LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Oak Flat-Groveland Unified

CDS Code: 55 75184 6054837

School Year: 2021-22

LEA contact information:

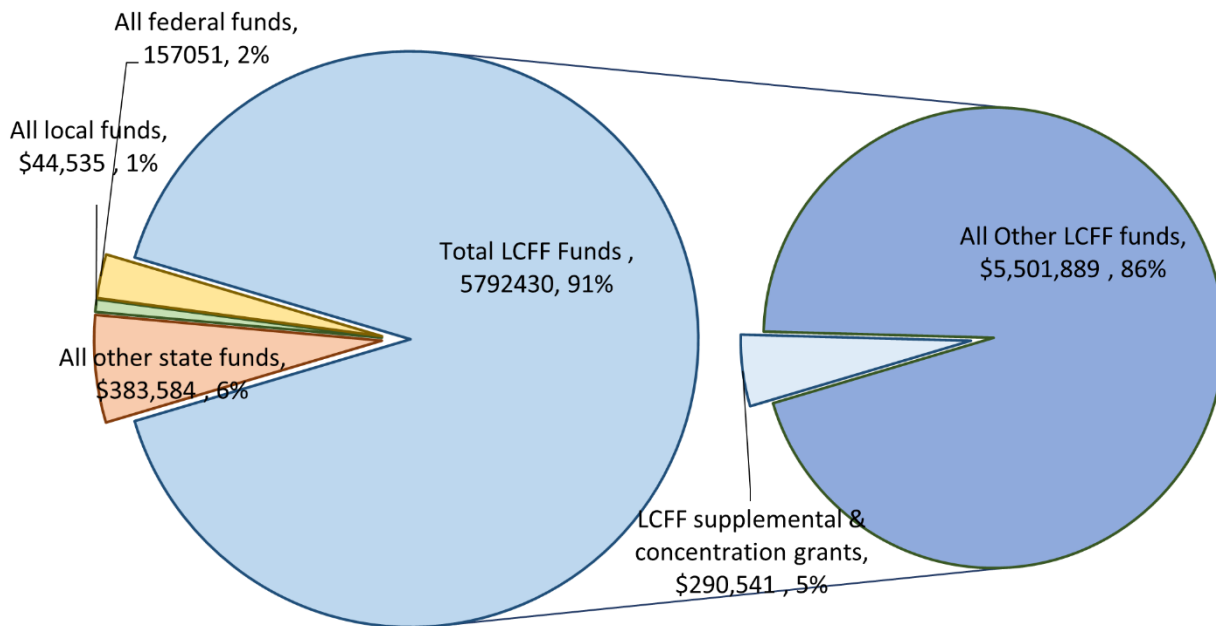Wynette Hilton

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 157051, 2%

All local funds, $44,535 , 1%

All other state funds, $383,584 , 6%

Total LCFF Funds , 5792430, 91%

All Other LCFF funds, $5,501,889 , 86%

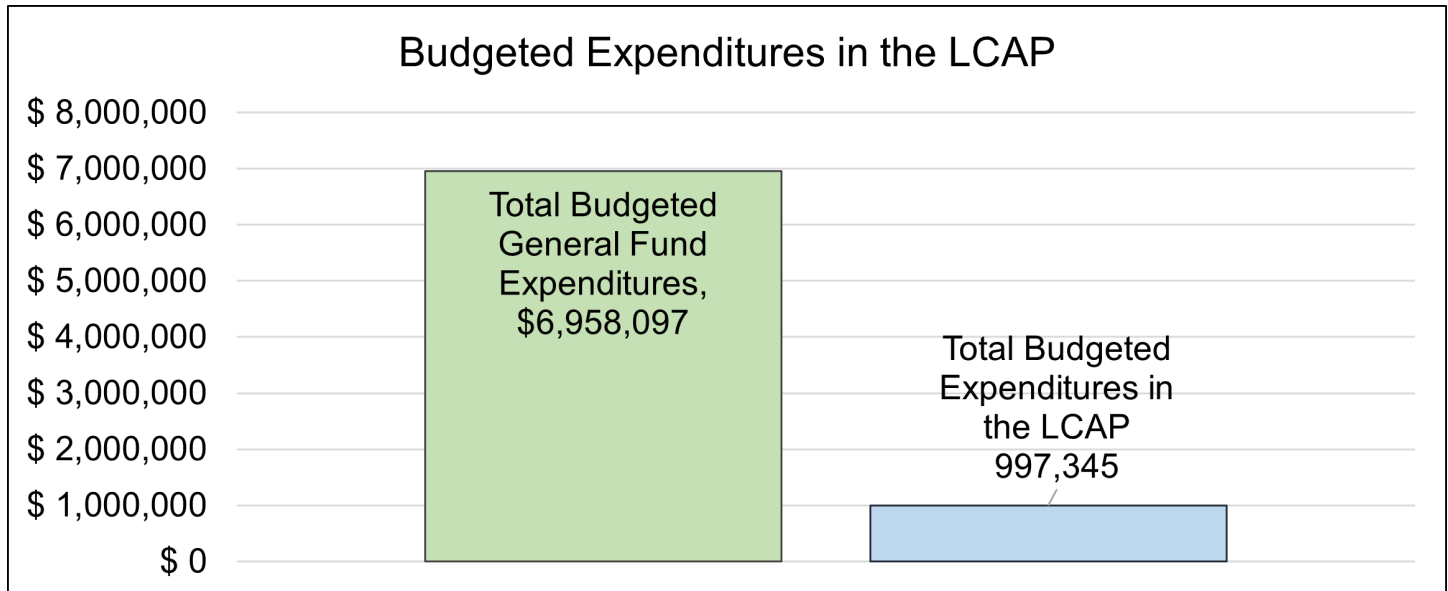LCFF supplemental & concentration grants, $290,541 , 5%

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

The total revenue projected for Big Oak Flat-Groveland Unified is $6,377,600, of which $5792430 is Local Control Funding Formula (LCFF), $383584 is other state funds, $44535 is local funds, and $157051 is federal funds. Of the $5792430 in LCFF Funds, $290541 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

Total Budgeted General Fund Expenditures, $6,958,097	Total Budgeted Expenditures in the LCAP 997,345

(Chart y-axis: $0 to $8,000,000 in increments of $1,000,000)

This chart provides a quick summary of how much Big Oak Flat-Groveland Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Big Oak Flat-Groveland Unified plans to spend $6958097 for the 2021-22 school year. Of that amount, $997345 is tied to actions/services in the LCAP and $5,960,752 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
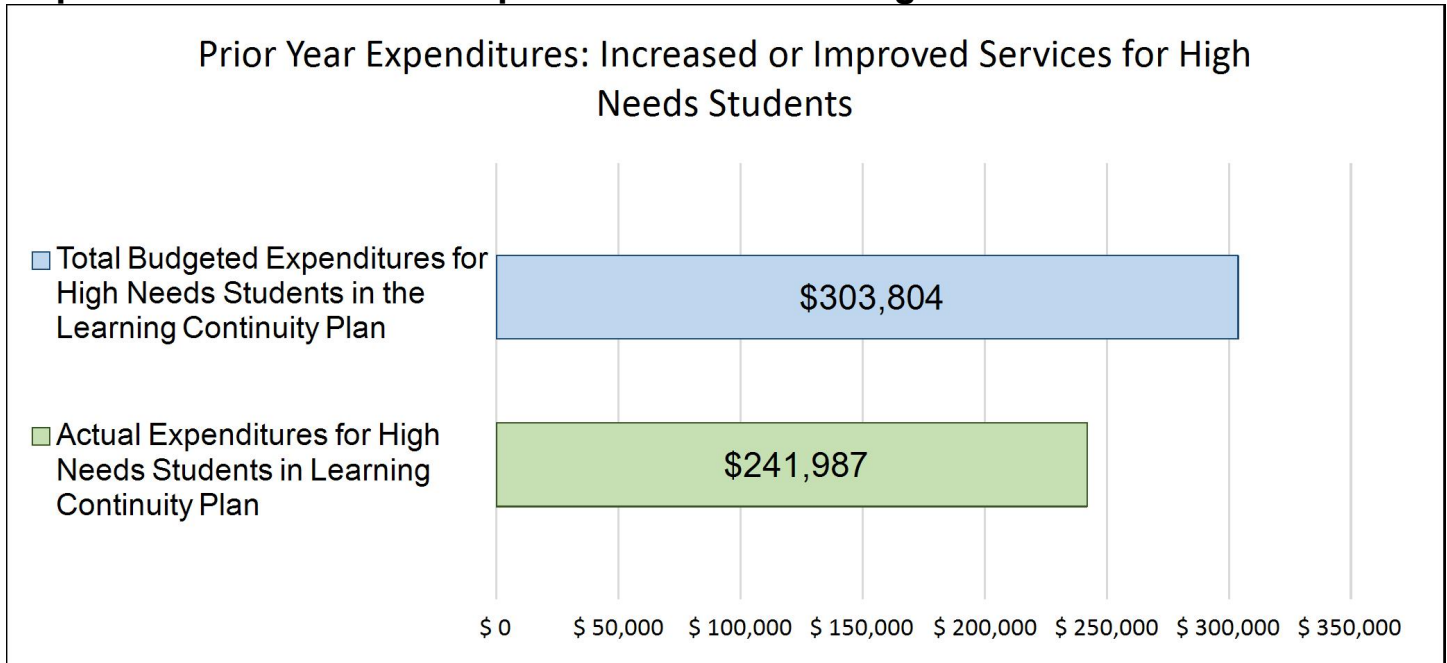
Facilities, transportation, maintenance, certificated and classified personnel, utilities, and cafeteria are funded from the General Fund.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Big Oak Flat-Groveland Unified is projecting it will receive $290541 based on the enrollment of foster youth, English learner, and low-income students. Big Oak Flat-Groveland Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Big Oak Flat-Groveland Unified plans to spend $457789 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 2020-21

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $303,804

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $241,987

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

In 2020-21, Big Oak Flat-Groveland Unified's Learning Continuity Plan budgeted $303804 for planned actions to increase or improve services for high needs students. Big Oak Flat-Groveland Unified actually spent $241987 for actions to increase or improve services for high needs students in 2020-21.

Due to Distance Learning, and COVID safety restriction the district was unable to offer after school tutoring and Saturday School for 1/2 of the year, this great reduced the expenses for high needs students. The district is offering summer school at all campuses to assist high need students. However, since the programs are in June, July and August the expenses will not be expended until the 2021-22 fiscal year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

TECHNOLOGY- Ensure that all students have access to technology at school , and teachers are using it to expand learning opportunities in their classroom.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Tioga High School, Don Pedro High School, Tenaya High School, Moccasin Community Day School

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The number of IPADs in service The number of inservices per year. The percent of number of teachers using technology in the classroom.	The district started the year with 230 IPADS as well as chrome book carts. When the pandemic hit, the district received 110 Chrome Books from the CDE to assist with the implementation of Distance Learning. All students in the district were provided with either a Chrome Book or IPAD. As the year progressed it became evident that the older IPADS that were assigned to students, especially high school, were not equipped to handle all the applications necessary for Distance Learning. The district purchased an additional 100 Chrome Books to provide for our high school students. The district also purchased 100 hotspots to provide connectivity to our students.

Expected	Actual
19-20 We have 230 IPADS in service. 100% of teachers will be inserviced in effective use of technology. All teachers have gone through inservice on using educational apps for IPADs, and most are proficient with google procedures. Inservice will be in use of google docs, google classroom, and applications appropriate for classroom use to increase teacher and student proficiency in common core standards. Adequate technology equipment in hands of students, adequate infrastructure and internet bandwidth to make the equipment have maximum benefit for students. Expand, replace and maintain all tech equipment. 100% of teachers will use google technology, ie. Google calendar and google apps for classroom use. All teachers will make use of IPADs in their classrooms. All freshmen through seniors in the district will have personal IPADs. There will be two carts of IPADs and two carts of chrome books available for students in grades 4-8 at Tenaya Elementary. In addition, students in grades K-2 will have a set of IPADS for use in stations. Engagement and school climate will improve due to increased access to technology. **Baseline** 225 IPADs in service. Three inservices per year. 100% of teachers using technology in the classroom.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue use of district IT employee at 3 hours per day and more hours as needed during summer months to upgrade equipment. Additional hours are needed throughout the school year, and will be added to the total budget needed to support the IT employee.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43407 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 34198.98 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mileage is included in his work as we have three campuses, many miles apart, and he covers those campuses for the district.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3300	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3494.81
We will continue the employment of our lab aide. She attends training for CASSPP, monitors CAASPP updates, schedules testing dates at each site and assists with CAASPP testing. In addition she administers FRECKLE benchmarks three times year and assists teachers with reports. She manages the day to day operations of the computer lab and updates the IPAD /chromebooks as needed.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $42278 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48856.82 3000-3999: Employee Benefits
Currently we have 230 IPADs and 60 chrome books in the district and approximately 80 laptops/desktops, along with smartboards or large screen TVs in each classroom. The district will make replacement and upgrades as necessary.	4000-4999: Books And Supplies REAP $5000	4000-4999: Books And Supplies REAP 25079.24

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services in this goal were implemented as described to support students, families, teachers and staff. All funds budgeted plus additional CARES funding were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district was able to successfully provide a device for every student in the district. In addition, we provide a hotspot for those families without connectivity. It was very challenging for our limited staff (2) to prepare the new devices and provide technical support for of all the students during distance learning.

Goal 2

INCREASE STUDENT PROFICIENCY IN COMMON CORE MATH AND ELA

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:	All schools in the district - Tioga, Don Pedro, Tenaya, Moccasin Community Day School

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Indicators are scores from CAASPP, AP exams, SAT/PSAT, SIPPS and Accelerated Reader programs. **19-20** Raise scores 30 points in ELA and 30 points in Math) and enter the Green zone on the California Dashboard in grades 3-8. Although the high school scores heavily impacted the district overall score moving them from yellow to orange, generally less than 10 students take the high school CAASPP. With such a small sample group, school wide scores do not demonstrate reliable growth or decline. Individual scores will be reviewed in multiple areas, including PSAT, AP and Accelerated Reader. The district expects to see a 10% increase on the PSAT and CAASPP. High school program to address low reading scores in 2019-20. Goal is for reading scores to rise to 8.0 average. AP Exams- Increase passing rate to 33%.	Due to the COVID-19 pandemic there are no CAASPP, AP scores available from 19-20. Tenaya Elementary administered Accelerated Reader / Accelerated Math benchmarks for the first and second trimester, which showed an average of 3 months growth across all grades. The average PSAT scores at Don Pedro increased from 809 to 845.

Expected	Actual
Baseline CAASPP Scores: Scoring in the Yellow area for both ELA (45.3 points below level 3) and Math (63.3 points below level 3) in grades 3-8. With generally less than 10 taking the high school CAASPP, school wide scores do not demonstrate reliable growth or decline. Individual scores will be reviewed. Benchmark Scores: Improvements shown in the Accelerated Reader program for the Tenaya students grades 1-8 show an improvement of an average of 1.2 grade levels. SIPPS improvements are at an average of two reading levels per student While there has been some improvement, more work in this area is needed. Don Pedro: Average high school PSAT scores are: Grade 10 – 809 (Very low) Grade 9 – 739 (Very low) Average reading level grades 9-12 = 5.8 .Very low. AP Exams: 4 out of 11 students passed an AP exam with a score of 3 or better in 2016.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Inservices will be conducted on the early release Fridays during the school year. The 3 inservice days previously held, will be dropped from the school calendar, and the release time via the early release Fridays will be used for inservices.	5000-5999: Services And Other Operating Expenditures Title IV $4000	5000-5999: Services And Other Operating Expenditures 0
Reading, writing and math intervention programs using Accelerated Reader , FRECKLE , SIPPS and TITLE 1 support will be provided at Tenaya Elementary School. This will be a 5 day per week pull out and push in program to assist students who are below grade level in math and/or ELA and reading.	1000-1999: Certificated Personnel Salaries Title I $64305 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 68073.22 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
After-school tutoring will be provided at least four days per week at the high schools, this will be supported by Title 1 funding In order to increase CAASPP scores of special education, foster youth and high risk students a Special Education Teacher and General Education Teacher will be partially funded at Tioga High. They will provide additional support for students in ELA and math.	1000-1999: Certificated Personnel Salaries Special Education $25091 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 22452 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 12516.08 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36475.87 3000-3999: Employee Benefits
Workshops and inservices are very important to any staff, and support needs to be given to attend these. Attendance is based on the needs and new curriculum of the year. Other specific subject matter staff development at state and local inservice opportunities for teaching staff and administration: CSU writing project (ERWC), K Conference, UC Counselors conference, CA Math conference, NGSS/STEAM workshops, etc. Educators are being trained to provide collaborative instruction in the general education curriculum, including science and social studies. Tasks are assigned to prepare documented expectations and guidelines for the collaborative instruction. Selected teachers will participate in the NGSS rollout, development of integrated curriculum and selection of appropriate materials and become instructional leaders at their school site. Additionally, one staff member will participate in the selection process for new state adopted social studies curriculum and report back to the elementary school site.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5000 5000-5999: Services And Other Operating Expenditures EPA $3948 Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 5000-5999: Services And Other Operating Expenditures EPA 39.44

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented as described, although the after school tutoring stopped in March with the closure of all campuses. Professional development costs were down due to conference cancelations during the pandemic. Additional costs were incurred to provide support for Pupils with Unique Needs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID shutdown, the District was unable to administer the CAASPP, AP Exams, SAT and the end of year benchmarks. We showed some growth on Accelerated Reader and Star Math, and PSAT, however the data was limited.

Goal 3

VISUAL AND PERFORMING ARTS PROGRAMS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator # students enrolled in VPA classes. **19-20** All students in grades 1--8, and two sections of high school students are enrolled in Art classes The district will continue to look for ways to offer a music component at the schools, Due to a shortage of music teachers, volunteers have been utilized in a minimal capacity. The district will utilize arts from the STEAM grant to provide additional opportunities for VPA. **Baseline** All students in grades 1--8, and two sections of high school students are enrolled in Art classes, and grades 3--8 are enrolled in music. District art show, 4 music shows, one parade and two plays. 22 in summer program in 2017.	All students in grades 1--8, and two sections of high school students are enrolled in Art classes. The district faced declining enrollment in 2019-2020, so although it was offered to all students the numbers of students enrolled in VPA remained the same or slightly decreased. We were not able to hire a credentialed music teacher, as there were no applicants.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with credentialed art teacher at Tenaya Elementary.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36709	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 37681.76
	4000-4999: Books And Supplies Supplemental and Concentration 3074	4000-4999: Books And Supplies Supplemental and Concentration 1245.12
Hire a credentialed music teacher at Tenaya.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4185	Not Applicable Not Applicable 0
	3000-3999: Employee Benefits	
STEAM summer camp will be offered at Tenaya	Not Applicable Not Applicable $0	Not Applicable 0
	Not Applicable	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district was unable to hire a credentialed music teacher for 19-20. These funds were used to prepare individual art kits for students at all campuses during distance learning. In addition we were able to offer one period of music at Tioga High School. Additional unspent funds were used to purchase Chrome Books for student use during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to provide VPA for all students and Tenaya and offer it for students at the high schools. We had no applicants for a music teacher at Tenaya Elementary.

Goal 4

CONTINUING TO ADD, OR OFFER, CAREER AND COLLEGE PREPARATION COURSES AT TIOGA AND DON PEDRO HIGH SCHOOLS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator # Students enrolled in appropriate courses. Pass rate of students in these courses. **19-20** 100% of student body at Tioga and Don Pedro High Schools enrolled in college preparatory and/or career prep courses. All students exposed to Get Focused/Stay Focused program. 95% pass rate of these courses **Baseline** 100% of student body at Tioga and Don Pedro High Schools enrolled in college preparatory and/or career prep courses. All students exposed to Get Focused/Stay Focused program. 90% pass rate	100% of the student body at Tioga and Don Pedro High Schools are enrolled in college preparatory and/or career prep courses. All students exposed to Get Focused/Stay Focused program. Due to the pandemic and school closure in March, 2020, the grades do not accurately reflect student progress.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Culinary Arts is a popular and excellent course for career technical education at both high schools. Dual credit for (a)Culinary Arts will be offered at Columbia College for our students. (b) Health Careers is an introduction to health science careers and will be coordinating with local medical staffs. There is one section of Culinary Arts at each school, and one section of Health Careers at Tioga High. C)Supplies will be purchased with CTE funds.	1000-1999: Certificated Personnel Salaries Base $22,527 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $12305 3000-3999: Employee Benefits 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $10,000	1000-1999: Certificated Personnel Salaries Base 27083.02 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10498 3000-3999: Employee Benefits 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education 15149.52
a) AcaDec b) Robotics	1000-1999: Certificated Personnel Salaries Base $15082 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $25715 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $5000	1000-1999: Certificated Personnel Salaries Base 17967.52 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14515.24 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education 766.83
On-line classes will be offered to high school students through Columbia and/or Modesto Comm. College. This increases the elective options for the high school students in our small high schools. Additional online programs will be utilized for credit recovery. Counseling services for both Tioga and Don Pedro to assist students in selecting potential career pathways, appropriate classes, to assist with college and career post-secondary programs and for scholarship application assistance. 1 day per week.	5800: Professional/Consulting Services And Operating Expenditures Carl D. Perkins Career and Technical Education $1800 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2179 3000-3999: Employee Benefits	5800: Professional/Consulting Services And Operating Expenditures Carl D. Perkins Career and Technical Education 782 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11898.10 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Get Focused/ Stay Focused program incorporated into freshmen life skills course and into 10th, 11th, 12th grades to promote attainment of goals for further education and career. Program will be incorporated into Tioga and Don Pedro High. Budget for a) 2 teacher sections, b) Materials.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $22878 3000-3999: Employee Benefits 4000-4999: Books And Supplies Base $2000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24127.52 3000-3999: Employee Benefits 4000-4999: Books And Supplies Base 249

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented as described in this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to provide the CTE courses as described, the implementation of the actions and services was not an issue. The pass rate of these courses is not completely accurate due to the pandemic shutdown. The state directive to teachers was not to "fail" students during this school closure.

Goal 5

IMPROVE ATTENDANCE RATES

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rates Suspension rates Expulsion rates **19-20** 97% Because of our small school sizes, any change will reflect in a large increase, so our goal is to stay below 5% suspension rate at each school. 0% **Baseline** Attendance: The 2015-16 attendance rate was 92.8%. The 2016-17 attendance rate was 92%. Suspension: Last data shows very low suspension rates (0%). (Because of our small school sizes, any change will reflect in a large increase, so our goal is to stay below 5% suspension rate at each school. Expulsion: 0%	There were no expulsions for the 2019-20 school year. We were unable to configure attendance rates for the year due to the pandemic and school closures. Suspension rates for the shortened year were less than 5% of our student population.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Incentives are in place at each school site. Incentives will not be a cost to the district as businesses will donate gift cards to give as incentives for good attendance and behavior. The incentive program is based on rewards for good attendance and good behavior. Prizes range from gift cards to local stores to small prizes. Also, there is a lunch provided for small groups, or a full class, based on attendance rates, and good behavior.	Donations 9010 0	Donations 9010 0
The district will continue the Smile Keepers program at Don Pedro High, and at Tenaya. There will be dental checks twice a year, and referrals will be made for students in need of further dental care. Tioga High students will not be part of this program as the feeder school (Tenaya) students have Smile Keepers from K--8th grade currently.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $975	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 910
An art therapy program will be continued at Tenaya to assist student wellness, thus improve attendance	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7342 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 37681.76 3000-3999: Employee Benefits
Crisis counseling services are made available to students in need. This is available 5 days per week in the district -- 2 days at Tenaya and 3 days between the two high schools. Additionally, our schools are building a universal support program, including structures to teach behavioral expectations, recognize positive student behavior, and clarify consequences. We are supporting teachers to assist them to understand universal behavior support systems. Trauma informed and Mindfulness training has been completed with all staff. Two additional staff members took Mindfulness Training workshops and have provided support to their peers.	1000-1999: Certificated Personnel Salaries EPA $52,992 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $36825 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries EPA 56896.56 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39004.93 3000-3999: Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Providing counseling services for students remotely during the shutdown was extremely challenging. In addition our art therapy program and Smile Keeper programs were cut short due to the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE for student and staff safety as required by CDPH guidelines for reopening schools.	1323.60	16611	Yes
Foggers for disinfecting, cleaning supplies and social distancing signage, part of the re-opening plan and necessary for in-person learning.	4923.40	4923.40	Yes
Outdoor fans to allow for outside teaching to assist with social distancing as encouraged by the CDPH.	450.33	450.33	Yes
TV and mobile stand for outdoor teaching to ensure social distancing as encouraged by the CDPH.	603.63	603.63	Yes
The district will install Plexiglas barriers in the school offices, and purchase tri-fold barriers for SPED and primary classrooms to ensure safety of students and staff.	2000.00	5015.76	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We spent additional monies on PPE, as we exhausted the amount we had originally purchase, as well as the amount given to us by the CDE.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One of our biggest challenges for implementing in-person instruction was the fear of contracting COVID-19 held be staff, students and their families. We opened for Hybrid In-Person Learning in October 2020, only to revert back to Distance Learning at the end of November due to a dramatic surge of cases in our county. Once our staff was fully vaccinated, they were comfortable returning to In-Person Learning, and this was supported by most of our families. District Wide we only have 16 students who have chosen to remain on Distance Learning due to health concerns of students and families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased 70 hotspots for students without connectivity to allow them to participate in distance learning and activated the subscription for three months.	19,900	54505.65	Yes
See-Saw Digital Subscription for primary students	500.00	500.00	Yes
Near Pod subscription to provide digital lessons that are robust, relevant and rigorous for all students.	2000.00	2000.00	Yes
Additional tech time for new devices, hotspots, help desk.	1368.73	3801.08	Yes
IPAD chargers, headphones and misc technology.	833.50	10,000	Yes
Extra time for professional development and added administrative days for distance learning/re-opening plan.	6762.20	6762.20	No
Chrome Book Licenses for 115 additional device for distancing learning.	3083.44	3083.44	Yes
Art supplies for student art kits to allow them to participate in art virtually.	188.12	201.60	Yes
Stipend for Homeless-Foster Youth Liaison	500.00	500.00	Yes
Document cameras to enhance distance learning for special education teacher and second grade class.	1200	1000	Yes
The district will need to purchase additional devices, to sustain distance learning, We currently have 40 IPADS that are outdated and unable to hold the necessary APPS for distance learning.	11200	13835	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We spent significantly more than budgeted for devices, Hotspots and monthly subscriptions. We had to purchase 10 additional Hotspots for our families, and extend the monthly subscription through May 2021. The district also purchased additional document cameras for staff to assist with distance learning. There were also increased costs for our IT Department due for the preparation of the new devices and the many technical difficulties experienced during Distance Learning,

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our biggest success with the distance learning program, was that the district was able to provide a device and hotspot for every student and family that needed one. The biggest challenge was preparing teachers to provide instruction remotely, they attended multiple professional learning opportunities and assisted each other. All teachers were able to successfully teach remotely using Google Meets, Seesaw and Google Classroom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
No Red Ink Diagnostic Tool	1500.00	1500	Yes
Renaissance Learning- Star Reading, Star Math and Early Literacy	9925.00	9925	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were not any substantive differences between planned action and budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The District utilized No Red Ink and Renaissance Learning, as diagnostic tools to assess learning loss to date. The challenge we faced was getting an accurate measurement when students took the assessments during Distance Learning, the scores differed substantially when students retook the tests at school. Parents were asked not to assist their student with the assessments, however it was evident from the difference in scores they had help at home. The Renaissance Learning suite programs did offer the opportunity for teachers to assign areas where students fell below grade level.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Providing mental health support remotely was a big challenge, students were hesitant to talk on the phone or computer. Our crisis counselor did check in with students who were referred by staff. She also offered self-care resources on our district website. One of our successes, was that our crisis counselor was able to present social-emotional lessons to our students at least once a week using Second Step curriculum. Once our students returned to In-person learning we saw a dramatic increase in their social-emotional well-being. Teachers reported that students were engaged, seemed happier, and discipline referrals were substantially lower than in past years.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During the 2020-21 we were successful in reaching our families through surveys and virtual Town Hall and Board Meetings. Families were very engaged in sharing their concerns and suggestions regarding the district COVID-19 Safety Plan. The biggest challenge was engaging students in remote learning, especially the younger students. Parents expressed that they didn't have time to make sure their students were online, and many stated they didn't want to battle with their child every day. Many of our families chose to move to an "independent study" model with packets, as the remote learning was too difficult.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The participation rate in the school breakfast/ lunch program increased significantly during the 2020-21 school year. Due to the seamless summer option the district was able to provide free breakfast and lunch to all students and their siblings under 18. During distance learning, the district distributed 5 breakfasts and 5 lunches weekly per student. On average we were distributing 1400 meals per week during distance learning, in an average week in past years we served approximately 600 meals per week. As students returned to In-Person learning those numbers decreased somewhat, however still much higher than in previous years.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Due to the dramatic increase of meals served, the district purchased a refrigerator to store the perishable items.	2024.03	2024.03	No
Mental Health and Social and Emotional Well-Being	The district purchased a digital version of second step curriculum for social-emotional learning.	438.00	438	Yes
In-Person Instructional Offerings	The district purchased a UV sanitizing machine for art materials, to allow multiple cohorts to participate in art..	637.12	637.12	Yes
In-Person Instructional Offerings	Chrome Book charging carts were purchased to ensure that all students in grades 3-8 had their own device in their classroom at the elementary school. An additional charging cart was purchased for Don Pedro High, so that students had their own device with a keyboard in the English classroom.	4087.81	6231	Yes
Distance Learning Program	A new switch was installed to upgrade the server for distance learning.	3449.61	3449.61	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The district purchased an additional chrome book cart for Tioga High School.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district has used Star Math and Star Reading to assess elementary school students multiple times in the 2020-21 school year, what we discovered was those students who were on grade level before the pandemic, showed normal growth in the year. Those students who were below grade level fell further behind during distance learning, however have made progress since returning to in-person learning. This group of students has been referred to summer school for intense remediation. High school students had more face-to-face time with their instructors and learning loss was minimal; due to population size, it was not necessary to divide them into hybrid groups.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All schools in the district will assess students on a regular basis with and administer benchmark assessments a minimum of three times during the school year. for the 2021-24 LCAP the district NWEA MAPS for the high school assessment and Star Reading/Star Math for the elementary students. Foster youth, homeless and low socioeconomic students will be flagged and assessments analyzed monthly.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Additional funding was spent on new PE equipment, art supplies, school supplies to ensure that all students had their own materials. Technology and ergonomically correct desks and chairs were purchased for staff to assist with distance learning. .

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis of the 2019-20 LCAP showed that the district was successful in meeting three of the five goals. The district was successful in expanding the college and career courses (CTE), providing an arts program for all students, and ensuring that every student had access to technology. The other two goals, increased proficiency in ELA and Math on the CAASPP, and lowered chronic absenteeism rate were interrupted by the pandemic and school closures. Student Outcomes in these areas were not available to compare with previous years on the California Dashboard. Upon reviewing the 2021 Learning Continuity and Attendance Plan the district ensured that all students had access to devices and connectivity. Staff received technology training to support teaching via distance learning. Students were required to log-in daily to receive synchronous and asynchronous instruction. Pupils with unique needs were provided additional assistance by Title 1 staff, administration, credentialed teachers and instructional aides.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	480,369.00	530,191.34
	0.00	80,589.30
Base	39,609.00	45,299.54
Carl D. Perkins Career and Technical Education	16,800.00	16,698.35
EPA	56,940.00	56,936.00
Not Applicable	0.00	0.00
REAP	5,000.00	25,079.24
Special Education	25,091.00	0.00
Supplemental and Concentration	268,624.00	305,588.91
Title I	64,305.00	0.00
Title IV	4,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	480,369.00	530,191.34
	0.00	0.00
1000-1999: Certificated Personnel Salaries	441,272.00	482,475.38
4000-4999: Books And Supplies	25,074.00	42,489.71
5000-5999: Services And Other Operating Expenditures	11,248.00	4,444.25
5800: Professional/Consulting Services And Operating Expenditures	2,775.00	782.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	480,369.00	530,191.34
		0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	80,589.30
1000-1999: Certificated Personnel Salaries	Base	37,609.00	45,050.54
1000-1999: Certificated Personnel Salaries	EPA	52,992.00	56,896.56
1000-1999: Certificated Personnel Salaries	Special Education	25,091.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	261,275.00	299,938.98
1000-1999: Certificated Personnel Salaries	Title I	64,305.00	0.00
4000-4999: Books And Supplies	Base	2,000.00	249.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	15,000.00	15,916.35
4000-4999: Books And Supplies	REAP	5,000.00	25,079.24
4000-4999: Books And Supplies	Supplemental and Concentration	3,074.00	1,245.12
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	EPA	3,948.00	39.44
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	3,300.00	4,404.81
5000-5999: Services And Other Operating Expenditures	Title IV	4,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Carl D. Perkins Career and Technical Education	1,800.00	782.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	975.00	0.00
Not Applicable		0.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	93,985.00	111,629.85
Goal 2	124,796.00	122,104.61
Goal 3	43,968.00	38,926.88
Goal 4	119,486.00	123,036.75
Goal 5	98,134.00	134,493.25

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$9,300.96	$27,604.12
Distance Learning Program	$47,535.99	$96,188.97
Pupil Learning Loss	$11,425.00	$11,425.00
Additional Actions and Plan Requirements	$10,636.57	$12,779.76
All Expenditures in Learning Continuity and Attendance Plan	$78,898.52	$147,997.85

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,000.00	$5,015.76
Distance Learning Program	$6,762.20	$6,762.20
Pupil Learning Loss		
Additional Actions and Plan Requirements	$2,024.03	$2,024.03
All Expenditures in Learning Continuity and Attendance Plan	$10,786.23	$13,801.99

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$7,300.96	$22,588.36
Distance Learning Program	$40,773.79	$89,426.77
Pupil Learning Loss	$11,425.00	$11,425.00
Additional Actions and Plan Requirements	$8,612.54	$10,755.73
All Expenditures in Learning Continuity and Attendance Plan	$68,112.29	$134,195.86

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The BOFG district is a small rural district that operates one elementary school and two necessary small high schools. Total district enrollment is 300 students: 187 attend Tenaya Elementary School, 51 attend Don Pedro High, and 62 attend Tioga High School . The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School and Tioga High School are located in the southern part of Tuolumne County. Don Pedro High School is located in La Grange. The district serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area.

Like many other schools in Tuolumne County, the district has faced declining enrollment over the last decade. The COVID-19 pandemic has caused a dramatic fluctuation in our District enrollment, students moving to private schools or learning pods for in-person instruction. Families also moved out of the area because there was no employment during the "shelter in place". This area depends heavily on the tourist trade as there is no substantial industry here; many families had to relocate to find employment. At the beginning of the 2020-21 school year, the district started with 261 students. When the school moved to hybrid learning and in-person instruction those numbers started to increase. The current enrollment as of March 2021, is 300 students. We have enrolled several new families who have relocated from urban areas due to remote work and in-person instruction. Approximately 74% of the student population is White (not of Hispanic Origin), 16% Hispanic or Latino, 2% Black or African American, 2% American Indian and 2% Asian. Approximately 58% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Additionally, 10.7 % of our population are students with disabilities, 3% of our students are homeless, 3% English Language Learners, and 2% are classified as Foster Youth.

At Tenaya Elementary, Special Education services include combined Resource and Special Day Classes. The services of a Speech Pathologist, School Psychologist and a School Crisis Counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 9 full time certificated classroom teachers, 2 full time certificated special education teachers,1 part time certificated teachers, 1 full time P.E. teacher, a Superintendent- Principal, a full time school secretary, a full time principal's secretary, 5 part time classroom/campus aides, 4 part time special education aides, 2 Title 1 aides,1 full time and 1 part time custodian, 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 attached room for library, which is accessible to all students. All permanent buildings at Tenaya are in good repair, however the portable buildings are aged and in need of modernization.

Both necessary high schools, provide special education services and support from a certificated special education teacher. At the high school level one period of resource classes are 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 is able to modify instruction and provide accommodations to ensure these students are successful. Each high school is composed of a Teaching Principal, and 6 certificated teachers, a school secretary and custodian. The classrooms are located in modular buildings, with an additional separate permanent structure that has a gym and cafeteria. The modular buildings are over 25 years old, and will need to be replaced within the next five years. The district has contracted with CFW INC to assist us in seeking state and federal modernization funds.

All teachers in the local education agency are appropriately assigned. One of our high school teachers holds a STP permit, however he finished his course work and will have his credential as soon as he is able to take certification tests for his single subject area, these were delayed due to testing restrictions due to COVID-19. The District follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes. Instructional minutes were modified during the COVID-19 pandemic, and method of instruction included Distance Learning, Hybrid Learning, In-Person Learning and Independent Study. Every pupil in the school district has sufficient access to standards-aligned instructional materials and digital devices.

Reflections: Successes

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

2019 ELA CAASPP scores at Tenaya Elementary increased slightly, the overall score was in the yellow. The number of students taking the CAASPP at the high school is too small to measure. The high school 2019 California Dashboard suspension rate at Tioga moved from red to orange. In 2021, the District suspension rate was less than 1%. However, due to the pandemic these numbers do not reflect the same amount of in-person school days as in a regular school year. The district has implemented PBIS, Saturday School and restorative justice to decrease suspension rates. Although the District has worked to implement alternatives to suspension, with small student populations, one incident with multiple students will move the California Dashboard indicator to red.

Reflections: Identified Need

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

Math scores are a concern district wide, the implementation of state adopted common core standards materials, tutoring, and adaptive computerized programs have all been utilized. Our special education students scored significantly lower than general education students in math and ELA, and additional supports have been implemented to assist them. The District consulted with Tuolumne County SELPA Director to develop a plan to close these gaps. Chronic Absenteeism continues to be the biggest area of need in our district, scoring in red on the 2019 California Dashboard. Suspension rate at Tenaya Elementary is also in the red, which contributes to the chronic absenteeism. The district has worked with Tuolumne County Superintendent of Schools to address these areas. All schools are holding attendance meetings with chronically absentee students and referring to SARB when students are habitually truant. The pandemic has made it difficult to track students especially during distance learning. The district will focus on providing academic, social-emotional support and student enrichment to engage our Foster Youth, EL Learners, low-income students, and student with disabilities and increase attendance for all unduplicated students.

LCAP Highlights

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

The district LCAP highlights are:

- - Purchase and implementation of common assessments for ELA/Math K-8 and 9-12
- - Offer professional learning opportunities for staff to address trauma informed practices and social-emotional learning. As well as improve their knowledge of current curriculum, use of technology, academic rigor, and learning loss mitigation.
- - Expand visual and performing arts programs at Tenaya, Tioga and Don Pedro High.
- - Continued support and development of college preparation courses (A-G) and Career Technical Education (CTE) offerings at the high schools.
- - Offer after-school tutoring, Saturday School, Project Based Learning and GATE programs to increase academic performance.
- -Support social-emotional well being of students, by hiring an additional part-time crisis counselor in addition to our full-time crisis counselor.
- - Continue E-sports and add additional after-school activities (cooking, pottery, clubs, gardening).
- Develop community gardens as all three campuses to increase parent, student and community engagement.

Comprehensive Support and Improvement

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

Schools Identified

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

No Schools in the Big Oak Flat-Groveland Unified School District are eligible 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.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Due to the pandemic all of the stakeholder meetings were held virtually, attendance actually increased compared to previous years. In addition, California Healthy Kids Survey, ThoughtExchange, and Google Surveys were distributed through our website www.bofg.org, and our Facebook pages (Tioga High, Tenaya Parent Club and Don Pedro High). Stakeholders were also notified via the Tenaya Times, Parent Square and the Remind Ap about opportunities for input. Parent Square sends communication in the parent's chosen language as updated by Aeries, our student information system.

Virtual Stakeholder Meetings:

1/6/2021, 3/5/2021, and 4/9/2021- District Wide Staff Meetings that solicited LCAP input (admin, certificated bargaining unit, classified bargaining unit)

1/12/2021 & 3/24/2021- Tenaya Elementary Staff Meeting (classified and certificated bargaining units)

2/9/2021, 3/25/2021, & 5/18/2021 SELPA Board Meeting (consultation and discussion with Tuolumne County Superintendent of Schools SELPA members regarding students with disabilities)

3/3/2021 Don Pedro High Staff Meeting (classified and certificated bargaining units)

4/21/2021 Tioga High Staff Meeting (classified and certificated bargaining units)

2/25/2021, 3/24/2021 & 4/22/2021- Tenaya Elementary SITE Council (classified staff, admin, certificated staff, parents (low income and community)

2/3/2021- Community Stakeholder Meeting (Parent, community, and staff members representing Foster Youth, Students with Disabilities, EL Learners and low income students.)

9/24/2020, 11/14/2020, 1/7/2021, 1/13/2020 Google Surveys- Parents and Staff

2/23/2021-3/5/2021- California Healthy Kids Survey- Staff, parents and students (grades 5,6,7,9,11) -offered in Spanish

4/27/2021, 5/14/2021, 5/21/2021, 5/31/2021- ThoughtExchange- Staff, parents and students (grades 9-12) (offered in Spanish)

5/17/2021- Survey Tenaya Elementary Students K-8 grade spans

5/25/2021 Parent Advisory Committee- (Parent and family members representing Foster Youth, Students with Disabilities, EL Learners and low income students.)

A summary of the feedback provided by specific stakeholder groups.

The District was well into the development of the 2019-2020 LCAP stakeholder process when the pandemic hit, schools closed and efforts were redirected to prepare COVID-19 Safety Plans and Distance Learning. As stakeholders met to discuss the new three year LCAP Goals for 2021-2024 the areas of greatest concern remained the same: academic rigor, social-emotional well being, and student engagement.

There was some variance between the elementary school and high school stakeholders and the LCAP looks at addressing the top priorities for the subgroups.

1) Common priorities for all Stakeholder Groups-Parents, certificated staff, classified staff, admin, students and Foster Youth Liaison

*Academic Rigor-Increase test scores/ WASC requirement

Common assessment for ELA/Math at all levels K-12

Address Learning Loss Mitigation through summer school, tutoring, afterschool programs, small group instruction, and homework help

Increase volunteer involvement

Greater articulation between middle and high schools in core subjects

Project Based Learning

Continue to ensure that all students have access to technology at school and home, and teachers are using it to expand learning opportunities in the classroom

*Social Emotional Learning-Increase Attendance

Increase Counselor Time/add additional counselor

Rewards/Incentives for student engagement

District Wide discipline/ consequences aligned with ED-Code, incorporate Restorative Justice and revitalize PBIS

Wellness plan for staff to prevent burnout

Growth Mindset professional development

Consult with behavior therapist as needed

Utilize School Resource Officer to inform students about dangers of social media, drug use, vaping

* Enrichment Programs-Increase Student & Community Engagement

E-Sports

Expanding art to include textile, fashion, pottery, sewing

Community Garden

Dance class/performing arts

Offer Gate classes

4H

Maker's Lab STEAM component

2) Elementary School Stakeholder Priorities- certificated staff, classified staff, and parents (Including representatives for Foster Youth, EL Learners, Students with Disabilities and Low Socioeconomic families)

Elementary School Student Priorities K-8:

* Enrichment Programs-Increase Student & Community Engagement

Music/Band offered during the school day

After School Activities/Clubs (In order of preference):

Gardening

Gaming Club

E-Sports

Dance

Tutoring

Cooking

3D Printing

Drama Club

Pottery

3) Additional High School Priorities- certificated staff, classified staff, students and parents

*Academic Rigor-Increase test scores/ WASC requirement

Increase A-G courses offered at the high schools

Cross Curriculum activities

*Social Emotional Learning-Increase Attendance

Good Professional Development-Teacher Buy-in

Healthy Communications/ Suicide Awareness Training

Trauma Informed Training and PD that provides specific tools to address and deescalate anger in students

* Enrichment Programs-Increase Student & Community Engagement

Technology training for students and staff

Aligning to industry standards/ as well as college and career

College in the classroom

Support CTE Pathways

4) Additional Input from surveys, ThoughtExchange, California Healthy Kids Survey- Parents, students, staff

*Academic Rigor-Increase test scores/ WASC requirement

Raise expectations for how much work students need to do

Student Consulting would help students on goal setting and improve their self-esteem

Sports and academic success are coupled

*Social Emotional Learning-Increase Attendance

Big Buddies

* Enrichment Programs-Increase Student & Community Engagement

Offer languages afterschool

Work Programs

Home Economics

*Other Comments from Parent and Community Stakeholders

Remove mask requirement for students

Stop Allowing Kids to go to School in Sonora

Resource Officer is not needed

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The district has integrated most of the input for academic rigor, that was suggested by stakeholders. With the additional CARES, ELOG, and ESSER funds on top of LCFF Funds the district is able to increase the level of proposed expenditures to ensure unduplicated students receive targeted academic support.

The following items were added to the LCAP based on stakeholder input:

Common assessment for ELA/Math at all levels K-12

Address Learning Loss Mitigation through summer school, tutoring, afterschool programs, small group instruction, and homework help

Professional Development and training on Project Based Learning, NWEA Maps, Cross Curriculum activities, math and ELA instruction

Increase A-G courses offered at the high schools

Continue to support technology

The stakeholders recognize that attendance and discipline are tied to student engagement and social-emotional well-being. The California Dashboard indicates unduplicated student populations have a higher chronic absenteeism and suspension rate, as compared to the general population. The district will increase social-emotional support based on stakeholder input as follows:

Hire an additional part-time counselor in addition to the current full-time crisis counselor

Purchase supplies, snacks and curriculum to use for social emotional supports

Create a sensory/refocus room at Tenaya to support student emotional well-being and reset students in trauma

Hire a classified person part-time to implement SEL lessons weekly in grades K-12

Provide staff with student incentives (PBIS) to reduce discipline and increase engagement

Professional Development for staff on trauma informed practice, SEL, suicide prevention, Restorative Justice, staff wellness, growth mindset and PBIS

Add outdoor exercise equipment to increase physical and mental health

The stakeholders expressed a strong belief that enrichment and extra-curricular programs would increase student, parent and community engagement. Increased engagement, will translate to increased attendance and ultimately higher test scores, and increased graduation rates. The district will provide a "late van" and snacks or those Foster Youth, Low Income or EL Learners, who would like to participate in after school activities, as this has been an obstacle in the past. The district will continue to offer and expand enrichment and extra curricular programs, which include:

Continued financial support of CTE programs and expansion of additional pathways

Continue to offer and expand VAPA programs at all schools; actively seek a music teacher at Tenaya Elementary

Offer afterschool programs which may include: GATE classes, Gardening (develop a Community Garden, Gaming Club, E-Sports, Dance, Cooking, 3D Printing, Drama Club, Pottery, Foreign Language, 4H, Maker's Lab STEAM component

Goals and Actions

Goal

Goal #	Description
1	The district will focus on academic rigor to increase student proficiency and growth towards meeting or exceeding standards in Math, and English Language Arts (ELA) and closing the gap between unduplicated students and students with disabilities as demonstrated through local formative assessments and CAASPP Scores.

An explanation of why the LEA has developed this goal.

A review of math CAASPP scores from 2019 revealed that although the overall color is orange, with an average of 98.2 points below standard, this score maintained from the previous year. A deeper analysis of subgroups shows that white students scored in the yellow and low socioeconomic students (-104 points below standard) and students with disabilities scored in red (-209 points below standard). Hispanic students scores decreased by 30.9 points and had an average of 122 points below standard, This discrepancy will be addressed by providing additional support for these subgroups. ELA CAASPP scores indicated an overall score of yellow this was the same in both subgroups. While ELA scores increased in all subgroups, the overall scores still average 25 points below standard. ELA scores for Hispanic students decreased by 26.6 points, with an average of 42 points below standard. Students with disabilities scored an average of 127 points below standard in ELA. Currently 14% of graduates (50% low-income) met the A-G entrance requirements for University of California and California State University the district expects this to increase by at least 15% in 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores	2019 Math CAASPP scores below standard ALL - 98.2 below White- 88.1 below Hispanic- 122 below Low socio-economic - 104 below				2022-23 CAASPP Scores Math All student groups will be less than 25 points below standard. 2022-23 CAASPP Scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities - 209 below 2019 ELA CAASPP scores ALL - 24.9 below White- 25.6 below Hispanic- 42 below Low socio-economic - 35.3 below Students with Disabilities - 127 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.				ELA All student groups will be at or above standard.
Star Math Scores	2021 STAR Math Scores for 1-8 grade students indicate 60% of students have not met the grade level benchmarks.				Increase the percentage of students meeting grade level benchmarks, by at least 25%.
Star Reading Scores	2021 STAR Reading scores for 1-8 grade students indicate 40% of students have not met the grade level benchmarks.				Increase the percentage of students meeting grade level benchmarks, by at least 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Local Assessments	NWEA MAP assessments to be implemented at the High Schools in 21-22 and baseline and growth will be reported.				Growth of at least 50 points in math and ELA as reported on NWEA MAP baseline scores.
#Students enrolled in AP or college courses and completing A-G requirements for entrance to UC or State Universities	100% of students are enrolled in A-G courses at both high school. Course completers for UC or State Univ- 14% AP Passage-results for 2021 NA until July (9 students took AP test in 2021)				2024 100% of students are enrolled in A-G courses at both high school. Course completers for UC or State Univ- 28% AP Passage- 50% of students taking the AP Exam will pass with a 3 or higher.
Participation Rate of students with disabilities as indicated on CAASPP	Special Education Teachers reported that 90% of students with disabilities participating CAASPP testing in 2021. 2021 CAASPP data has not been released yet.				2023 CAASPP data 100% of students with disabilities will participate in CAASPP testing.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Primary Assessment/ Instructional Coach	A part-time primary instructional coach will be hired 15 hours per week at Tenaya Elementary to assist staff with assessing and addressing learning gaps in students grade K-5, focusing on EL Learners, Foster Youth, and low socioeconomic youth.	$24,072.00	Yes
2	Summer School	Summer school 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.	$28,850.00	Yes
3	Extend Instructional Learning Time	The district will provide small group instruction, and one-on-one tutoring through the support of additional paraprofessionals to all unduplicated pupils. In addition, they will offer Saturday School to support EL Learners, Foster Youth, students with disabilities and Low Income Students. If space permits, additional students will be included.	$149,090.00	Yes
4	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.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Professional Development	Training is needed on increasing academic rigor in ELA and math, implementation of state board adopted academic content standards for all students including EL Learners, implementing project based learning, and cross curriculum design, and NWEA MAPS assessments.	$5,000.00	No
6	Title 1 Intervention support	Title 1 support will be provided at Tenaya Elementary School 5 days per week. This will be 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 and one Special Education Teacher at each site will be partially funded by Title 1 to provide additional support for Foster Youth, English Learners and Low Income students in ELA and Math.	$148,256.00	Yes
7	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.	$100,689.00	Yes
8	AP Courses /College Courses/Credit Recovery	The district will support fees and books for AP classes, concurrent college enrollment, online college courses and credit recovery to increase college preparedness.	$8,000.00	No
9	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.	$9,600.00	No

Action #	Title	Description	Total Funds	Contributing
10	Transportation	Transportation and snacks for Saturday School and after school tutoring will be provide for Foster Youth, English Learners, Low Income students and students with disabilities.	$16,800.00	Yes
11	Special Education Paraprofessionals	The district will continue to provide students with disabilities additional small group instruction or one-one tutoring to close academic gaps and prepare them for state testing by utilizing four special education paraprofessionals.	$133,292.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase Social-Emotional programs to close the gap between foster youth, students with disabilities, socioeconomically disadvantaged, Hispanic and the general population with regard to attendance, school discipline rates; and participation in social emotional supports.

An explanation of why the LEA has developed this goal.

2019 overall attendance and suspension data landed in the red on the California Dashboard. The District was working with Tuolumne County Schools Office to increase attendance and reduce suspensions district wide when the pandemic hit and caused school closures and distance learning. Additional social-emotional supports and personnel are needed to increase attendance and reduce suspensions in Foster Youth, students with disabilities, Hispanic and socioeconomically disadvantaged students as compared to the general population. 2020-2021 attendance/ suspension data does not accurately reflect a normal in-person year of instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates as reported in CALPADS and the California Dashboard.	2019 Attendance Data Chronic Absenteeism White 21.9% Socioeconomically disadvantaged 33.3% Hispanic 35% Students with disabilities 50% Foster Youth 63.6%				2023-24 Attendance Data Chronic Absenteeism rates will be 15% or less in all student groups. Attendance rate for all students will be 90% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension/Expulsion rates as reported in CALPADS and the California Dashboard.	2019 Suspension Data White 9.2% Socioeconomically disadvantaged 11.8% More than 2 races 15.4% Students with disabilities 19.2% Foster Youth 15.4% Expulsion - 0%				2023-24 Suspension Data Suspension rate will be less than 5% for all student groups. Expulsion rate will be 0%.
California Healthy Kids Survey- Social and Emotional Health and Substance Use Scores	2021 CHKS Data 9th grade Social Emotional Distress - 48% Experienced chronic sadness- 65% Considered Suicide- 42% Current drug/alcohol use 31% 11th grade Social Emotional Distress - 32% Experienced chronic sadness- 48%				2024 CHKS Data 9th grade Social Emotional Distress - 18% Experienced chronic sadness- 35% Considered Suicide- 12% Current drug/alcohol use 11% 11th grade Social Emotional Distress - 2% Experienced chronic sadness- 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Considered Suicide-14% Current drug/alcohol use 48%				Considered Suicide-4% Current drug/alcohol use 28%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling	Crisis counseling services are made available to students in need; Foster Youth, ELL, and socioeconomically disadvantaged students are prioritized. The district will hire an additional part-time counselor in addition to the current full-time crisis counselor, as one counselor among three schools is not sufficient.	$156,907.00	Yes
2	Create a sensory/refocus room	Create a sensory/refocus room at Tenaya to support student emotional well-being and reset students in trauma.	$5,500.00	No
3	Implement and support SEL	Hire a classified person part-time to implement SEL lessons weekly in grades K-12, and purchase social emotional curriculum, supplies and snacks.	$14,180.00	No
4	Professional Development to support unduplicated students	Staff need professional development on trauma informed practice, SEL, suicide prevention, Restorative Justice, and Growth Mindset to better assist and support Foster Youth, EL Learners, Low Income Students, and students with disabilities.	$8,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
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).	$5,000.00	No
6	Outdoor exercise equipment	Add outdoor exercise equipment/ obstacle course on campuses to increase physical and mental health	$10,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The district will continue to offer and expand CTE courses and pathways, Visual and Performing Arts (VPA) opportunities, enrichment courses, and extra-curricular activities to increase student, parent and community engagement

An explanation of why the LEA has developed this goal.

One of the challenges of the pandemic and school closures, was student engagement. Distance Learning did not engage or challenge all students, and stakeholders expressed the need for more engaging and challenging programs. Parents and volunteers have not been allowed to assist in schools this past year. In addition, without sports, concerts, plays, Family Fun Nights, art shows, and limited graduation activities, students, parents, families and community feel disengaged. The district believes increased engagement, will translate to increased attendance and ultimately higher test scores, and increased graduation rates. Past practice has shown that our Foster Youth, EL Learners, low-income students, and students with disabilities thrive in CTE and VPA courses. As a small school district, these programs are all inclusive, and staff make modifications and accommodations for students as needed. By offering CTE,VPA programs, enrichment courses and extra-curricular activities, parent and community engagement will increase and volunteers and community partnerships will be reestablished.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#Students enrolled in CTE courses and completing CTE pathways.	100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course. CTE pathway completers-0				100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE courses. CTE pathway completers-15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#Students enrolled in VPA courses.	2021 Tenaya Art- Offered to students in 1-8th grades Music-not offered Drama- not offered 2021 Tioga Art-22 Music-12 Drama-not offered 2021 Don Pedro Art-9 Music- not offered Drama-not offered				2024 Tenaya Art- Offered to students in 1-8th grades Music-Offered to all students K-8 Drama- Offer in afterschool program 2021 Tioga Art-25 Music-15 Drama-10 2021 Don Pedro Art-15 Music- 10 Drama-10
# of students participating in after school & GATE programs	2021 Tenaya- All-22 White- 4 Low Income- 16 EL- 1 Foster Youth-1 High Schools- 10 Low Income- 9 Foster Youth-1				2024 Tenaya- All-66 Other-23 Low Income- 40 EL- 1 Foster Youth-2 High Schools- 30 Other-11 Low Income- 18

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Foster Youth-1
# of parents or guests attending events, or volunteering for school related activities.	The baseline for 2020 is very low due to COVID Safety Protocol.# not percentage Tenaya- 40 Other-13 Low Income- 27 EL- 0 Foster Youth-0 SPED-1 Tioga- 37 Other-15 Low Income-21 Foster Youth-0 SPED-2 Don Pedro-60 Other-14 Low Income-34 Foster Youth-0 SPED-2				2024 # attending, not percentage Tenaya- 100 Other-28 Low Income- 70 EL- 2 Foster Youth-5 SPED-5 Tioga- 50 Other-15 Low Income-31 Foster Youth-2 SPED-2 Don Pedro-75 Other-24 Low Income-46 Foster Youth-0 SPED-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation/dropout Rates	2021- Middle School Dropout Rates-0 High School Dropout Rate-5% Graduation Rate- 95%				2024 Middle School Dropout-0 High School Dropout Rate- 2% Graduation Rate-98%

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$251,754.00	No
2	Music Teacher	Add .5 FTE music teacher and Tenaya Elementary	$27,091.00	No
3	Visual Performing Arts	The district will continue to support and expand VPA at all sites to increase engagement of unduplicated students.	$73,217.00	Yes
4	After school enrichment programs/activities	Reinstate GATE program, and offer after school activities, like Gardening (develop a Community Garden, Gaming Club, E-Sports, Dance, Cooking, 3D Printing, Drama Club, Pottery, Foreign Language, 4H, and Maker's Lab STEAM component	$17,500.00	No

Action #	Title	Description	Total Funds	Contributing
5	Parent Engagement Events	The district will hold Literacy Night, Back to School Nights, Family Fun Nights, Musical Performances, Art Shows, FFA Events and parent volunteer orientation to increase parent and community engagement.	$2,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.34%	$290,541

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Currently 57% of our students are low income, less than 3% EL Learner, and 2% Foster Youth. When we considered the needs of our unduplicated students, as a small district with only 300 students and limited staff members all courses are available and accessible to all students. By providing professional development to staff we are equipping them to be better educators and providing tools to ensure that all students are successful. Credit recovery is being offered to all high school students who are credit deficient, additional support from school staff will be provided to high needs students.

These actions listed below are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.
Create a sensory/refocus room at Tenaya to support student emotional well-being and reset students in trauma.
Hire a classified person part-time to implement SEL lessons weekly in grades K-12, and purchase social emotional curriculum, supplies and snacks.

Provide staff with student PBIS incentives to engage and establish a stronger school connection (a set amount of $200 per teacher).

Add outdoor exercise equipment/ obstacle course on campuses to increase physical and mental health.

When we implement an action, district or school wide it benefits Foster Youth, EL Learners, low income, and students with disabilities students by providing them with the same broad course of study as their peers. Our small necessary high schools have a very low student to adult ratio at 10:1; we are able to differentiate the instruction for Foster Youth, EL Learners, low-income students and students with disabilities in our CTE courses. The stakeholders recognize not all students are college bound, and expressed the need for vocational courses.

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

A review of Low Income and Student with disabilities ELA CAASPP scores and scores on end of year summative STAR Reading test indicate a performance gap in reading fluency between these groups and all students. Additionally a review of Math CAASPP scores and summative STAR Math test indicate a performance gap in number sense and math calculation between these groups and all students. The district is providing targeted remediation during summer school, with an adult/student ratio of 1 to 5. During the school day with Title 1 assistance and small group instruction/ 1-1 tutoring from paraprofessionals and after-school tutoring. In order to identify the needs of our high needs students at an early age, the district has hired a primary assessment and instruction coach. She will perform a baseline assessment on all K-2 students, then assist staff in targeting the specific needs of each child.

The district is prioritizing technology and assessment/ intervention software for our unduplicated students. With the recent pandemic and distance learning we discovered over 75% of our unduplicated students did not have access to technology or the internet. We will continue to provide our 4-12 grade students with disabilities, low income students, Foster Youth and EL Learners with 1 to1 devices when we resume to full in-person learning in the fall. An IT team is necessary to issue, maintain, and trouble shoot these devices. Assessment and Intervention software is a necessary tool to guide staff in providing support for unduplicated students.

A review of 2019 attendance rates indicate that 63.6 % of foster youth, 50% of students with disabilities, and 33.3% of low income students are absent compared to white students at 21.9%. While chronic absenteeism is a problem district wide, scoring red on the California Dashboard, an in depth look at the reasons for the absences includes chronic health issues, emotional distress and student trauma. Professional Development for staff on trauma informed practice, SEL, suicide prevention, Restorative Justice, Growth Mindset, students with disabilities and PBIS would be beneficial to decrease these chronic absenteeism rates in our unduplicated students. Our crisis counselor has a full case load and is stretched between three campuses. California Healthy Kids Survey results indicate that up to 48% of our students are in emotional distress. The stakeholders all placed an additional crisis counselor as a need in the district.

VPA programs provide engagement, and an opportunity for success for students who may be struggling in other areas. In developing the action stakeholders considered that unduplicated students would have increased attendance rates if they felt a stronger connection to school.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$768,114.00	$291,137.00	$500.00	$150,672.00	$1,210,423.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,145,423.00	$65,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Primary Assessment/ Instructional Coach	$24,072.00				$24,072.00
1	2	English Learners Foster Youth Low Income	Summer School		$28,850.00			$28,850.00
1	3	English Learners Foster Youth Low Income	Extend Instructional Learning Time		$149,090.00			$149,090.00
1	4	English Learners Foster Youth Low Income	Assessment and Intervention Software	$15,000.00				$15,000.00
1	5	All	Professional Development	$5,000.00				$5,000.00
1	6	English Learners Foster Youth Low Income	Title 1 Intervention support	$52,928.00			$95,328.00	$148,256.00
1	7	English Learners Foster Youth Low Income	Technology	$100,689.00				$100,689.00
1	8	All	AP Courses /College Courses/Credit Recovery		$8,000.00			$8,000.00
1	9	All	Fully Credentialed Teachers	$9,600.00				$9,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Transportation	$16,800.00				$16,800.00
1	11	Students with Disabilities	Special Education Paraprofessionals	$133,292.00				$133,292.00
2	1	English Learners Foster Youth Low Income	Counseling	$52,646.00	$48,917.00		$55,344.00	$156,907.00
2	2	All Students with Disabilities	Create a sensory/refocus room		$5,000.00	$500.00		$5,500.00
2	3	All Students with Disabilities	Implement and support SEL		$14,180.00			$14,180.00
2	4	English Learners Foster Youth Low Income	Professional Development to support unduplicated students	$8,625.00				$8,625.00
2	5	All	Positive Behavior Intervention Supports		$5,000.00			$5,000.00
2	6	All	Outdoor exercise equipment	$5,000.00	$5,000.00			$10,000.00
3	1	All	CTE Teachers at DP and Tioga	$242,154.00	$9,600.00			$251,754.00
3	2	All	Music Teacher	$27,091.00				$27,091.00
3	3	English Learners Foster Youth Low Income	Visual Performing Arts	$73,217.00				$73,217.00
3	4	All	After school enrichment programs/activities		$17,500.00			$17,500.00
3	5	All Students with Disabilities	Parent Engagement Events	$2,000.00				$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$343,977.00	$721,506.00
LEA-wide Total:	$319,905.00	$697,434.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$24,072.00	$24,072.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Primary Assessment/ Instructional Coach	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary K-5	$24,072.00	$24,072.00
1	2	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		$28,850.00
1	3	Extend Instructional Learning Time	LEA-wide	English Learners Foster Youth Low Income	All Schools		$149,090.00
1	4	Assessment and Intervention Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	6	Title 1 Intervention support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,928.00	$148,256.00
1	7	Technology	LEA-wide	English Learners Foster Youth Low Income		$100,689.00	$100,689.00
1	10	Transportation	LEA-wide	English Learners Foster Youth Low Income		$16,800.00	$16,800.00
2	1	Counseling	LEA-wide	English Learners		$52,646.00	$156,907.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	4	Professional Development to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income		$8,625.00	$8,625.00
3	3	Visual Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,217.00	$73,217.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or

implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we

expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

  o **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.

  o **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.

  o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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