Support Unduplicated Students:
No modifications are planned for this action. Although the budget was slightly decreased due to change in funding.

Action 2.5 Positive Behavior Intervention Supports (PBIS):
No modifications are planned for this action. The successful implementation of PBIS has positively impacted student engagement and discipline, demonstrating its effectiveness.

Action 2.6 Physical Education and Outdoor Education Equipment:
No modifications are planned for this action. Despite, overspending in 2024-25 due to rising costs and the need to replace outdated equipment, the budget has not been increased for this action. The district anticipates they will be able to stick tp the budget, as much of the broken equipment has been replaced. The district is committed to this action, as it continues to support student physical education effectively.

Action 2.7 Enhance the Quality of School Facilities:
No modifications are planned for this action, however the budget has been increased. Overspending is occurring due to large projects like roofing and flooring, which have fostered a sense of pride among students, indicating the action's effectiveness.

Action 2.8 Dental Health Services:
No modifications are planned for this action. Underspending this year is due to a grant, with plans to apply the funds next year. The virtual dental clinic has improved student health and attendance, demonstrating its effectiveness.

Overall, while there are no formal changes to the goal or its metrics, the focus remains on maintaining successful actions and addressing challenges as they arise, such as staffing issues and budget reallocations.

Summary:
No changes other than budgetary are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling	Crisis counseling services are available to students in need, with priority given to Foster Youth, ELL, and socioeconomically disadvantaged students. The district will offer virtual therapy in addition to the current full-time crisis counselor, as one counselor among three schools is insufficient.	$144,014.00	Yes
2.2	Maintain and Support Refocus Room	For the 25-26 school year the district will continue to offer the refocus room at Tenaya Elementary as a means to help catch up students who are behind, deescalate students in trauma to close the attendance gap between foster youth, socioeconomically disadvantaged, Hispanic and the general population with regard to attendance, chronic absenteeism, school discipline rates; and participation in social emotional supports.The refocus room has effectively lowered suspension rates and increased attendance by providing targeted support to students in crisis, including foster youth and socioeconomically disadvantaged students. The refocus room is implemented on a school-wide basis, benefiting foster youth and socioeconomically disadvantaged students.	$63,783.00	Yes
2.3	Social Emotional Learning	Expand access to social-emotional learning programs in all classrooms ensuring inclusivity and relevance to the diverse needs of foster youth, students with disabilities, socioeconomically disadvantaged students, and Hispanic students.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Professional Development to support unduplicated students	Staff require professional development in trauma-informed practice, SEL, suicide prevention, Restorative Justice, and Growth Mindset to effectively support Foster Youth, EL Learners, Low Income Students, and students with disabilities	$12,000.00	Yes
2.5	Positive Behavior Intervention Supports	Provide staff with student PBIS incentives to engage and establish a stronger school connection (a set amount of $200 per teacher) and a PBIS budget of $2000 for administrators at each campus.	$8,600.00	No
2.6	Physical Education and Outdoor Education Equipment	Introducing new physical education equipment and outdoor education materials will significantly enhance students' mental and physical well-being. Modern, high-quality equipment encourages active participation in physical activities, promoting physical health through improved fitness, strength, and coordination. Regular physical activity is known to reduce stress, anxiety, and depression, contributing to better mental health.	$40,000.00	No
2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	The FIT score helps schools and districts identify areas needing improvement and prioritize maintenance and repairs. By this improving this score, the goal is to ensure that all students have access to facilities that are conducive to learning and meet health and safety standards.	$100,000.00	No
2.8	Dental Health Services	Establish an MOU with Tuolumne County Superintendent of School Smile Keepers Program to continue the virtual dental health clinic at Tenaya Elementary for unduplicated students.	$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will continue to offer and expand Career and Technical Education (CTE) courses and pathways, Visual and Performing Arts (VAPA) opportunities, enrichment courses, and extracurricular activities to increase student, parent, and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

By expanding CTE courses and pathways, VAPA opportunities, enrichment courses, and extracurricular activities, the district aims to create a comprehensive and engaging educational environment that supports the diverse interests and needs of students, while fostering increased engagement from parents and the community. This holistic approach will help prepare students for success in both their academic and future career endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	#Students enrolled in CTE courses	2023-24 83% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	2024-25 80% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.		2026-2027 95% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	From the 2023–24 baseline to 2024–25, the percentage of students enrolled in at least one CTE course at both high schools decreased slightly from 83% to 80%. .

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	%Students completing CTE pathways	2023-24 CTE pathway completers 18%	2024-25 CTE pathway completers 19%		2026-2027 CTE pathway completers-25%	There was a 1% decrease in CTE pathway completers from baseline to year one.
3.3	% Students enrolled in VAPA courses.	2024 Tenaya Art/ Including visit artists- 100% of students in TK-8th grades Music-not offered Drama- not offered 2023-24 Tioga Music-8 Art-7 Drama-9 2023-24 Don Pedro Art-4 Culinary Arts-8 Drama-8	2025 Tenaya Art/ Including visit artists- 100% of students in TK-8th grades Music-100% of students in TK-8th grades Drama- not offered 2024-25 Tioga Music-8 Art-6 Drama-N/A 2023-24 Don Pedro Art-10 Culinary Arts-8 Drama-N/A		2026-27 Tenaya Enrolled in VAPA - 100% participation of TK-8 grade students 2026-27 Tioga Enrolled in VAPA- 60% 2026-27 Don Pedro Enrolled in VAPA - 70%	From the baseline year to Year 1, Tenaya maintained 100% art access for TK–8th grade and added music for all students, marking a significant expansion in arts education, though drama remains unavailable. At Tioga, music access remained consistent for 8 students, art participation slightly declined from 7 to 6 students, and drama was no longer offered. Don Pedro saw an increase in art participation from 4 to 10 students, maintained its culinary arts program for 8 students, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						discontinued drama.
3.4	.# students enrolled in enrichment or extracurricular activities	2023-24 Tenaya ALL- 16 White- 4 Low Income- 9 Hispanic-2 Foster Youth-1 Tioga High School - All -10 Low Income- 6 Foster Youth-0 Homeless-1 Hispanic-0	2024-25 Tenaya ALL- 66 White- 50 Low Income-45 Hispanic-2 Foster Youth-2 Tioga High School All -45 Low Income- 30 Foster Youth-1 Homeless-5 Hispanic-0 Don Pedro High School All -35 White-30 Low Income- 20 Foster Youth-0 Homeless-1 Hispanic-3		2026-2027 Tenaya All -60 White- 24 Low Income-30 ELL-5 Foster Youth-1 Tioga High All-40 White-16 Low Income- 20 Foster Youth-1 ELL-3 Don Pedro High All-28 White-11 Low Income- 15 Foster Youth-0 ELL-2	From the 2023–24 baseline to Year 1, Tenaya experienced a significant increase in student participation in extracurricular activities, rising from 16 to 66 students. White student participation grew from 4 to 50, low-income students from 9 to 45, foster youth from 1 to 2, while Hispanic student participation remained the same at 2.

Tioga High School, however, saw a decline in overall participation from 45 to 10 students, with low-income students decreasing from 30 to 6, and foster |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						youth dropping from 1 to 0. Don Pedro High School reported 35 students participating in extracurricular activities in Year 1, with the majority being white (30), 20 identified as low income, and small numbers of homeless (1) and Hispanic students (3); no foster youth participated.
3.5	# of parents or guests attending events, or volunteering for school related activities	Results (# of parents or guests attending events) Tenaya- 3 events total = 301 Other-145 Low Income- 148 EL- 10 Foster Youth-3 SPED-15 Tioga- 57 Other-32 Low Income-22 Foster Youth-0 SPED-2 EL-1 Don Pedro-85	Results (# of parents or guests attending events) Tenaya- 5 events total = 459 Other-145 Low Income- 148 EL- 15 Foster Youth-3 SPED-25 Tioga- 70 Other-36 Low Income-34 Foster Youth-0 SPED-8 EL-1		2026-27 # attending, not percentage Tenaya- 350 Other-128 Low Income- 190 ELL- 10 Foster Youth-2 SPED-20 Tioga- 100 Other-34 Low Income-51 ELL-5 Foster Youth-2 SPED-5	From the baseline to Year 1, Tenaya increased the number of family engagement events from 3 to 5, resulting in an overall rise in attendance from 301 to 459. Notable increases were seen in EL families (from 10 to 15) and SPED families (from 15 to 25), while attendance from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 3 Other-73 Low Income-6 SPED-3	Don Pedro-85 EL- 3 Other-73 Low Income-35 SPED-4		Don Pedro-75 Other-29 Low Income-36 ELL-5 Foster Youth-0 SPED-5	low-income families (148), foster youth (3), and "Other" (145) remained consistent. At Tioga, overall parent/guest attendance decreased from 70 to 57, with slight declines in attendance across low-income (from 34 to 22), SPED (from 8 to 2), and "Other" (from 36 to 32), while foster youth attendance remained at 0 and EL stayed at 1. Don Pedro maintained an overall attendance of 85 in both years; however, low-income participation decreased from 35 to 6, while "Other" remained steady at 73. Attendance from EL families stayed at 3, and SPED families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						declined slightly from 4 to 3.
3.6	Graduation Rate as listed in CALPADS and the California Dashboard	2023-24 High School Graduation Rate-95%	2024-25 High School Graduation Rate-91%		2026-27 Graduation Rate-98%	Graduation rate decreased 4% in year one from baseline.
3.7	Middle School and High School Drop out rate as listed in CALPADS	2023-24 Middle School Dropout Rates-0 High School Dropout Rate-5%	2024-25 Middle School Dropout Rates-0 High School Dropout Rate-9%		2026-27 Middle School Dropout-0 High School Dropout Rate- 2%	From 2023–24 to 2024–25, the middle school dropout rate remained at 0%, while the high school dropout rate increased from 5% to 9%, reflecting a 4 percentage point rise.
3.8	% of students who met A-G requirements and completed a CTE pathway.	2024 high school transcript data indicates 29 % of students met both requirements for entrance to UC/CSU and CTE sequences of study	2025 high school transcript data indicates 12% of students met both requirements for entrance to UC/CSU and CTE sequences of study		2027 high school transcript data will indicates 40 % of students met both requirements for entrance to UC/CSU and CTE sequences of study	From 2024 to 2025, the percentage of high school students meeting both UC/CSU entrance requirements and completing a CTE sequence dropped significantly from 29% to 12%, reflecting a 17 percentage point decline.

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

Goal Analysis [2024-25]

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

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

The implementation of Goal 3, focusing on enhancing Career and Technical Education (CTE), Visual and Performing Arts (VAPA), and extracurricular activities, as well as increasing parent and community engagement, demonstrated successes and challenges. Action 3.1, involving the employment of CTE teachers at DP and Tioga, was executed with four teachers across two campuses. This action increased student engagement and enrollment, particularly in Future Farmers of America (FFA) programs, positively impacting attendance rates. The absence of a culinary teacher posed a challenge, affecting the ability to offer culinary courses. Plans are underway to address this staffing gap in the following year.

Action 3.2 aimed to expand VAPA courses and was implemented with art courses offered at all three campuses and the reintroduction of a music teacher at the elementary school. This expansion resulted in increased student engagement, with offerings such as band and musicals. Qualitative evidence indicates a successful increase in student enrollment in VAPA courses. Budget management for these programs was generally on track, with overspending due to hiring an additional part-time intern teachers for music at Tenaya Elementary.

Action 3.3 focused on increasing student participation in enrichment and extracurricular activities through after-school programs. The implementation of esports, mock trial, and Gifted and Talented Education (GATE) programs, along with strong participation in FFA, contributed to better student engagement and attendance, as well as reduced chronic absenteeism. The inability to field a team for the academic decathlon due to insufficient student participation highlighted a participation constraint. The overlap with funds from the expanded learning opportunity program helped manage the budget effectively, indicating a positive external factor in resource allocation. Qualitative feedback suggests a significant positive impact on student participation in metric 3.4. .

Action 3.4, designed to enhance parent and community engagement, was executed through events such as winter programs, musical performances, and FFA events. These activities enhanced community engagement and parent involvement, which increased significantly this year with added events. The district's budget for these programs was generally well-managed, with additional funding under proposition 28.

Metrics 3.6 and 3.7, focusing on graduation and dropout rates, do not have a direct connection to any specific action within Goal 3. While improved engagement through CTE, VAPA, and extracurricular activities could indirectly influence these metrics by enhancing student engagement and retention, year 1 outcome data does not provide a clear link between these actions and changes in graduation or dropout rates. Consequently, the impact of Goal 3 actions on these metrics remains speculative without specific data. Overall, the implementation of Goal 3 was successful, with significant achievements in student engagement and program expansion across various areas. The effective management of resources and budget, aided by external funding overlaps, contributed positively to the goal's execution.

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.

While the district has remained focused on achieving the outcomes outlined in Goal 3, actual expenditures exceeded the planned budget in several areas due to strategic programmatic expansions. Specifically, the hiring of a part-time music teacher to enhance the visual and performing arts program contributed to higher-than-anticipated costs. This position had not been filled for several years, and its reinstatement—though beneficial for student enrichment—was not originally accounted for in the budget. As a result, spending in this area was greater than planned.
Additionally, the district expanded after-school enrichment programs and increased parent engagement opportunities beyond the original scope. These enhancements, while aligned with LCAP priorities, also contributed to the budget overage. While some of the after-school enrichment costs were offset by funds from the Expanded Learning Opportunities Program, the overall expansion led to higher expenditures. Despite the overspending, these decisions were made in support of student well-being and community involvement. The enhancements have provided students with broader access to the arts and extracurricular activities, while also fostering stronger family-school partnerships. These outcomes align with the district's commitment to providing a well-rounded educational experience, even as we continue to refine our budget forecasting and resource allocation practices moving forward.

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

Action 3.1: CTE Teachers at DP and Tioga
The employment of CTE teachers at DP and Tioga was effective. The presence of four CTE teachers across two campuses significantly increased student engagement and interest, particularly in the Future Farmers of America (FFA) program. This heightened interest contributed to higher attendance rates, aligning with the intended outcomes of increasing student enrollment and completion of CTE pathways. The absence of a culinary teacher at Tioga High was noted as a challenge, which limited the program's full potential. Plans to hire a culinary teacher next year indicate a proactive approach to addressing this gap.

Action 3.2: Visual and Performing Arts Course
The expansion of Visual and Performing Arts (VAPA) courses was effective in increasing student engagement. Art was offered at all three campuses, and the addition of a music teacher at the elementary school led to successful art programs and new music offerings, such as band and musicals. This expansion directly supports Metric 3.3, which measures the percentage of students enrolled in VAPA courses.Increased student enrollment in VAPA courses, mainly due to the implementation of a music program at Tenaya Elementary, indicates that the action met its intended outcomes.

Action 3.3: After School Program, Enrichment Activities, and Extracurricular Opportunities
The implementation of after-school programs, enrichment activities, and extracurricular opportunities was effective. Successful programs included esports, mock trial, and strong participation in FFA, as well as GATE programs and athletics. These activities contributed to improved student engagement, better attendance, and reduced chronic absenteeism, aligning with the intended outcomes of increasing student participation in enrichment activities. The inability to field a team for the academic decathlon due to insufficient student participation

was a noted challenge. This challenge highlights the need for strategies to boost student interest in specific programs. Participation in after-school enrichment activities at Tenaya increased significantly from 16 students in 2023–24 to 66 students in 2024–25, with notable growth among White (from 4 to 50) and Low Income students (from 9 to 45). Participation by Foster Youth also doubled from 1 to 2, while Hispanic student participation remained steady at 2. This upward trend reflects broader engagement and access to enrichment opportunities, particularly among historically underserved groups.

Action 3.4: Parent and Community Engagement Opportunities
The enhancement of parent and community engagement opportunities was effective. Successful events, such as a winter program, musical performances, and FFA events, saw significant parent attendance, which increased student engagement and parent involvement. This aligns with Metric 3.5, which measures the number of parents or guests attending events or volunteering. The increased engagement contributed to better attendance and a supportive school environment, indirectly supporting Metrics 3.6 and 3.7 related to graduation and dropout rates. The effectiveness of this action is evident in the positive outcomes observed, although the connection to Metrics 3.6 and 3.7 is more indirect.

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

Action 3.1 CTE Teachers at DP and Tioga: No modifications are planned for this action, however the budget has been increased due to a 3% increase in certificated salaries, as well as Health and Welfare increases. As well as, the addition of a culinary teacher addresses the absence of culinary courses, enhancing the CTE program by broadening the range of courses available to students, thereby increasing student engagement and participation in career-focused education.

Action 3.2 Visual and Performing Arts Course: No modifications are planned for this action, however the budget has been increased due to a 3% increase in certificated salaries, as well as Health and Welfare increases. The expansion of music offerings through the hiring of a music teacher at the elementary school enhances the arts program. This strategic enhancement increases student engagement and participation in the arts, as evidenced by increased enrollment in music courses.

Action 3.3 After School Program, Enrichment Activities, and Extracurricular Opportunities: The budget has been increased this year to reflect increased costs for salaries and Health and Welfare Benefits and expansion of Extracurricular Activities. The budget was underestimated in 24-25, and the addtional allocated funds should be closer to actual expenditures. The implementation of esports and GATE programs diversifies extracurricular activities, catering to varied student interests.

Action 3.4 Parent and Community Engagement Opportunities: No modifications are planned for this action, although the budget has been increased slightly, as Parent Engagement Opportunities have expanded from previous years. Successful events such as the winter program and musical performances increase student engagement and parent involvement. This success is reflected in improved attendance rates, indicating that the current strategies effectively foster community engagement.

Overall, while no formal changes are planned for the actions under Goal 3, implicit adjustments such as the addition of a culinary teacher and the expansion of music offerings strategically enhance the program's effectiveness. These adjustments address identified gaps and improve student engagement and participation across various educational and extracurricular domains.

Summary of Changes: Action 3.1 has been implicitly adjusted to include the addition of a culinary teacher.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Teachers at DP and Tioga	The district will fund 3.5 FTE CTE teachers at the high schools to continue CTE programs and pathways. Vocational options need to be available for non college bound students.	$460,326.00	No
3.2	Visual and Performing Arts Course	The district will continue to support and expand VAPA at all sites to increase engagement of unduplicated students. Art has been successfully offered at all three campuses, and a music teacher has been added at the elementary school, enhancing the program with band and musicals.	$140,000.00	Yes
3.3	After school program, enrichment activities and extracurricular opportunities	Offer after school program with enrichment activities, as well as GATE programs, athletics, ESPORTS, FFA, AcaDec, Mock Trial and other extracurricular activities.	$60,000.00	No
3.4	Parent and Community Engagement Opportunities	The district will organize family nights, workshops, and community events that highlight student achievements and encourage parental and community involvement. As well as establish volunteer programs that invite parents and community members to support and participate in school activities and give input on programs for the LEA and school sites. Parents/guardians of low income, foster youth, English Learners and	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students with disabilities will be encouraged to participate in these activities.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$301,684	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.520%	0.000%	$0.00	6.520%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Extended Instructional Learning Time **Need:** There is a discrepancy in CAASPP scores for the unduplicated student population and local assessments as compared to their peers. Math CAASPP scores show White- 106.3 points below standard, Hispanic- 131.0 below standard, Low socio-economic -116.4 below standard and Students with Disabilities - 154.6	Extended Instructional Time would provide evidenced based, high intensity one-on-one or small group tutoring The action will be offered and provided to unduplicated pupils first, if space permits other students would be eligible to participate.	Metrics 1.1, 1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard. CAASPP ELA scores show White-49.9 points below standard, Hispanic-62.3 below standard, Low socio-economic - 47.5 below standard and Students with Disabilities - 119.8 below standard. **Scope:** LEA-wide		
1.3	**Action:** Assessment and Intervention Software **Need:** There is a discrepancy in CAASPP scores for the unduplicated student population and local assessments as compared to their peers. Math CAASPP scores show White- 106.3 points below standard, Hispanic- 131.0 below standard, Low socio-economic -116.4 below standard and Students with Disabilities - 154.6 below standard. CAASPP ELA scores show White-49.9 points below standard, Hispanic-62.3 below standard, Low socio-economic - 47.5 below standard and Students with Disabilities - 119.8 below standard. **Scope:** LEA-wide	The LEA will utilize local assessments to identify unduplicated pupils who are below standard in ELA or math to provide Title1 Intervention, Extended Instructional Learning Time and computer adapted remediation as needed.	Metric 1.1, Metric 1.2, Metric 1.3, Metric 1.4
1.6	**Action:** Technology **Need:**	Implementing the initiative at a larger scale enables better data collection and analysis of its impact. This helps in monitoring progress, identifying gaps, and making necessary	Metric 1.1,1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically disadvantaged students, foster youth and ELL, often lack access to essential technological resources, such as computers and high-speed internet, at home. Providing technology ensures these students can access online learning platforms, educational websites, digital textbooks, and other resources that are crucial for academic success. With technology, these students can participate in digital classrooms, complete assignments, and engage in interactive learning activities, which they might otherwise miss out on. This helps level the playing field, giving them the same opportunities as their peers who have adequate technological access. **Scope:** LEA-wide	adjustments to improve effectiveness. A LEA-wide approach enhances accountability, ensuring that the intended benefits reach all targeted students, and the program's success can be measured and reported accurately.	
2.2	**Action:** Maintain and Support Refocus Room **Need:** The 2024 California Dashboard highlights a critical need for targeted interventions for unduplicated pupils, as evidenced by their disproportionately high rates of chronic absenteeism and lower attendance compared to their peers. Specifically, socioeconomically disadvantaged students face a chronic absenteeism rate of 41.1%. Additionally, unduplicated pupils historically endure higher suspension rates, further exacerbating their educational challenges. These metrics underscore the urgent necessity for focused	The implementation of a refocus room at Tenaya Elementary, which has the highest population and greatest need among our schools, is essential for addressing the specific challenges faced by our unduplicated population. Many students who are chronically absent report feeling overwhelmed and unable to catch up academically, which exacerbates their disengagement and increases the likelihood of discipline issues. The refocus room serves a dual purpose: it offers a safe space for students in crisis to regain composure and prevent disciplinary problems, and it provides targeted academic support with a credentialed teacher to help students complete missing work and unfinished projects. This intervention directly addresses both the emotional and academic	Metric 2.1, 2.2 and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support systems to improve attendance, address behavioral issues, and ensure that these vulnerable student populations receive the resources and assistance they need to succeed academically **Scope:** Schoolwide	needs of our most vulnerable students, fostering a more inclusive and supportive school environment that can significantly reduce absenteeism and improve overall student well-being	
2.4	**Action:** Professional Development to support unduplicated students **Need:** The high rates of chronic absenteeism, discipline issues, suspension, and social-emotional distress among unduplicated pupils, as highlighted by the 2024 California Dashboard and the CHKS, demonstrate a pressing need for professional development for educators in Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and alternatives to suspension. Specifically, socioeconomically disadvantaged students and students with disabilities each face a chronic absenteeism rate of 50%, homeless students 50%, and unduplicated pupils experience higher suspension rates and significant social-emotional distress, with 50% reporting chronic sadness. **Scope:** LEA-wide	Professional development in these areas will equip educators with the tools to effectively support the emotional and behavioral needs of these students, reduce absenteeism and suspensions, and create a more inclusive and supportive learning environment that fosters academic and personal growth.	Metric 2.1, 2.2,2.3, 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Dental Health Services **Need:** The need for a virtual dental health clinic for unduplicated students in the Groveland area is critical, given the lack of local dental health services and the significant impact of poor dental health on chronic absenteeism. The 2024 California Dashboard reveals alarming rates of chronic absenteeism among unduplicated pupils, with 34.2% for socioeconomically disadvantaged students. Poor dental health exacerbates this issue, causing pain, infection, and other health problems that lead to missed school days. Establishing a virtual dental health clinic will provide essential dental care and preventive services, reducing health-related absences and supporting better overall health and academic outcomes for these vulnerable students. **Scope:** Schoolwide	The virtual dental health clinic is being provided for schools in Groveland because Smile Keepers has built a strong, trusted relationship with Tenaya Elementary School students and their families through over 20 years of dental health education and screenings. As these students progress to Tioga High, their need for dental services persists. Over the past three years, Smile Keepers has offered a grant-based virtual dental clinic, effectively reaching many of our unduplicated students and contributing to a decrease in chronic absenteeism. This continuation of services ensures consistent and accessible dental care, supporting the health and academic success of these students as they advance through their educational journey.	Metric 2.1 and 2.2
3.2	**Action:** Visual and Performing Arts Course **Need:** The identified need for Visual and Performing Arts (VAPA) programs in the California LCAP for unduplicated students is crucial for enhancing their engagement and increasing graduation rates. Currently, unduplicated students face a dropout rate of 9%, higher	The LEA will offer VAPA courses at all campuses to meet the needs of our unduplicated population, many of whom lack opportunities to engage in Visual and Performing Arts. By providing a comprehensive and engaging educational environment that supports diverse interests, VAPA courses will enhance student engagement, foster creativity, and contribute to academic success. As small rural schools, it is necessary for VAPA to be offered LEA-wide to ensure availability for	Metric 3.3 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	than their peers, with a graduation rate of 91%. VAPA programs can play a significant role in keeping these students engaged in school by providing creative outlets, fostering a sense of belonging, and enhancing their overall educational experience. By integrating VAPA into the curriculum, schools can address the unique needs of unduplicated students, reduce dropout rates, and support their academic and personal development, ultimately helping more students graduate successfully. **Scope:** LEA-wide	unduplicated pupils, this approach prepares students for future career endeavors, ensuring they are well-rounded and better equipped for success.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Counseling **Need:** The significant social-emotional distress and chronic sadness reported by nearly 27% for 9th grade and 50% for 11th grade students in the California Healthy Kids Survey (CHKS) underscores the urgent need for counseling services for our unduplicated population. This	We have one crisis counselor LEA-Wide who provides counseling services for our unduplicated students. Counseling services are crucial to addressing these issues, as they provide essential support for mental health, improve attendance by addressing underlying emotional and psychological barriers, and reduce behavioral issues that lead to suspensions, thereby promoting a healthier, more supportive learning environment for all students	Metrics 2.1, 2.2, 2.3 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	need is further validated by the 2024 California Dashboard, which reveals alarming rates of chronic absenteeism: 34.2% for socioeconomically disadvantaged students, and 50% for homeless students, alongside historically higher suspension rates among unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,627,152	301,684	6.520%	0.000%	6.520%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,614,418.00	$189,304.00	$0.00	$167,015.00	$1,970,737.00	$1,704,052.00	$266,685.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expanded Learning Opportunity Program	All	No			All Schools		$140,000.00	$15,000.00		$155,000.00			$155,000.00	
1	1.2	Extended Instructional Learning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$85,000.00	$0.00	$85,000.00				$85,000.00	
1	1.3	Assessment and Intervention Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.4	Professional Development	All	No			All Schools		$4,000.00	$8,000.00	$12,000.00				$12,000.00	
1	1.5	Title 1 Intervention support	All	No			All Schools		$157,130.00	$9,885.00				$167,015.00	$167,015.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$125,000.00	$15,000.00	$140,000.00				$140,000.00	
1	1.7	AP Courses /College Courses/Credit Recovery	All	No			Specific Schools: Tioga High/ Don Pedro High		$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.8	Fully Credentialed Teachers	All	No			All Schools		$8,200.00	$7,200.00	$15,400.00				$15,400.00	
1	1.9	Special Education Paraprofessionals	Students with Disabilities	No			Specific Schools: Tenaya Elementa		$236,599.00	$0.00	$236,599.00				$236,599.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						ry										
2	2.1	Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$144,014.00	$0.00	$144,014.00				$144,014.00	
2	2.2	Maintain and Support Refocus Room	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary		$63,783.00	$0.00	$63,783.00				$63,783.00	
2	2.3	Social Emotional Learning	All	No					$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.4	Professional Development to support unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$10,000.00	$2,000.00	$12,000.00				$12,000.00	
2	2.5	Positive Behavior Intervention Supports	All	No					$0.00	$8,600.00	$8,600.00				$8,600.00	
2	2.6	Physical Education and Outdoor Education Equipment	All	No					$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	All	No					$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.8	Dental Health Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary and Tioga High		$80,000.00	$0.00	$80,000.00				$80,000.00	
3	3.1	CTE Teachers at DP and Tioga	All	No			Specific Schools: Tioga High School and Don Pedro High School		$460,326.00	$0.00	$460,326.00				$460,326.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Visual and Performing Arts Course	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$140,000.00	$0.00	$105,696.00	$34,304.00			$140,000.00	
3	3.3	After school program, enrichment activities and extracurricular opportunities	All	No			All Schools		$50,000.00	$10,000.00	$60,000.00				$60,000.00	
3	3.4	Parent and Community Engagement Opportunities	All	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,627,152	301,684	6.520%	0.000%	6.520%	$646,493.00	0.000%	13.972 %	**Total:**	$646,493.00
								LEA-wide Total:	$358,696.00
								Limited Total:	$144,014.00
								Schoolwide Total:	$143,783.00

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	1.2	Extended Instructional Learning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	
1	1.3	Assessment and Intervention Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$16,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
2	2.1	Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$144,014.00	
2	2.2	Maintain and Support Refocus Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary	$63,783.00	
2	2.4	Professional Development to support unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,000.00	
2	2.8	Dental Health Services	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Tenaya	$80,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Elementary and Tioga High		
3	3.2	Visual and Performing Arts Course	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,696.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,766,823.00	$2,062,679.00

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	Expanded Learning Opportunity Program	No	$296,035.00	309,678
1	1.2	Extended Instructional Learning Time	Yes	$86,335.00	85,563
1	1.3	Assessment and Intervention Software	Yes	$16,000.00	15,609
1	1.4	Professional Development	No	$15,000.00	20,424
1	1.5	Title 1 Intervention support	No	$157,810.00	156,886
1	1.6	Technology	Yes	$87,241.00	126,576
1	1.7	AP Courses /College Courses/Credit Recovery	No	$13,000.00	24,230
1	1.8	Fully Credentialed Teachers	No	$15,000.00	21,232
1	1.9	Special Education Paraprofessionals	No	$180,067.00	163,671
2	2.1	Counseling	Yes	$87,149.00	114,287
2	2.2	Maintain and Support Refocus Room	Yes	$54,873.00	74,963

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Social Emotional Learning	No	$6,000.00	2,595
2	2.4	Professional Development to support unduplicated students	Yes	$15,250.00	34,814
2	2.5	Positive Behavior Intervention Supports	No	$11,000.00	2,602
2	2.6	Physical Education and Outdoor Education Equipment	No	$40,000.00	61,447
2	2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	No	$75,000.00	227,597
2	2.8	Dental Health Services	Yes	$40,000.00	1676
3	3.1	CTE Teachers at DP and Tioga	No	$409,232.00	416,004
3	3.2	Visual and Performing Arts Course	Yes	$106,831.00	120,110
3	3.3	After school program, enrichment activities and extracurricular opportunities	No	$50,000.00	76,030
3	3.4	Parent and Community Engagement Opportunities	No	$5,000.00	6,685

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
302,839	$451,027.00	$573,598.00	($122,571.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Extended Instructional Learning Time	Yes	$86,335.00	85,563		
1	1.3	Assessment and Intervention Software	Yes	$16,000.00	15,609		
1	1.6	Technology	Yes	$87,241.00	126,576		
2	2.1	Counseling	Yes	$87,149.00	114,287		
2	2.2	Maintain and Support Refocus Room	Yes	$54,873.00	74,963		
2	2.4	Professional Development to support unduplicated students	Yes	$15,250.00	34,814		
2	2.8	Dental Health Services	Yes	$40,000.00	1,676		
3	3.2	Visual and Performing Arts Course	Yes	$64,179.00	120,110		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,712,407	302,839		6.426%	$573,598.00	0.000%	12.172%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness, and

- ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *[EC Section 32526(c)(2)](#)*.

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **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.

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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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