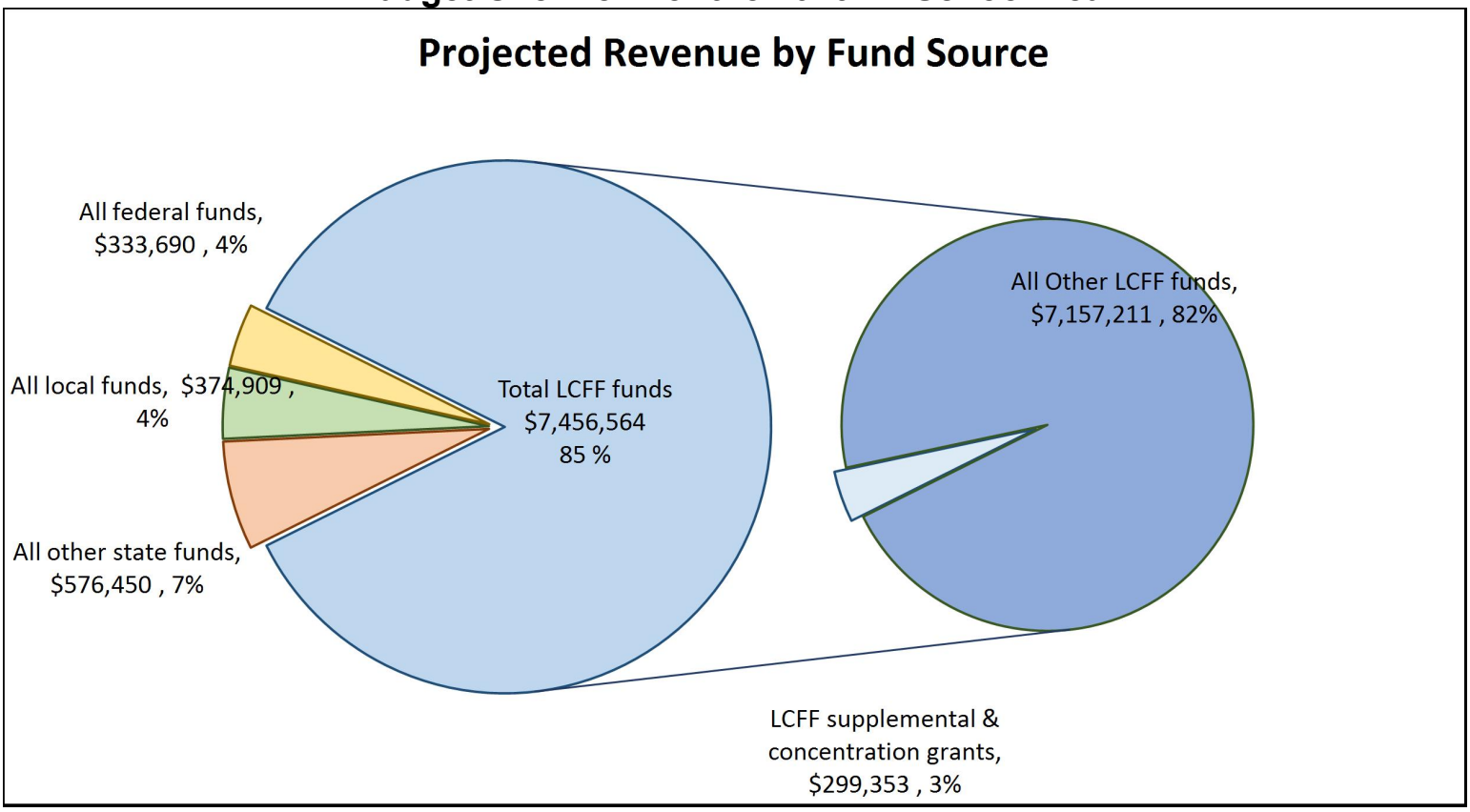
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Oak Flat-Groveland Unified School District
CDS Code: 55 75184 6054837
School Year: 2026-27
LEA contact information:
Michael Chimente
Acting Superintendent
mchimente@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 2026-27 School Year

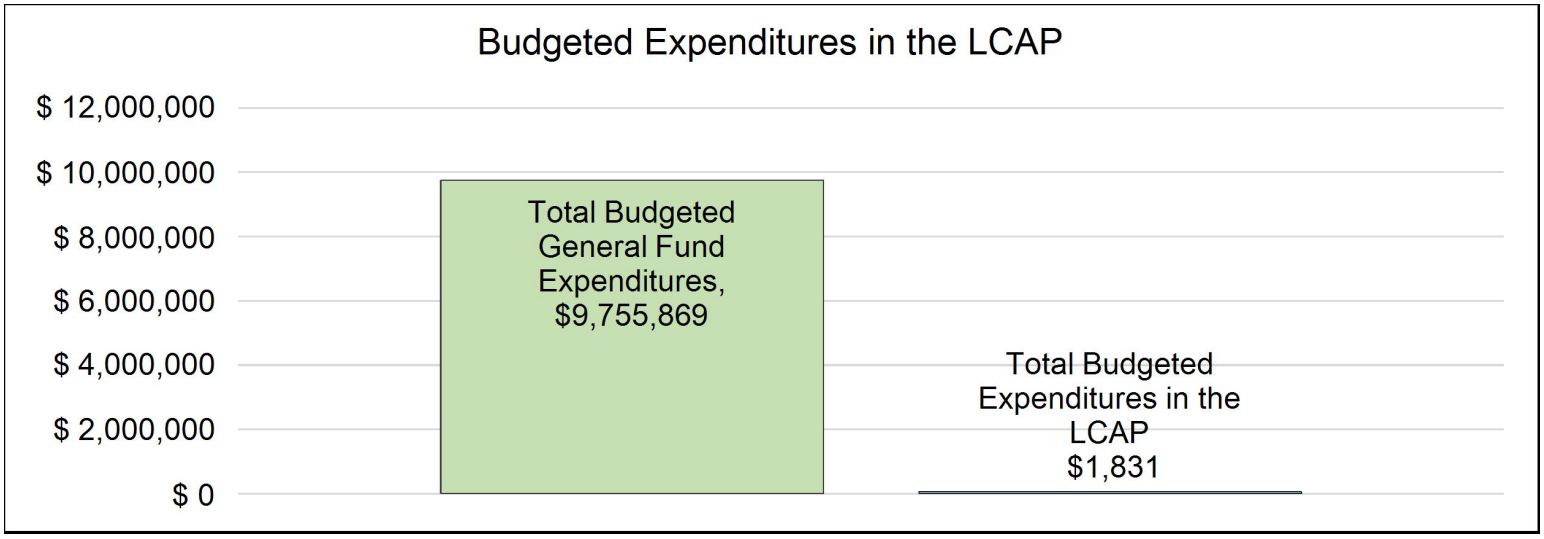


This chart shows the total general purpose revenue Big Oak Flat-Groveland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Oak Flat-Groveland Unified School District is $8,741,613, of which $7,456,564 is Local Control Funding Formula (LCFF), $576,450 is other state funds, $374,909 is local funds, and $333,690 is federal funds. Of the $7,456,564 in LCFF Funds, $299,353 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.



This chart provides a quick summary of how much Big Oak Flat-Groveland Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Oak Flat-Groveland Unified School District plans to spend $9,755,869 for the 2026-27 school year. Of that amount, $1,831.118 is tied to actions/services in the LCAP and $9,754,037.882 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

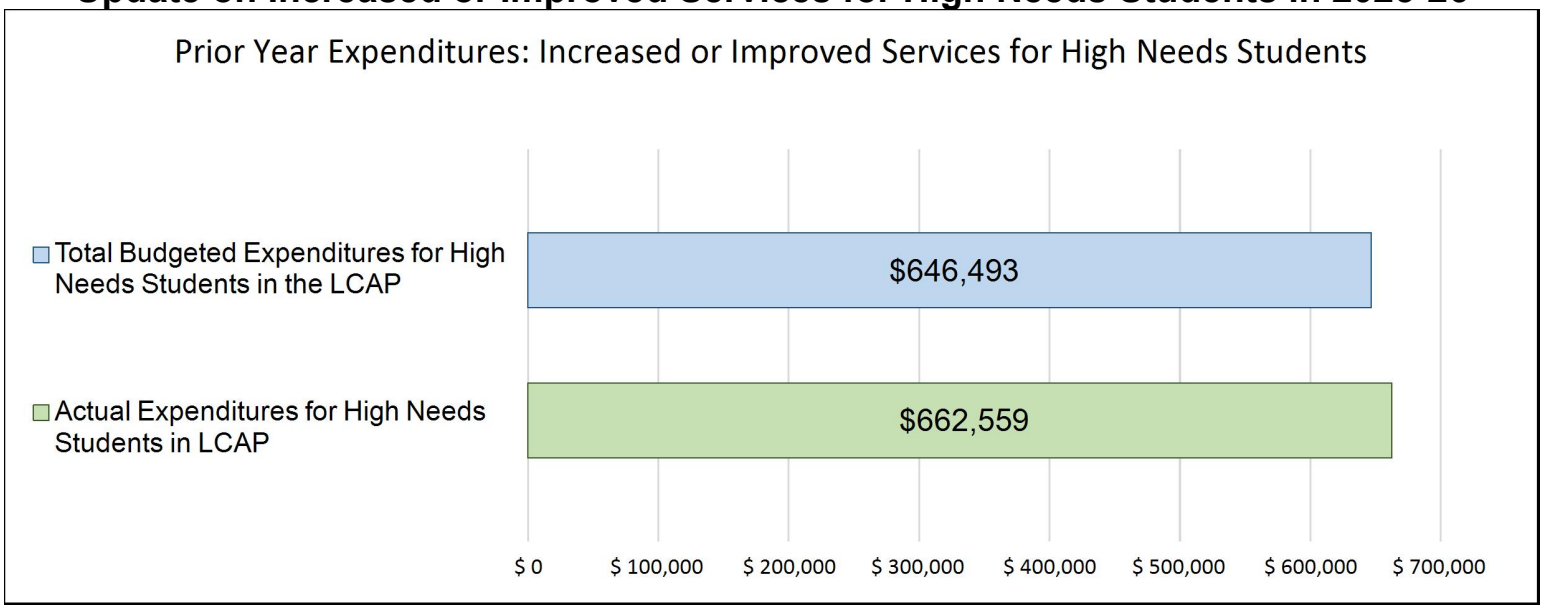
In addition to expenditures identified within the LCAP, General Fund Budget expenditures supported essential district operations, including personnel costs, facility maintenance and upkeep, transportation services, utilities, and instructional and operational supplies. These expenditures ensure the continued day-to-day functioning of the district and support safe, efficient, and effective learning environments for all students and staff.

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

In 2026-27, Big Oak Flat-Groveland Unified School District is projecting it will receive $299,353 based on the enrollment of Foster Youth, English learner, and low-income students. Big Oak Flat-Groveland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Oak Flat-Groveland Unified School District plans to spend $637,145 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Big Oak Flat-Groveland Unified School District's LCAP budgeted $646,493 for planned actions to increase or improve services for high needs students. Big Oak Flat-Groveland Unified School District actually spent $662,559 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Big Oak Flat-Groveland Unified School District is a small rural district operating one elementary school and two necessary small high schools. As of May 2026, AERIES shows total district enrollment is 246 students: 159 (TK-8) attend Tenaya Elementary School, 42 (9-12) attend Don Pedro High, and 45 (9-12) attend Tioga High School. The district spans over 60 miles along the Tuolumne River from the Northern entrance to Yosemite National Park to the Lake Don Pedro area, covering 678 square miles. Tenaya Elementary School and Tioga High School are located in the southern part of Tuolumne County, while Don Pedro High School is in La Grange. The district serves Groveland, Big Oak Flat, Moccasin, and parts of the Don Pedro and Jamestown areas. The district has experienced declining enrollment over the last decade due to the area's reliance on tourism and lack of substantial industry, leading many families to relocate for employment.

As of May 2026, AERIES student ethnic distribution shows approximately 65% of the student population is White (not of Hispanic Origin), 24% Hispanic or Latino, 3% Black or African American, 3% American Indian, 1% Filipino and 1% Asian. Approximately 47% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Additionally, 11.4% of the population are students with disabilities, 1.6% are homeless, 4% are English Language Learners, and 0.5% are classified as Foster Youth.

At Tenaya Elementary, Special Education services include combined Resource and Special Day Classes. Services of a Speech Pathologist, School Psychologist, and School Crisis Counselor are available on a limited basis. Tenaya Elementary staff comprises 10 full-time certificated classroom teachers, 2 full-time certificated special education teachers, 1 part-time certificated teacher, 1 full-time P.E. teacher, a Principal, a full-time school secretary, a full-time principal's secretary, 7 full-time classroom/campus aides, 4 special education aides, 1 Title 1 Teacher, 3 Title 1 aides, 1 full-time and 1 part-time custodian, and 2 full-time and 1 part-time cafeteria workers. Facilities include 21

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

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

The district employs 24 certificated teachers. One of the elementary teachers is an intern in their field. The district follows a traditional school calendar and meets or exceeds requirements for instructional minutes. Every pupil in the school district has sufficient access to standards-aligned instructional materials and digital devices.

Reflections: Annual Performance

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

Based on the 2023 California Dashboard, Don Pedro High School received the lowest level for the Suspension Indicator for all students. The White student group at Don Pedro also received the lowest level for the Suspension Indicator. The district continues to address and measure the outcomes specifically for this school and student group.
Goal 1 Reflection: Successes and Areas for Improvement
Successes / Strengths:
The district maintained strong access to rigorous coursework and instructional resources throughout the reporting period. At Tenaya Elementary School, when comparing Year 2 outcomes to the baseline, the 2026 STAR Reading scores for grades 1–8 show significant improvement. In 2024, 52% of students had not met grade-level benchmarks, while in 2026, that number dropped to 35.5%. This 16.5% decrease indicates substantial gains in reading achievement at the elementary school. From Spring 2024 to Spring 2026, both Tioga High School and Don Pedro High School demonstrated meaningful academic progress as measured by NWEA MAP results. Tioga High showed significant gains in both math and reading, including large increases in students performing above the national average and substantial reductions in students performing far below average, reflecting the impact of targeted instructional supports and interventions. Don Pedro High also demonstrated improvement, particularly in reading, where more students performed above the national average and fewer students scored far below benchmark levels, although math achievement data indicates a continued need for focused support and acceleration. During both the baseline and current reporting years, 100% of students at both high schools were enrolled in A–G courses, ensuring all students had access to coursework aligned with college entrance requirements. Although completion rates fluctuated, the district demonstrated improvement from 15% in 2024–25 to 23% in 2025–26, indicating progress toward increasing the number of students completing the full A–G sequence.The district also expanded opportunities for students through dual enrollment. Participation in dual

enrollment courses increased from 10 students at baseline to 17 students completing college coursework in 2025–26. This growth suggests students are increasingly accessing college-level opportunities and that the district is successfully broadening postsecondary preparation pathways beyond Advanced Placement (AP) coursework. Significant progress was also made in teacher credentialing and staffing compliance. At baseline, 24% of teachers were not fully credentialed; by Year 2, that percentage decreased substantially to 4.17%. This improvement reflects successful district efforts to recruit, support, and retain appropriately credentialed teachers, strengthening instructional capacity across all schools. Additionally, the district maintained 100% student access to standards-aligned instructional materials during the baseline, Year 1 and Year 2 reporting periods, ensuring students and teachers consistently had access to curriculum aligned to state standards. Participation in statewide testing remained extremely high as well, with only a slight decrease from 100% to 99% participation due to one parent opt-out request.

Areas for Improvement:
Despite maintaining broad access to rigorous coursework, several student achievement indicators demonstrated continued academic challenges. The percentage of students completing the full A–G sequence declined overall from 41% at baseline to 23% in 2025–26, despite improvement from the prior year. AP participation and exam completion also declined significantly, with no students taking AP exams in 2026. While the increase in dual enrollment participation reflects a strategic shift in postsecondary preparation, the district will need to continue strengthening pathways that support both college readiness and successful completion of rigorous coursework.

Academic performance data from the California Dashboard showed significant declines in both mathematics and English Language Arts (ELA) achievement from the 2023 baseline to the 2025 reporting year. In mathematics, all student groups demonstrated larger gaps below standard, with districtwide performance declining from 96.9 points below standard to 110.7 points below standard. Similar declines occurred in ELA, where districtwide performance dropped from 49.2 points below standard to 68.9 points below standard. White students and socioeconomically disadvantaged students experienced particularly notable declines in both subject areas.These results indicate a continued need to strengthen core instruction, intervention systems, and targeted academic supports, particularly in mathematics and literacy. The district will also need to continue examining strategies to improve student engagement in rigorous coursework while addressing learning gaps that may impact long-term college and career readiness outcomes.

Additionally, the district's Learning Recovery Emergency Block Grant (LREBG) Needs Assessment identified that the most appropriate use of funds was to support Extended Instructional Learning through Action 1.2. Funds wil be directed toward providing targeted intervention and instructional support by classified and certificated staff during mathematics and English Language Arts instruction in order to address identified learning gaps and improve student achievement outcomes.

Goal 2 Reflection: Strengths and Areas for Improvement
Successes:
The district demonstrated meaningful progress in several key indicators related to student engagement, attendance, wellness, and school conditions. District-wide attendance improved from 90.86% in 2023 to 91.61% in 2025, with notable gains at both Tenaya Elementary and Tioga High School. At the same time, chronic absenteeism decreased significantly from 49% to 34.2%, reflecting a substantial 14.8 percentage point improvement. Particularly strong progress was made among students with disabilities, whose chronic absenteeism rate decreased by 22.2 percentage points. Socioeconomically disadvantaged and Hispanic students also showed measurable improvement, indicating that district supports and interventions positively impacted student attendance and engagement.

Student wellness data also reflected several encouraging trends. Among 11th-grade students, social emotional distress, chronic sadness, suicidal ideation, and substance use all decreased significantly between the baseline and current reporting periods. In addition, 11th-grade students reported improved feelings of safety and stronger school connectedness, exceeding the district baseline in connectedness. These outcomes suggest that continued investments in trauma-informed practices, student supports, counseling services, and school climate initiatives are having a positive effect for many students.
The district also maintained a 0% expulsion rate across all reporting years, demonstrating continued efforts to utilize supportive and restorative approaches to student discipline. Additionally, the number of facilities not meeting the “Good Repair” standard improved from seven identified instances to five, reflecting ongoing attention to maintaining safe and supportive learning environments.

Areas for Improvement:
Despite positive growth in many areas, several indicators highlight ongoing challenges that require continued focus. While overall attendance improved, Don Pedro High School experienced a slight decline in attendance rates, indicating a need for targeted engagement and attendance interventions at that site. Although chronic absenteeism improved district-wide from baseline, rates remain high overall at 34.2%, particularly among socioeconomically disadvantaged students and Hispanic students. Continued efforts to address barriers to attendance and strengthen family engagement remain necessary. Suspension rates increased from 0.02% to 2% district-wide between 2024 and 2026. While rates remain relatively low overall and students with disabilities demonstrated improvement, the increase among White students and socioeconomically disadvantaged students suggests a need to continue strengthening proactive behavioral supports, restorative practices, and early intervention systems.
The most significant area of concern continues to be the social-emotional well-being of 9th-grade students. Data from the California Healthy Kids Survey showed increases in chronic sadness and suicidal ideation, while school connectedness and sense of safety declined. Although substance use decreased, these trends indicate a continued need for expanded mental health supports, transition supports for incoming high school students, and opportunities to strengthen student belonging and engagement during the freshman year experience.

Goal 3 Reflection: Strengths and Areas for Improvement
Strengths / Successes

The LEA was very successful in achieving Goal 3, with students meeting the metrics for indicators 3.2, 3.3, 3.4, and 3.5. The district demonstrated meaningful growth in several areas connected to college and career readiness, student engagement, visual and performing arts, and family involvement. While overall enrollment in Career Technical Education (CTE) courses declined slightly from 83% to 80%, the district achieved a significant 23% increase in CTE pathway completers from the baseline year to Year 2. This indicates that more students successfully completed full pathways and were able to engage in sequenced career preparation opportunities.
Visual and performing arts access also showed positive growth in several areas. Tenaya Elementary maintained 100% art access for all TK–8 students and expanded opportunities by adding music instruction for all students. Don Pedro High School increased student participation in both art and culinary arts programs, demonstrating increased student engagement in elective and hands-on learning opportunities. Although some programs were reduced or discontinued due to staffing and enrollment limitations, students continued to access arts and career-focused experiences across the district. Student participation in extracurricular activities increased substantially at all three school sites. Tenaya saw participation rise from 16 to 70 students, while Tioga increased from 10 to 40 students and Don Pedro from 8 to 37 students. Particularly strong gains were seen among low-income students across all sites, suggesting that expanded opportunities and outreach efforts helped improve student involvement and connectedness. Family engagement efforts also demonstrated strong improvement district-wide. Tenaya increased family engagement events from three to five and significantly increased attendance overall. Tioga and Don Pedro both

experienced increases in parent and guest participation, with notable gains among low-income families and families of students with disabilities. These outcomes reflect continued efforts to strengthen communication, school climate, and partnerships with families. Additional successes included maintaining a 0% middle school dropout rate and achieving a significant 15.8% increase in graduation rate from baseline to Year 2, demonstrating positive progress in supporting students toward successful completion of high school.

Areas for Improvement
Despite notable successes, some areas continue to require attention and improvement. Enrollment in at least one CTE course decreased slightly district-wide, suggesting a need to continue expanding access and student awareness of available career pathway opportunities. Additionally, the percentage of high school students meeting both UC/CSU entrance requirements and completing a CTE sequence declined significantly from 29% to 17% between 2024 and 2026. This decline indicates a need for stronger alignment between college preparatory coursework and CTE pathways to ensure students are prepared for both college and career opportunities simultaneously. Visual and performing arts opportunities remain limited at the secondary level. Tioga experienced a decline in music participation, and drama programs were discontinued at both high schools. While elementary arts access remains strong, staffing and enrollment challenges continue to impact the breadth of secondary arts offerings available to students. Finally, while the middle school dropout rate remained at 0%, the high school dropout rate remained unchanged at 5%, indicating a continued need for interventions focused on credit recovery, student engagement, attendance, and graduation supports for at-risk students.

Reflections: Technical Assistance

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

Big Oak Flat Groveland Unified School District (BOFG) is eligible for Differentiated Assistance (DA) based on the 2025 California School Dashboard. The district is eligible for technical assistance for the Socioeconomically Disadvantaged (SED) student group based on the indicators in ELA (Red) and Math (Red) in Priority Area #4 (Pupil Achievement) and Chronic Absenteeism (Red) in Priority Area #5 (Pupil Engagement). BOFG is collaborating with the Tuolumne County Superintendent of Schools (TCSOS) in receiving technical assistance to support the district with improving student outcomes. As part of receiving technical assistance, the TCSOS DA Team is leading BOFG leadership through the continuous improvement process. This process is centered on developing change ideas that can be implemented quickly, effectively, and with fidelity in order to improve student outcomes, specifically targeting the SED students. In January of 2026, TCSOS and BOFG leadership met to discuss eligibility and to analyze data. Questions and comments were generated that centered on academics and on the Chronic Absenteeism Indicator. One area of growth identified by the teams discussed the use of attendance recovery and independent studies as possible ways to improve attendance. The teams followed up in February to discuss the addition of an independent studies option for students who may face a prolonged absence from school. This idea, along with developing and refining the use of a School Attendance Review Team (SART) will help to improve the chronic absenteeism in the district. In March of 2026, the teams met again to do a root cause analysis of chronic absenteeism. During the process, the teams identified three key change ideas for improvement. The team is currently working on the implementation and monitoring of these ideas for the 2026-27 school year. In addition, work continues with district specific professional development that includes the use of CAASPP Interim Assessments and strategic English Language Development (ELD). Also included were presentations at each school site on the sense of belonging, which provides the evidence-based practices that support student engagement and motivation.

Universal supports were provided by TCSOS that included BOFG's regular participation in professional collaboration in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings regularly discuss compliance and technical administrative issues and reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is a member and regular participant in the county Special Education Local Plan Area (SELPA), which supports the district's students with disabilities. District and school staff continue to participate in TCSOS professional development (PD) and Communities of Practice (CoPs) on a regular basis. The culmination of work already in progress will support the district in improving student outcomes not just for specific student groups, but for all students at our schools. As part of the LCAP development, Actions 1.4, 2.3, and 2.4 align with the technical assistance work underway by the district.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council -Teachers, school personnel, students, administrators, community partners, parents and guardians(representing Foster Youth, Students with Disabilities, EL Learners, low income students)	The School Site Council meets regularly at each school (Tenaya Elementary, Tioga High, Don Pedro High) from September-May to collaborate on the SPSA, aligning site-specific goals and actions with the overarching objectives of the LCAP. The council includes teachers, school personnel, students, administrators, community members, parents, and guardians representing foster youth, students with disabilities, English language learners, and low-income students. They monitor progress, analyze data, and review actions, providing input on the upcoming LCAP development (April/May 2026).
Students, other personnel, local bargaining units, parents, and administrators	The California Healthy Kids Survey (CHKS) is a comprehensive, statewide survey designed to assess the well-being, health behaviors, and school environment of students in California. Administered by the California Department of Education, the CHKS gathers data on various aspects of students' lives, including: Mental Health, School Safety, School Climate, Risk and Protective Factors, and Academic Achievement. In January 2026, the CHKS, along with staff and parent versions, was administered to students in grades 5, 6, 7, 9, and 11, as well as to staff and parents.
Local bargaining Units (classified and certificated), Foster Youth - Homeless Liaison, Principals	Staff Meetings- Met with local bargaining units to request feedback to inform the LCAP development Tenaya Elementary - 8/18/25, 8/22/25, 9/12/25, 10/3/25, 11/14/25, 12/12/25, 1/9/26, 3/13/26 Tioga High-8/18/25, 10/9/25, 2/26/26,3/6/26,3/13/26,5/7/26 Don Pedro High- 8/18/25, 9/29/25, 10/22/25,1/30/26, 3/6/26, 3/13/26, 4/23/26

Educational Partner(s)	Process for Engagement
	Surveyed district staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 4/13/26 and 4/23/26.
SELPA	Foothill Continuous Improvement Learning Network -PLN Meeting consultation and discussion with Tuolumne County Superintendent of Schools SELPA members regarding students with disabilities 4-29-26 .
Board Of Trustees	Monthly Meetings to review LCAP progress and provide input, set goals and priorities as well as the Mid Year LCAP Update on 2/11/26.
Administrators- Tenaya Elementary Superintendent/Principal, Tioga High School Principal and Don Pedro High Principal	Leadership Planning Meetings with administrators to address implementation, collaboratively monitor progress and data, and identify potential adjustments to actions being provided. - Monthly August 2025-May 2026. Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP
Students, other personnel, local bargaining units, parents, Principals, Foster Youth -Homeless Liaison and administrators	District Wide Google Survey delivered via Parent Square in parent's chosen language (Parents and guardians representing Foster Youth, Students with Disabilities, EL Learners, low income students,) Certificated staff, Classified Staff, students, Foster Youth -Homeless Liaison and administrators. 4/13/26
Parent Advisory Committee	Parents, students and family members representing Foster Youth, Students with Disabilities, EL Learners and low income students provide input 3/26/26 and approve the annual LCAP 6/1/26.
Philosophical Approach: We believe that educational partners play a crucial role in identifying local needs, taking actions to address these needs, and supporting improved student outcomes. Therefore, we engage all educational partners in developing and annually updating the LCAP. Additionally, we collaborate with our educational partners in a process of continuous improvement, meaningful engagement, and shared decision-making to support student success. This	N/A

Educational Partner(s)	Process for Engagement
includes providing information in multiple formats and languages. Educational Partners were notified via the Tenaya Times, Social Media, Parent Square and the Remind Ap about opportunities for input. Parent Square sent out communication in the parent's chosen language as updated by Aeries, our student information system. Notes from virtual and in-person meetings were noted and reviewed, survey data was tallied and analyzed to ensure all input from educational partners was considered and included, prior to finalizing the 26-27 LCAP.	

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

Goal #1: Academic Rigor
The Educational Partner input highlights both the District's continued efforts and ongoing challenges in strengthening academic rigor under California's Local Control and Accountability Plan (LCAP). Key points include:
Student Engagement & Support: Staff and teachers were frequently recognized for building positive student-teacher relationships, encouraging students, and creating supportive learning environments where students feel motivated to succeed. Respondents noted that teachers work hard to meet the needs of all learners and provide time and opportunities for students to improve academically.
Academic Interventions & Supplemental Programs:Educational partners identified the use of intervention programs and supplemental instructional tools such as IXL, Edmentum, Khan Academy, NWEA, tutoring, and MTSS strategies to address learning gaps and support student growth. Some respondents also highlighted intervention groups and progress monitoring practices as positive supports for struggling students.
Curriculum, Assessments & Academic Rigor: Respondents noted increased classroom rigor, implementation of designated ELD curriculum, adoption of new instructional materials such as Earth Science textbooks, and the use of NWEA as a more frequent measure of student progress. Staff participation in CAASPP training and efforts to align instruction with state standards were also recognized.
Individualized Support for Diverse Learners: Teachers were commended for differentiating instruction, following IEP accommodations, and working to support students at varying academic levels. Respondents acknowledged efforts to provide equitable opportunities and targeted support for unduplicated students and students with disabilities.
College & Career Readiness Opportunities:Educational partners recognized the continued growth of CTE pathways, dual enrollment opportunities, career fairs, AVID strategies, and SEL programs such as Give Thx and My 10-Year Plan, which contribute to student engagement and future readiness.
Family & Community Engagement:Responses indicated that staff continue to communicate with families and work to ensure all students have access to the tools and support necessary to succeed. Several respondents appreciated the District's efforts to reach all areas of the community and create a safe and reliable educational environment.
Areas for Continued Growth:While many respondents recognized the District's strong effort and commitment, some expressed concerns regarding limited one-on-one support, gaps in staffing and curriculum, particularly in math and reading intervention, and inconsistent success in achieving academic goals.

Staff Dedication & Commitment: Overall, educational partners acknowledged the dedication of teachers, aides, office staff, and support personnel who continue working to improve instruction, provide encouragement, and support student achievement despite ongoing challenges.
Staff will continue to focus on these areas and goals, and offer these resources and criteria as outlined above.

Goal #1 Suggested Areas to Improve Academic Rigor include:
Improving Academic Rigor Summary
Instructional Practices:
· Adopt consistent standards-aligned curriculum, particularly in ELA, and increase hands-on, engaging instruction while reducing reliance on packets and busy work.
· Provide clearer expectations, additional practice opportunities, and differentiated instruction to better support both struggling and advanced learners.
· Expand intervention supports, reading intervention, advanced coursework, higher-level math, and elective opportunities such as music.
Professional Development & Staffing:
· Continue targeted professional development focused on student engagement, instructional strategies, and supporting diverse learners.
· Recruit and retain highly qualified, motivated teachers and continue strengthening intervention systems across all sites.
School Environment & Student Engagement:
· Create supportive and engaging learning environments that balance academic rigor with student well-being and motivation.
· Increase opportunities for student involvement, school connectedness, and positive behavior supports.
Family Engagement & Communication:
· Improve communication with families regarding student progress, academic expectations, events, and available supports through conferences, newsletters, and school communication systems.
Student Accountability & Support:
Continue strengthening supports for students struggling academically, particularly in foundational reading and math skills, while promoting greater student accountability and engagement.
To improve academic rigor, the LEA will continue strengthening curriculum, instructional practices, and intervention systems while expanding engaging learning opportunities for students. The District will provide ongoing professional development, improve communication with families, and continue building supportive school environments that promote both academic achievement and student well-being.

Goal #2: Increased Social Emotional Programs
Inclusive and Welcoming Environment:
· Educational partners noted that BOFGUSD continues to foster a caring, family-like atmosphere where students feel welcomed, included, and supported regardless of background or ability.
· Staff members, teachers, counselors, and support personnel were recognized for building strong relationships with students and creating positive learning environments.
· Students and families appreciated the District’s efforts to ensure all students feel valued and connected within the school community.
Social-Emotional Programs and Support Services:
· The District continues to provide counseling services, SEL lessons, MTSS supports, crisis counseling, family therapy opportunities, and accommodations for students with emotional or behavioral needs.

· The Refocus Room was identified as an important support that helps students regulate emotions, reduce conflict, and successfully return to class.
· Respondents recognized the positive impact of the District Crisis Counselor and SEL programs in supporting student well-being and improving school climate.
Safe and Supportive School Spaces:
· Students reported feeling supported by staff who are available to listen, provide encouragement, and offer safe spaces for emotional and academic support.
· Educational partners highlighted proactive counseling, field trips, advisory activities, and school events that help students build peer connections and strengthen school engagement.
Accessibility and Communication:
· Families appreciated the District's communication efforts and access to counseling and support services, though several respondents expressed a desire for more consistent communication and expanded counseling availability across all campuses.
Education partner feedback indicates that district staff, teachers, counselors, and support personnel continue to create a supportive and inclusive school environment that prioritizes student well-being and connection. The implementation of SEL programs, MTSS practices, counseling services, and the Refocus Room has positively contributed to student support systems and school climate. Educational partners particularly recognized the impact of the District Crisis Counselor in helping students manage emotional challenges and feel connected to trusted adults on campus. Moving forward, the District will continue strengthening social-emotional supports by exploring expanded counseling services, increasing communication with families, and continuing to build positive, student-centered learning environments across all school sites.

Goal #2 Suggested Areas to Improve Social-Emotional Programs
Student Engagement and Well-Being:
· Continue creating supportive and inclusive school environments where students feel safe and connected.
· Increase opportunities for students and families to provide input on social-emotional supports and wellness needs.
Expand Counseling and Mental Health Supports:
· Increase counseling availability and explore additional site-based counseling services to better support student needs across all campuses.
· Continue encouraging student participation in counseling and wellness services.
Enhance Social-Emotional Learning (SEL) Programs:
· Continue strengthening SEL instruction, behavioral supports, and restorative practices such as the Refocus Room to help students build coping skills and remain engaged in learning.
To strengthen social-emotional programs, the LEA will continue enhancing counseling services, SEL instruction, and student wellness supports across all school sites. Educational partners emphasized the importance of expanding counseling access, maintaining supportive school environments, and increasing opportunities for student and family involvement in wellness efforts. Overall, stakeholders recognized the District's commitment to creating safe, inclusive, and supportive environments that prioritize student well-being.

Goal #3: Expand CTE, VAPA, and Parent Engagement
Career Technical Education (CTE) & Dual Enrollment:
· Students and staff recognized the continued growth of CTE pathways, particularly Agriculture/FFA programs, and appreciated opportunities that build real-world and career-ready skills.

· Dual enrollment opportunities continue to expand, and CTE counseling has been integrated into registration and course selection processes to help students explore future career pathways.
· Educational partners noted that the District offers a strong variety of programs and pathways despite being a small rural district.
Visual and Performing Arts (VAPA) :
· Art classes, band, musical theater, and school performances were highlighted as valuable and well-received programs.
· Stakeholders expressed appreciation for current art offerings and interest in continuing to expand music and VAPA opportunities as staffing allows.
Extracurricular Activities & Field Trips:
· Students and families appreciated the variety of extracurricular activities, athletics, field trips, college tours, career events, and community-based learning opportunities available across the District.
· Field trips to art galleries, plays, college fairs, and career-related events were recognized as meaningful experiences that support student engagement and future planning.
Parent & Community Engagement:
· Educational partners recognized strong communication efforts and appreciated opportunities that connect students, families, and the community.
· Stakeholders noted that the District continues working to create a well-rounded and supportive school community through events, extracurricular activities, and student engagement opportunities.
Overall, feedback regarding the expansion of CTE, VAPA, extracurricular activities, and parent/community engagement was positive. Students, parents, and staff recognized the District's continued efforts to provide diverse programs, meaningful learning experiences, and opportunities that support student success, career readiness, and community connection.

Goal #3 Suggested Areas to Improve CTE, VAPA, and Parent Engagement
Career Technical Education (CTE):
· Continue expanding CTE pathways, electives, dual enrollment opportunities, and life-skills based programs to increase student engagement and career readiness.
· Continue investing in Agriculture/FFA, athletics, and enrichment opportunities while exploring additional clubs and extracurricular activities.
· Increase outreach to students to ensure they understand and access available programs and opportunities.
Visual and Performing Arts (VAPA):
· Expand VAPA opportunities at the high schools, including additional music, drama, and art courses as staffing and budgets allow.
· Continue supporting music and performing arts programs by improving resources, storage, and learning spaces.
Parent and Community Engagement:
· Continue strengthening communication and outreach to students and families regarding available programs, activities, and opportunities.
· Increase extracurricular and enrichment opportunities for students across all grade levels, including younger students at Tenaya.

To strengthen Goal #3, the LEA will continue expanding CTE pathways, enrichment opportunities, extracurricular programs, and VAPA offerings while improving student awareness and access to available opportunities. Educational partners emphasized the importance of continuing to invest in Agriculture/FFA, athletics, music, drama, art, and life-skills programs that increase student engagement and school connectedness. The District will also continue improving communication and outreach efforts to ensure students and families remain informed and involved in school programs and activities.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Math CAASPP points below standard All -96.9 below White- 91.9 below Hispanic- 122.6 below Low socio-economic - 102.2 below Students with Disabilities - 149.2 below 2023 ELA CAASPP points below standard All -49.2 below White-38.2 below Hispanic- 89.5 below Low socio-economic - 57.4 below Students with Disabilities - 124.1 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.	High and Don Pedro High 2024 Math CAASPP points below standard All -107.3 below White - 106.3 below Hispanic - 131.0 below Low socio-economic - 116.4 below Students with Disabilities - 154.6 below 2024 ELA CAASPP points below standard All -49.9 below White - 51.0 below Hispanic - 62.3 below Low socio-economic - 47.5 below Students with Disabilities - 119.8 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.	High and Don Pedro High 2025 Math CAASPP points below standard All -110.7 below White - 107.7 below Hispanic - N/A Low socio-economic - 119.8 below Students with Disabilities - N/A 2025 ELA CAASPP points below standard All -68.9 below White - 65.2 below Hispanic - N/A Low socio-economic - 80.8 below Students with Disabilities, Hispanic, Foster Youth and EL Learners have less than 12 students and their scores are not identified.	2026-27 scores will show an increase of at least 20 points in all subgroups in ELA.	Pedro High, the district's 2025 CAASPP results show a decline in mathematics performance compared to the 2023 baseline year. All student groups demonstrated deeper gaps below standard in math, with overall scores decreasing from 96.9 points below standard in 2023 to 110.7 points below in 2025. Notably, the White student subgroup declined from 91.9 to 107.7 points below, and students from low socio-economic backgrounds declined from 102.2 to 119.8 points below. Hispanic and Students with Disabilities have less than 12 students and their scores are not identified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						In English Language Arts (ELA), also show a significant decline in comparison with the 2023 baseline. The All Students group showed a large decline, moving from 49.2 to 68.9 points below standard. While the White subgroup saw a larger decline (from 38.2 to 65.2 below), Low socio-economic students also declined from 57.4 to 80.8 points below. Hispanic, Students with Disabilities,Foster Youth and English Learners were not reported due to small subgroup size (fewer than 12 students).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Star Math Scores	2024 STAR Math scores for 1-8 grade students indicate 46% of students have not met grade level benchmarks	2025 STAR Math scores for 1-8 grade students indicate 45% of students have not met grade level benchmarks	2026 STAR Math scores for 1-8 grade students indicate 40% of students have not met grade level benchmarks	2026-2027 STAR Math Scores for 1-8 grades will indicate an improvement of 20% for students meeting grade level benchmarks.	When comparing Year 2 outcomes to the baseline, the 2026 STAR Math scores for grades 1–8 show a slight improvement. In 2024, 46% of students had not met grade-level benchmarks, while in 2026, that number decreased to 40%. This 6% improvement suggests some progress in overall math achievement across the district.
1.3	Star Reading Scores	2024 STAR Reading scores for 1-8 grade students indicate 52% of students have not met the grade level benchmarks.	2025 STAR Reading scores for 1-8 grade students indicate 37% of students have not met the grade level benchmarks	2026 STAR Reading scores for 1-8 grade students indicate 35.5 % of students have not met the grade level benchmarks	2026-2027 STAR Reading Scores for 1-8 grades will indicate an improvement of 20% for students meeting grade level benchmarks.	When comparing Year 2 outcomes to the baseline, the 2026 STAR Reading scores for grades 1–8 show significant improvement. In 2024, 52% of students had not met grade-level benchmarks, while in 2026, that number dropped to 35.5%. This 16.5% decrease indicates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						substantial gains in reading achievement at the elementary school.
1.4	NWEA MAP	Spring 2024 NWEA MAP Results Tioga High 9-12 Math scores Above National Average 2% At National Average: 29% Below National Average: 20% Far Below National Average: 47% Tioga High Reading Scores: Above National Average 9% At National Average-23% Below National Average: 20% Far Below National Average: 48% Don Pedro High 9-12 Math scores 89% for Growth Above or well above National Average-37% At National Average - 16% Below National Average- 26%	Spring 2025 NWEA MAP Results Tioga High 9-12 Math scores 75% for Growth Above or well above National Average-67 % At National Average:-0% Below National Average:-0% Far Below National Average:-33 % Tioga High Reading Scores: 78% for Growth Above National Average-60 % At National Average-16-% Below National Average:-16 % Far Below National Average:-8 % Don Pedro High 9-12 Math scores 75% for Growth	Spring 2026 NWEA MAP Results Tioga High 9-12 Math scores 57% for Growth Above or well above National Average-19 % At National Average:-19% Below National Average:-29% Far Below National Average:-33 % Tioga High Reading Scores: 37% for Growth Above National Average- 34% At National Average--7% Below National Average:-26 % Far Below National Average:- 33% Don Pedro High 9-12 Math scores 68% for Growth	Spring 2027 NWEA Math Scores will show 40% of students at or above National Average at both high schools. Fall 2027 NWEA Reading Scores will show 70% of students at or above National Average at both high schools	Tioga High School (Grades 9–12) showed substantial improvement in both math and reading performance from Spring 2024 to Spring 2026. In math, the percentage of students performing above or well above the national average rose significantly from just 2% to 19%. Students scoring below average though increased from 20% to 29% but those scoring far below average, decreased from 47% in 2024 to 33% this year. Additionally, 57% of students met or exceeded expected growth. In reading, similar

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Far Below National Average- 21% Don Pedro High 9-12 Reading scores 53% for Growth Above or well above 22% At National Average - 46% Below National Average- 25% Far Below National Average- 22%	Above or well above National Average-29% At National Average -9% Below National Average- 29% Far Below National Average- 33% Don Pedro High 9-12 Reading scores 50%- for Growth Above or well above-32 % At National Average -25% Below National Average-14 % Far Below National Average-29 %	Above or well above National Average- 28% At National Average - 27% Below National Average- 27% Far Below National Average- 18% Don Pedro High 9-12 Reading scores 60%- for Growth Above or well above-43 % At National Average - 23% Below National Average-20 % Far Below National Average-14 %		gains were evident. Students scoring above the national average increased from 9% to 34%, and those far below dropped from 48% to just 33%. Growth was 37% meeting or exceeding their targets. These results reflect focused instructional efforts and successful intervention strategies at Tioga High. Don Pedro High School (Grades 9–12) showed mixed results between the two subject areas. In math, while 2024 had strong growth at 89%, the percentage of students performing above or well above the national average decreased from 37% to 28% in 2026. Students far

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						below the average though decreased from 21% to 18%. Overall growth went from 89% in 2024 to 68% in 2026. In reading, growth increased from 53% in 2024 to 60% in 2026. Students above or well above the national average increased from 22% to 43%, and those far below decreased from 22% to 14%.
1.5	#Students enrolled in AP or college courses and completing A-G requirements for entrance to UC or State Universities. The number of students completing college courses through dual enrollment	100% of students are enrolled in A-G courses at both high schools 2023-2024 Course completers for UC or State Univ-41 % AP Passage-results for 2023 11 students took the AP test in 2023 and 55% passed. 10 students took the AP test in 2024 and test results NA until July 2024. Dual Enrollment-10 students completed courses	100% of students are enrolled in A-G courses at both high schools 2024-2025. Course completers for UC or State Univ - 15% AP Passage-results for 2024- 1 pass for 23-24. 0 students took the AP test in 2025. Dual Enrollment - 20 students completed courses.	100% of students are enrolled in A-G courses at both high schools 2025-2026. Course completers for UC or State Univ -23 % AP Passage-results for 2025-26 - 0 students took the AP test in 2026. Dual Enrollment - 17 students completed courses.	2027 100% of students are enrolled in A-G courses at both high school. Course completers for UC or State Univ- 50% AP Passage- 60% of students taking the AP Exam will pass with a 3 or higher. Dual Enrollment-25 students will completed courses	During the 2023–2024 school year, 100% of students at both high schools were enrolled in A–G courses, and 41% were course completers eligible for UC or CSU admission. Eleven students took AP exams, with a 55% pass rate, and 10 students successfully completed dual enrollment courses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						By the 2025-2026 school year, while A–G course enrollment remained at 100%, the percentage of students completing the full A–G course sequence was 23%. While this is lower than baseline it was an increase from 15% in 2024-25. AP participation and success declined as well; and no students took the AP exam in 2026. Dual enrollment participation increased to 17 students completing college courses, suggesting a shift in postsecondary preparation strategies.
1.6	Participation Rate of students with disabilities as indicated on CAASPP	Special Education Teachers reported that 100% of students with disabilities participated in the 2024 CAASPP testing	Special Education Teachers reported that 99% of students with disabilities participated in the	Special Education Teachers reported that 99% of students with disabilities participated in the	2026-27 CAASPP data will indicate 100% of students with disabilities will participate in the	There is a 1% decrease in year one 99% from baseline 100% as Special Education Teachers reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2025 CAASPP testing. We had one parent opt their student out of testing.	2026 CAASPP testing. We had one parent opt their student out of testing.	2027 CAASPP testing.	that one student opted out of testing per parent request.
1.7	Credential analyst review of teachers who are fully credentialed and appropriately assigned.	Current credential analyst review indicates 6 teachers out of 25 or 24% are not fully credentialed. 5 have intern permits and 1 does not have an EL authorization.	Current credential analyst review indicates 14.04% are not fully credentialed.	Current credential analyst review indicates 4.17% are not fully credentialed	The 2027 Credential Analyst Review will indicate 95% of district staff will be fully credentialed and appropriately assigned.	At baseline, the credential analyst review showed that 6 out of 25 teachers, or 24%, were not fully credentialed. Of those, five were serving on intern permits and one lacked an English Learner (EL) authorization. In Year two, the percentage of teachers not fully credentialed decreased to 4.17%, reflecting a notable improvement in credential compliance and progress toward ensuring all educators meet full certification requirements. This reduction suggests targeted efforts to support teacher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						credentialing have been effective
1.8	Access to Standards Aligned Instructional Materials as shown on the LEA's Fall Williams Textbook Sufficiency Report	100% of students have Access to Standards Aligned Instructional Materials as shown on the LEA's 2023 Fall Williams Sufficiency Report.	100% of students have Access to Standards Aligned Instructional Materials as shown on the LEA's 2024 Fall Williams Sufficiency Report	100% of students have Access to Standards Aligned Instructional Materials as shown on the LEA's 2025 Fall Williams Sufficiency Report	100% of students will have Access to Standards Aligned Instructional Materials as shown on the LEA's Fall Williams Sufficiency Report.	Baseline and Year 1 data is the same with 100% of students having access to Standards Aligned Materials.

Goal Analysis [2025-26]

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

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

The biggest change to Goal 1 in the district's Local Control and Accountability Plan (LCAP) was that the district opted out of the Expanded Learning Opportunities Program (ELOP) for the 2025–26 school year due to staffing challenges and changes in administration. However, the district continued to provide afterschool support and enrichment for TK and Kindergarten students, as well as afterschool tutoring for students in grades 3–8. The district also shifted its focus toward providing more in-class academic support through small group instruction and one-on-one interventions in both ELA and math, based on student need. In support of Goal 1, the district also placed a strong emphasis on academic intervention by hiring two additional instructional aides at the elementary school and one at the high school. These staff members provided targeted support and interventions for students performing below grade level, with a particular focus on unduplicated pupils. The additional instructional support was intended to help close achievement gaps between unduplicated student groups and the overall student population, particularly in ELA and Math CAASPP performance. The implementation of Goal 1 continued to involve a multifaceted approach aimed at improving student performance and addressing learning loss.

Staffing challenges played a much smaller role in the implementation of Goal 1 during the 2025–26 school year, reflecting significant improvement from prior years. The percentage of teachers who were not fully credentialed decreased substantially from 24% in 2023–24, to 14.04% in 2024–25, and to just 4.17% in 2025–26. This improvement was largely the result of teachers earning their Preliminary Credentials in the appropriate subject areas, as well as the continued support provided through the district's BTSA/Induction mentoring program for new teachers. Currently, the district has only one special education teacher serving on a permit, and that teacher is actively enrolled in an appropriate credentialing program.

The district also continued to respond to the increased demand for special education support by hiring additional paraprofessionals to provide targeted one-on-one assistance for students. These supports contributed to significant academic and social-emotional growth for students with disabilities and strengthened the district's overall intervention efforts under Goal 1.

The district's efforts to enhance instructional support were evident through the presence of instructional aides in grades TK through eight, which provided valuable assistance during ELA and math time, contributing to student engagement and learning. Assessment and Intervention Software, including tools like the Renaissance Learning Suite and NWEA MAPS, were implemented to improve STAR Math scores by offering diagnostic tools and progress monitoring. The successful use of these tools provided local measurements of student achievement and growth, complementing state assessments. Local STAR Reading data from spring of 2026 indicated that 35.5% of students scored below grade level, this is a 16.5% decrease in students below grade level from baseline. Local STAR Math data from spring of 2026 indicated that 40% of students scored below grade level, this is a 6% decrease in students below grade level from baseline. The efforts of Tenaya Elementary staff and intervention supports have shown to be effective in significantly increasing the number of students at grade level for reading and some minor progress in math.

Successes include: From Spring 2024 to Spring 2026, Tioga High School demonstrated significant academic growth in both math and reading as measured by NWEA MAP results. In math, the percentage of students scoring above or well above the national average increased dramatically from 2% to 19%. While the percentage of students scoring below average increased from 20% to 29%, the percentage of students performing far below the national average decreased substantially from 47% to 33%. Overall, 57% of students met or exceeded expected growth targets in math. In reading, Tioga also experienced strong gains, with students scoring above or well above the national average increasing from 9% to 34%, while students far below the national average declined from 48% to 33%. Additionally, 37% of students met or exceeded their projected growth targets in reading. These results reflect the impact of focused instructional efforts and targeted intervention strategies implemented at Tioga High School.

Don Pedro High School demonstrated mixed but overall positive results between Spring 2024 and Spring 2026. In math, although overall growth declined from 89% in 2024 to 68% in 2026, the percentage of students performing far below the national average improved from 21% to 18%. However, the percentage of students scoring above or well above the national average decreased from 37% to 28%, indicating a need for continued focus on accelerating higher levels of achievement. In reading, Don Pedro High showed stronger progress, with growth increasing from 53% to 60%. The percentage of students scoring above or well above the national average nearly doubled from 22% to 43%, while students performing far below the national average decreased from 22% to 14%. Overall, both schools demonstrated meaningful academic progress, with Tioga High showing especially strong improvement across both subject areas and Don Pedro High making notable gains in reading achievement and continued improvement in reducing the number of students performing far below grade-level expectations.

During the 2023–24, 2024–25, and 2025–26 school years, both high schools maintained 100% A-G course enrollment. However, the percentage of students completing UC/CSU entrance requirements declined from 41% in 2023-24 to 15% in 2024–25, before increasing signigicantly to 23% in 2025–26. Advanced Placement (AP) courses were no longer offered during the 2025–26 school year. This shift occurred because students could successfully complete AP coursework, yet many were not earning passing scores on the AP exams needed to receive college credit. As a result, students increasingly chose to participate in dual enrollment college courses, where they were guaranteed college credit upon successful completion of the class. AP exam passage rates had declined significantly prior to the discontinuation of the program, with only one student earning a passing AP exam score in 2024, compared to 55% of 11 test-takers passing in 2023. At the same time, participation in dual enrollment courses doubled in 2024-2025, increasing from 10 to 20 students successfully

completing college-level coursework. In 2025-26 17 students successfully completed college courses. While this was a decline from the previous year, the number of students also declined district wide.

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

Title I intervention support was designed to improve academic outcomes for targeted student groups, particularly in relation to CAASPP and STAR Math performance. During the 2023–24 school year, the implementation of the Title I program provided targeted academic support for underachieving students and contributed to growth in both ELA and math CAASPP scores. However, districtwide scores in both ELA and math declined during the 2024–25 school year, highlighting the continued need for intensive intervention and support services.In response, the district expanded Title I and intervention services to students in grades 1–8 in order to provide more comprehensive academic assistance. These expanded supports included targeted small group instruction, intervention services, and additional academic assistance for students performing below grade level. The district saw significant improvement in reading achievement during this time. From 2023–24 to 2024–25, the percentage of students in grades 1–8 not meeting STAR Reading benchmarks decreased from 52% to 37%, representing a 15-point improvement. In 2025-26 the the percentage of students in grades 1–8 not meeting STAR Reading benchmarks decreased to 35.5%. This gain reflects positive progress in reading achievement and suggests that recent instructional and intervention efforts were effective. At the same time, math achievement remained an area of concern. Year 1 data indicated that a majority of students continued to struggle to meet grade-level benchmarks in math, reinforcing the need for continued intervention, targeted instruction, and additional academic supports. Year 2 data indicated a slight improvement, from 46% of students not meeting math benchmarks in 2024, 45% not meeting math benchmarks in Year 1, to 40% mot meeting math benchmarks in Year 2.

Professional development also remained an important component of Goal 1 and was closely connected to increasing the percentage of fully credentialed teachers within the district. Teachers participated in professional development opportunities across multiple subject areas, equipping them with new instructional strategies and tools to enhance student engagement, strengthen classroom instruction, and support student academic growth.

Overall, the district's implementation of Goal 1 reflected a continued commitment to improving student achievement through targeted intervention, expanded instructional support, professional development, and increased academic opportunities. While challenges remain, particularly in mathematics achievement and college readiness indicators, the district demonstrated measurable progress in reading achievement, credentialed staffing, intervention systems, and student access to meaningful postsecondary opportunities.

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

Action 1.1 Expanded Learning Opportunity Program/Full Day Kindergarten: The district opted out of ELOP funding for the 2025–26 school year due to staffing challenges and administrative changes, resulting in a significant decrease in budgeted expenses of $45,000 associated

with the program. Despite opting out of ELOP funds, the district continued to provide afterschool support and enrichment opportunities for students in grades TK–K through an afterschool program operating Monday through Thursday from 12:00–3:00 p.m. In addition, Tenaya Elementary did provided 15 days of summer school for 40 students in July, 2025.

Action 1.2 Extended Instructional Learning Time: The District shifted its focus from ELOP to providing additional targeted support during the regular instructional day. Each TK–8 grade level was allocated instructional aide support during ELA and math instruction to enhance classroom learning and intervention efforts. This change resulted in an increase of $34,032 in paraprofessional expenditures.

Action 1.4 Professional Development: The budget for fully credentialed teachers went over budget from $12,000 to $15,004, as we had several new teachers particpate in the induction program. These costs along with the mentor stipends, put us over budget.

Action 1.5 Title I Intervention Support: Title I revenues for 2025–26 increased from $167,015 to $203,452 due to growth in the District's unduplicated pupil population. As a result, the District was able to hire an additional Title I Intervention Aide and increase hours for a second aide, expanding intervention services for students in grades 1–8.

Action 1.6 Technology: The District restructured the Technology Department following the retirement of the previous technician and hired a new IT Director at a lower salary placement, resulting in significant cost savings. In addition, the District utilized a variety of grant funds to purchase student devices, while much of the needed equipment had already been purchased in 2024–25. As a result, expenditures for this action decreased from the budgeted amount of $140,000 to $98,144 for the 2025–26 school year.

Action 1.7 AP Courses, College Courses, and Credit Recovery: Expenditures for this action decreased from the budgeted amount of $25,000 to $16,842 due to smaller senior class sizes and an decrease in students enrolling in college courses. AP exam fees were no longer incurred, as students demonstrated a preference for college coursework over AP courses. Additionally, the school implemented a new credit recovery program that was more cost-effective than the previous year's program while also resulting in higher levels of student success.

Action 1.8 Fully Credentialed Teachers: The District employed a large number of newly hired teachers during the 2025–26 school year, resulting in increased support costs. Expenditures totaled $28,500 compared to the budgeted amount of $15,400. The additional funds were used to provide BTSA support and mentor teachers for five new educators.

Overall, budget adjustments and expenditure variances impacted the implementation of Goal 1 by shifting resources to better align with student and staffing needs throughout the 2025–26 school year. Although the District opted out of ELOP funding due to staffing challenges and administrative changes, afterschool enrichment and support services for TK–K students continued, along with a targeted summer school program for elementary students. Resources were redirected toward expanded in-class academic intervention and support during the regular instructional day, including additional instructional aide support in ELA and math for TK–8 students. Increased Title I revenues also allowed the District to expand intervention services for students in grades 1–8 through additional staffing support.

The District continued investing in teacher development and retention by providing BTSA support and mentor teachers for intern and newly hired teachers, resulting in higher-than-anticipated expenditures in professional development and credentialing support. At the same time, cost savings were realized through technology department restructuring, strategic use of grant funds, reduced equipment needs, and the implementation of a more cost-effective and successful credit recovery program. Overall, the District maintained and, in several areas,

expanded student services and supports while improving operational efficiency, particularly for unduplicated pupils. No material differences were identified between the planned and actual percentages of improved services provided.

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

Goal 1: Academic Rigor

Performance Data: CAASPP scores in both ELA and math did not increase as anticipated in 24-25, indicating a continued need for stronger alignment to grade-level standards and targeted instructional support. The District utilized local assessment measures, including Star Reading, Star Math, and NWEA benchmarks, to monitor student growth and intervention effectiveness throughout the year.

Implementation Successes: District personnel collaborated with the Tuolumne County Superintendent of Schools Office to provide staff training on the implementation and use of CAASPP Interim Assessments. In addition, students completed state testing on Chromebooks within their regular classroom settings, which improved student comfort, participation, and staff buy-in during testing administration.

Implementation Challenges:Teachers in grades 3–8 reported that the Lumos Learning Test Prep materials were ineffective as they were not sufficiently aligned to grade-level standards and did not adequately prepare students for 24-25 state assessments. These materials were not utilized for 25-26 school year, instead the district focused on utilizing interim assessments through the state testing website. These concerns highlighted the need for more rigorous and standards-aligned instructional materials and intervention strategies.

Effectiveness of Actions:

Action 1.1 Expanded Learning Opportunity Program: Although the District opted out of ELOP funding due to staffing challenges and administrative changes, the action remained partially effective through continued afterschool support for TK–K students and the implementation of a 15-day summer school program serving over 40 elementary students.

Action 1.2 Extended Instructional Learning Time: This action proved effective in increasing targeted academic support during the regular instructional day. Instructional aides provided additional support during ELA and math instruction across TK–8 grade levels, strengthening intervention efforts and small-group instruction.

Action 1.3 Assessment and Intervention Software: The continued use of NWEA MAPS assessments and the Renaissance Learning Suite provided valuable local data to monitor student progress and guide instructional interventions throughout the school year.

Action 1.4 Professional Development: Professional development efforts were effective in supporting new teachers and expanding instructional strategies in math, science, and ELA. Increased expenditures reflected the District’s investment in induction support, mentor stipends, and teacher development.

Action 1.5 Title I Intervention Support: This action was effective in expanding targeted academic interventions for students in grades 1–8. Increased Title I funding allowed the District to add intervention staffing, contributing to growth in ELA and math for students receiving additional support services.

Action 1.6 Technology: The District effectively maintained and updated student technology access while reducing overall expenditures through departmental restructuring, strategic grant usage, and prior-year equipment purchases. One-to-one devices continued to be available for students in grades 4–12, and the new IT Director ensured technology systems remained current and functional.

Action 1.7 AP Courses, College Courses, and Credit Recovery: This action demonstrated effectiveness through increased student participation in dual enrollment opportunities and the implementation of a more successful and cost-effective credit recovery program. While fewer students participated in AP testing, more students pursued college coursework aligned with career and postsecondary goals.

Action 1.8 Fully Credentialed Teachers: The District made significant progress in reducing the percentage of teachers who were not fully credentialed, decreasing from 24% at baseline to 4.17%. Additional expenditures supported BTSA participation, induction, and mentor support for newly hired and intern teachers.

Action 1.9 Special Education Paraprofessionals: Additional paraprofessional staff were hired to meet increased student needs, resulting in improved support services and academic growth for students with disabilities.

Summary: While overall CAASPP performance declined in ELA and math for 24-25, they had increased in 23-24 from baseline. The District continued implementing multiple strategies to improve academic rigor, intervention support, and instructional effectiveness. Several actions demonstrated positive outcomes, including expanded intervention services, increased support during instructional time, successful implementation of assessment tools, improved access to technology, and growth in dual enrollment participation. The District also strengthened teacher support systems and significantly reduced the percentage of under-credentialed teachers. Continued refinement of standards-aligned instructional materials and targeted intervention strategies will remain a priority moving forward.

In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, a needs assessment has been conducted by looking at 2025 CA Dashboard data and student data to best support targeted actions in the 2026-27 LCAP.

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

Action 1.1 Expanded Learning Opportunity Program/ Full Day Kindergarten:
The District will continue to opt out of the Expanded Learning Opportunity Program (ELOP) for the 2026–27 school year. No funds will be allocated to this action.This decision was made in August 2025 due to ongoing staffing shortages and the extensive program requirements, including nine-hour instructional days and 30 additional instructional days beyond the traditional 180-day school year. As a small rural district, opportunities to partner with community-based organizations are limited. In place of ELOP, the District will focus on Extended Instructional Learning Time (see action 1.2) to provide early intervention and foundational academic support, with the goal of ensuring students enter first grade proficient in ELA and math.

Action 1.2 Extended Instructional Learning Time:
Due to opting out of the Expanded Learning Opportunity Program (ELOP), the District will continue to focus resources on providing additional instructional support during the regular school day. The District will ensure that each classroom has paraprofessional support during math and ELA instruction to strengthen small-group instruction, intervention, and individualized student support. Modifications to this action are planned in response to 2025 CAASPP math and ELA scores remaining below standard. The revised approach will emphasize targeted intervention, enhanced tutoring strategies, and differentiated instruction designed to better address individual student learning needs and improve overall academic performance. To support this increased level of classroom intervention and instructional assistance, the budget for this action has been increased for the 2026–27 school year. LREBG Funds will be utilized to offset the increase in services.

Action 1.3 Assessment and Intervention Software:
The District will refine the use of assessment and intervention software in response to data indicating that 40% of students are not yet meeting grade-level benchmarks in math and 35.5% in ELA. Improvements will focus on using assessment data more effectively to target specific areas of weakness in math and provide more individualized interventions for students. These refinements are intended to improve student achievement and overall academic performance. In addition, the District will implement IXL at the high school level and DIBELS screening at the elementary school to strengthen progress monitoring, early intervention, and instructional planning.

Action 1.4 Professional Development:
The District will continue to prioritize professional development and teacher support to address the need for fully credentialed and highly effective teachers. To ensure new and intern teachers receive the support necessary for long-term success, the District will increase the budget for this action to $15,000 for the 2026–27 school year. Additional funding will support credentialing programs, BTSA/induction participation, mentor teacher stipends, and ongoing professional development opportunities. These efforts are intended to improve teacher retention, increase credentialing rates, and enhance the overall quality of instruction and student learning outcomes.

Action 1.5 Title I Intervention Support:
Modifications are planned for Title I Intervention Support in response to 2025 Math and ELA CAASPP scores remaining below standard. Due to an increase in Title I funding, the District has expanded the budget for this action and will retain additional intervention personnel to ensure that targeted math and ELA intervention services are available for all students in grades 1–8. The District will strengthen intervention strategies by providing more focused support for underperforming student groups and utilizing assessment data to guide instruction and intervention placement. These improvements are intended to increase academic achievement, improve CAASPP performance, and provide more consistent support for students requiring additional academic assistance.

Action 1.6 Technology:
The budget for this action has been decreased due to staffing changes within the Technology Department and reduced equipment replacement needs. Following the retirement of the previous technician, the District hired a new IT Director at a lower salary placement, resulting in personnel cost savings. In addition, many student devices and technology upgrades were purchased in prior years using grant funds, reducing the amount of new equipment that will need to be purchased for the 2026–27 school year. This action continues to effectively

support instructional technology needs by maintaining updated systems and ensuring students and staff have reliable access to technology resources.

Action 1.7 AP Courses / College Courses / Credit Recovery:
The budget for this action has been slightly decreased due to declining enrollment at both high schools and the implementation of a more cost-effective credit recovery program. In addition, AP exam expenditures will be eliminated as the District continues to shift its focus from AP courses to dual enrollment and concurrent college enrollment opportunities. This transition has proven to be both more successful and more beneficial for students by increasing access to college coursework and postsecondary opportunities while reducing overall program costs.

Action 1.8 Fully Credentialed Teachers:
This action has demonstrated effectiveness in maintaining a high percentage of fully credentialed teachers and reducing the number of under-credentialed staff. To ensure that newly hired and intern teachers receive the support necessary for success and retention, the District has increased the budget for this action. Additional funding will support induction programs, mentor teacher stipends, and ongoing professional support designed to strengthen instructional effectiveness and teacher retention.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expanded Learning Opportunity Program	Summer school and extended day program will be offered district wide to address targeted learning loss at the elementary level, and credit deficient students at the high school level. English Learners, Foster Youth, Homeless and Low Income students will have first priority. If spaces are available, it will be open to additional participants by request. These funds	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		will include personnel, snack, and supplies for summer school and after school program. The Learning Recovery Emergency Block Grant funds were used to replace supplement expanded learning opportunity program funds. The funds were utilized on a school-wide basis. English Learners, Foster Youth, Homeless, and Low-Income students will benefit from the LREBG-funded components.		
1.2	Extended Instructional Learning Time	The district will provide small group instruction, and one-on-one tutoring through the support of certificated staff and paraprofessionals to all unduplicated pupils. In addition, they will offer Saturday School and short term Independent Study to support EL Learners, Foster Youth, students with disabilities and Low Income Students. Snacks will be provided for tutoring as well as transportation if needed. If space permits, additional students will be included. Staffing has been supported to ensure an instructional aid is available in grades TK through six during ELA and math time. Additional tutoring will be offered at the high schools to increase engagement. The funds are used on a school-wide basis. The student groups benefiting from the LREBG-funded components include EL Learners, Foster Youth, students with disabilities, and Low Income Students. LREBG amount $15,858 per year for 2026-27. Metric used 1.1, 1.2 and 1.3.	$119,858.00	Yes
1.3	Assessment and Intervention Software	The district will purchase Renaissance Learning Suite, DIBELS and NWEA MAPS to provide additional academic diagnosis and support for unduplicated students, such as adaptive software, progress monitoring, and benchmark assessments.NWEA MAPS will measure all students at both high schools, while Renaissance Learning Suite will be employed for all students in elementary school grades 1 through 8. This will offer a local measurement in addition to the CAASPP to determine student success.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development	Provide training on enhancing academic rigor in ELA, math, and science, implementing state board-adopted standards for all students, including English Learners, and incorporating project-based learning, cross-curricular design, and NWEA MAP assessments. Professional development in ELA, math, science, and CTE is supported. Funds are used on an LEA-wide basis to ensure all teachers are better equipped to serve their students. The components funded benefit all student groups, including English Learners, by providing teachers with additional tools to engage students and promote academic growth.	$15,000.00	No
1.5	Title 1 Intervention support	Tenaya Elementary School will receive Title 1 support five days per week through a push-in and pull-out program for Foster Youth, English Learners, and Low-Income students. At the high school level, one General Education Teacher at each site will be partially funded by Title 1 to provide additional support in ELA and Math for these student groups. The implementation of the Title 1 program has been successfully achieved, servicing students from K to 8. A part-time Title 1 teacher provides remediation, and three Title 1 aides offer additional classroom support daily, as well as targeted support for underachieving students. Growth in ELA and Math has been observed. The funds are used on a school-wide basis, benefiting Foster Youth, English Learners, and Low-Income students.	$203,452.00	No
1.6	Technology	The district will continue to ensure that Foster Youth, EL Learners, Low Income Students and students with disabilities have priority access to technology and connectivity at school and home. In addition tech support will be available to these students to troubleshoot any technical difficulties. One-on-one devices have been successfully provided for all students in grades 4 through 12. A computer lab is available at the elementary school, and iPads are provided in the primary grades to assist students with educational programs. Devices have been updated on all campuses. The expenditures benefit Foster Youth, EL Learners, Low Income Students, and students with disabilities on an LEA-wide basis	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	AP Courses /College Courses/Credit Recovery	The district will cover fees and books for concurrent college enrollment, online college courses, and credit recovery to enhance college preparedness. The funds are utilized on a school-wide basis to support students at both high schools. The components funded by LCFF funds benefit students who are enrolled in junior college courses and those participating in credit recovery to stay on track for graduation.	$20,000.00	No
1.8	Fully Credentialed Teachers	The District will strive to hire 100% fully credentialed teachers in all subject areas. All new teachers will be supported by a mentor teacher, and the district will cover the costs of induction programs.	$20,000.00	No
1.9	Special Education Paraprofessionals	The district will continue to provide students with disabilities additional small group instruction or one-on-one tutoring to close academic gaps. Additional staff have been hired to meet the increased need for one-on-one aides, facilitating the mainstreaming of students with special needs into their classrooms.	$242,542.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While the LEA has made improvements in this area, 34.2% of students were still chronically absent as reported on the 2025 California Dashboard. The district is implementing strategies and supports to increase attendance and reduce suspensions district-wide. Additional social-emotional supports and personnel are needed to specifically target foster youth, students with disabilities, Hispanic students, and socioeconomically disadvantaged students to further increase attendance and reduce suspensions in these groups compared to the general population. Increasing access to social-emotional learning programs and mental health services contributes to overall pupil well-being, which is a critical component of student success. Participation in these supports helps students manage stress, build resilience, and improve academic and social outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates as reported in CALPADS and the California Dashboard.	2023 California Dashboard /CALPADS 22-23 District Wide Attendance Rate All Students-90.86% Tenaya Elementary-91.31%	2024 California Dashboard 23-24 District Wide Attendance Rate All Students-92.89%	2025 California Dashboard 24-25 District Wide Attendance Rate All Students-91.61%	2026 California Dashboard District Wide Attendance Rate will increase by 4%.	From the 2023 California Dashboard to the 2025 release, the district-wide attendance rate for all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tioga High- 88.02% Don Pedro High- 93.25%	Tenaya Elementary- 91.38% Tioga High- 87.74% Don Pedro High- 99.36%	Tenaya Elementary- 92.91% Tioga High- 89.34% Don Pedro High- 92.57%		increased from 90.86% to 91.61%, showing a positive gain of .75 percentage points. Tenaya Elementary saw an increase from 91.31% to 92.91% (+1.6), Tioga High experienced an increase from 88.02% to 89.34% (+1.32). Don Pedro High experienced a slight decrease from 93.25% to 92.57% (-.68).
2.2	Chronic Absenteeism as reported on the California Dashboard.	2023 California Dashboard Chronic Absenteeism Rate District All 49% Socioeconomically disadvantaged 52.4% Students with disabilities 52.4% Hispanic 43.5% Foster Youth- not available Homeless-75%	2024 California Dashboard Chronic Absenteeism Rate District All 34.2% Socioeconomically disadvantaged 41.1% Students with disabilities 50.0% Hispanic 29.1% Foster Youth- not available Homeless-50%	2025 California Dashboard Chronic Absenteeism Rate District All 34.2% Socioeconomically disadvantaged 43.7% Students with disabilities 30.2% Hispanic 38.5% Foster Youth- not available Homeless-N/A	2026 California Dashboard Chronic Absenteeism Rate will decrease by 20% for all student groups in the District.	From the 2023 to the 2025 California Dashboard, the district-wide chronic absenteeism rate decreased significantly from 49% to 34.2%, reflecting a 14.8 percentage point improvement. Socioeconomically disadvantaged students saw a reduction from 52.4% to 43.7% (-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						8.7), and Hispanic students improved notably from 43.5% to 38.5% (-5). Students with disabilities showed a significant improvement, decreasing from 52.4% to 30.2% (-22.2). Data for foster youth and homeless is unavailable due to population size.
2.3	Suspension rates as reported in CALPADS and the California Dashboard.	2024 Suspension Data .02% Breakdown of suspension data by student groups: White <1% Socioeconomically disadvantaged <1% Students with disabilities <1 % Expulsion-0 %	2025 Suspension Data 0.93% Breakdown of suspension data by student groups: White 1.5% Socioeconomically disadvantaged 1.4% Students with disabilities 0.0	2026 Suspension Data 2% Breakdown of suspension data by student groups: White 1.8% Filipino .2% Socioeconomically disadvantaged 1.8% Students with disabilities 0.0	2026 California Dashboard Suspension Rate will be less than 3% and expulsion rate will be 0%.	From the 2024 to the 2026 CAL-PADS data, the district-wide suspension rate increased from 0.02% to 2%, a rise of 1.8% percentage points. White students saw an increase from less than 1% to 1.8%, and socioeconomically disadvantaged students increased from less than 1% to 1.8%. Notably, students with disabilities decreased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						less than 1% to 0.0%.
2.4	Expulsion rates as reported in CALPADS and the California Dashboard	2024 Expulsion Data 0% as reported on CALPADS.	2025 Expulsion Data 0% as reported on CALPADS	2026 Expulsion Data 0% as reported on CALPADS	2026 California Dashboard or CALPADS Expulsion rate will be 0%.	The expulsion rate remained at 0% across all years.
2.5	California Healthy Kids Survey- Social and Emotional Health and Substance Use Scores	2024 CHKS Data 9th grade Social Emotional Distress - 49% Experienced chronic sadness-47% Considered Suicide-25% Current drug/alcohol use 20% Sense of Safety-55% School Connectedness-45% 11th grade Social Emotional Distress - 53% Experienced chronic sadness- 67% Considered Suicide-21% Current drug/alcohol use 17% Sense of Safety-54% School Connectedness-43%	2025 CHKS Data 9th grade Social Emotional Distress - 27% Experienced chronic sadness - 26% Considered Suicide - 21% Current drug/alcohol use - 11% Sense of Safety - 50% School Connectedness - 39% 11th grade Social Emotional Distress -49% Experienced chronic sadness - 53% Considered Suicide - 27% Current drug/alcohol use - 20%	2026 CHKS Data 9th grade Social Emotional Distress - 49% Experienced chronic sadness - 65% Considered Suicide - 36% Current drug/alcohol use - 11% Sense of Safety - 48% School Connectedness - 40% 11th grade Social Emotional Distress -43% Experienced chronic sadness - 39% Considered Suicide - 9% Current drug/alcohol use - 4%	CHKS will see a decrease of 15% in Social Emotional Distress Experienced Chronic Sadness Considered Suicide Current drug/alcohol use and a 15% increase in School Safety School Connectedness	From the 2024 to the 2026 CHKS data, 9th-grade students showed mixed outcomes across several key areas. Social emotional distress remained unchanged at 49%, while chronic sadness increased significantly from 47% to 65%. The percentage of students who considered suicide increased from 25% to 36%. Current drug/alcohol use decreased from 20% to 11%. Sense of safety slightly declined from 55% to 48%. School connectedness for 9th grade in 2026 was reported at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sense of Safety - 47% School Connectedness - 36%	Sense of Safety - 55% School Connectedness - 46%		40%, compared to a baseline of 45%. Among 11th-grade students, outcomes showed notable improvement in several areas. Social emotional distress decreased from 53% to 43%, while chronic sadness declined significantly from 67% to 39%. The percentage of students who considered suicide dropped substantially from 21% to 9%. Drug/alcohol use also decreased significantly from 17% to 4%. Sense of safety increased from 54% to 55%, and school connectedness improved from 43% to 46%.
2.6	Facilities in "Good" Repair as measured by	Identified Instances Where Facilities Do Not	Identified Instances Where	Identified Instances Where	Identified Instances Where	From the baseline reporting period to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Facility Inspection Score (FIT)	Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)-7	Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)-6	Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)-5	Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)-3	the current year, the number of identified instances where facilities did not meet the “Good Repair” standard decreased from 7 to 5

Goal Analysis [2025-26]

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

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

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

Action 2.1, focused on counseling services, was aligned with Metric 2.2, the 2025 California Dashboard Chronic Absenteeism Rate. Crisis counseling and virtual therapy services were implemented to address absenteeism, particularly among vulnerable student groups. Although the crisis counselor’s caseload increased significantly, virtual therapy services were continued to help mitigate the growing demand for support. While the chronic absenteeism rate remained stagnant from 2024 to 2025, overall chronic absenteeism decreased by 14.8% from the baseline year, demonstrating the positive impact of the counseling services and supports available to students.

Action 2.2 involved maintaining a refocus room, also associated with Metric 2.2, aiming to reduce chronic absenteeism by providing a supportive environment. The refocus room at Tenaya Elementary contributed to a decrease in overall discipline referrals. This success in reducing disciplinary actions improved attendance, benefiting foster youth and socioeconomically disadvantaged students. Chronic absenteeism decreased by 14.8% from baseline, indicating the positive impact of this intervention on student engagement and attendance.

Action 2.3 focused on strengthening social-emotional learning (SEL) supports and mental health interventions to improve student wellness and school climate outcomes. Between the 2025 and 2026 California Healthy Kids Survey (CHKS) administrations, results reflected both areas of progress and ongoing challenges for students.Among 9th-grade students, current drug and alcohol use declined significantly from 20% in 2024 to 11% in 2025 and remained stable at 11% in 2026. However, several social-emotional indicators showed increased need. Social-emotional distress increased from 27% to 49%, chronic sadness increased from 26% to 65%, and the percentage of students who considered suicide increased from 21% to 36%. Additionally, reported sense of safety decreased to 48%, and school connectedness decreased to 40%, indicating that many students continue to struggle with feelings of belonging and emotional well-being. For 11th grade students, 2026 data showed somewhat stronger outcomes in school climate measures, with 55% reporting a sense of safety and 46%

reporting school connectedness. Rates of current drug and alcohol use were relatively low at 4%, and students considering suicide was reported at 9%. However, social-emotional distress (43%) and chronic sadness (39%) remained areas of concern, demonstrating an ongoing need for mental health and SEL supports at the upper grade levels as well. Overall, the data highlights successes in reducing substance use among students while also underscoring the continued need for expanded counseling services, targeted SEL instruction, and school climate initiatives to address increasing mental health concerns and strengthen student connectedness.

Action 2.4 focused on professional development to support unduplicated students and was connected to both Metric 2.3 and Metric 2.5. The district's suspension rate of 2% indicates that professional development in trauma-informed practices and restorative justice was effective in managing student behavior and maintaining suspension rates below the California state average suspension rate. Staff received comprehensive training in trauma-informed practices and suicide prevention, which contributed to reduced discipline rates and better prepared staff to recognize and support students experiencing trauma. Additionally, the decrease in social-emotional distress reflected in the California Healthy Kids Survey (CHKS), particularly among 9th grade students from 2024 to 2025, further suggests that staff members were more effectively equipped to respond to students' social-emotional and mental health needs. These outcomes demonstrate that the professional development provided to staff was effective in improving school climate, supporting student wellness, and reducing exclusionary discipline practices.

Action 2.5 implemented Positive Behavior Intervention Supports (PBIS), related to Metric 2.5. The aim was to enhance school connectedness and social-emotional health. The successful implementation of PBIS and reward systems proved highly effective in improving student engagement and reducing discipline issues across campuses. This effectiveness is reflected in the 2026 suspension data, which successfully remained below 3% (at 2%), and a maintained 0% expulsion rate. Furthermore, the initiative's positive impact on school climate is supported by 2026 CHKS results, where 11th-grade students demonstrated significant long-term improvements from baseline, including a notable decrease in emotional distress to 43%, reduced chronic sadness to 39%, and an increase in school connectedness to 46%.

Action 2.6, involving enhanced physical education and outdoor education equipment, was intended to support Metric 2.5 by promoting student physical health, engagement, and stress reduction. Investments in new physical education and outdoor education equipment provided students with increased opportunities for physical activity, wellness, and hands-on learning experiences. These supports appear to have been effective in contributing to the significant improvements reflected in the 2025 California Healthy Kids Survey (CHKS) data, particularly among 9th grade students, where social-emotional distress decreased from 49% in 2024 to 27% in 2025, chronic sadness decreased from 47% to 26%, and current drug/alcohol use decreased from 20% to 11%.While some social-emotional indicators increased again in the 2026 CHKS results, several areas remained improved from baseline levels, including reduced substance use among both 9th and 11th grade students. Additionally, 11th grade students demonstrated long-term improvement from baseline to 2026 in social-emotional distress, chronic sadness, considered suicide, and school connectedness. These results suggest that continued investment in student wellness initiatives, including physical activity and outdoor education opportunities, remains an effective strategy for supporting student mental health and overall well-being.

Action 2.7 aimed to enhance school facilities, focusing on Metric 2.6, the Facility Inspection Tool (FIT) score, to ensure campuses remained in "Good Repair" and supported a safe, positive learning environment. Facility improvements, including new flooring, roofing, and painting projects, helped foster school pride and encourage student care for campus environments. From the baseline reporting period to the current year, the number of identified instances in which facilities did not meet the "Good Repair" standard decreased from 7 to 5, demonstrating

progress in overall facility conditions across the district. Moving forward, Tioga High School will be the primary focus for 2026 summer facilities projects, with targeted repairs planned to address remaining items identified as being in poor condition.

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

Summary: Implementation, Challenges, and Successes
The implementation of Goal 2 drove significant progress in student outcomes, marked by a 14.8% decrease in chronic absenteeism from baseline (benefiting foster youth and socio-economically disadvantaged students through counseling and the Tenaya Elementary refocus room) and a well-managed 2% suspension rate paired with a 0% expulsion rate (supported by PBIS and trauma-informed staff training). Furthermore, investments in wellness initiatives and physical education equipment contributed to profound long-term mental health improvements for 11th graders on the 2026 California Healthy Kids Survey (CHKS)—including reduced substance use (4%), lower chronic sadness (39%), and increased school connectedness (46%)—while facility projects successfully reduced campus deficiencies on the Facility Inspection Tool (FIT) from 7 to 5. These successes were achieved despite notable hurdles, including a sharp spike in 9th-grade emotional distress and chronic sadness (65%), staff constraints from a crisis counselor's temporary absence, and budget variances that required strategic overspending on facility infrastructure and physical education assets alongside cost-saving underspending on pre-existing social-emotional learning materials.

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

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

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

Action 2.3: Social Emotional Learning
There was overspending in the Social Emotional Learning action due to the hiring of a Social Emotional Aide at the elementary school to provide direct, targeted support for students. This addition resulted in a budget variance. The impact on the scope of this action was highly positive, as it expanded the district's capacity to deliver real-time interventions and deeper behavioral support alongside classroom

instruction. The implications for student services were beneficial, ensuring enhanced, continuous care and a more responsive environment that directly contributed to the achievement of Goal 2.

Action 2.4 Professional Development
A material difference occurred in this area due to overspending the original budget by $4,280. To address a shortage of special education teachers, the district funded a special education credential program for a current teacher to ensure the needs of our special education students are fully met.

Action 2.6: Physical Education and Outdoor Education Equipment
A material difference occurred in this area, resulting in $24,000 of underspending from the budgeted amount. Because the district overspent by more than $10,000 in 2025 to purchase critical materials, fewer acquisitions were required this year than originally anticipated. This financial variance ultimately expanded the scope of the action by ensuring students maintained consistent access to safe, functional equipment, thereby enhancing the quality of physical education and outdoor activities. Consequently, the implications for student services were highly beneficial, as the upgraded assets support superior physical education outcomes in direct alignment with Goal 2.

Action 2.8: Dental Health Services
A material difference occurred in this area due to underspending, as the 2024–25 virtual dental clinic was fully funded by a provider-received grant. Because of this external funding, the district's allocated $80,000 was not expended. Of those unspent funds, $40,000 was split across the 2025–26 and 2026–27 school years, leaving a remaining $20,000 to roll over into the 2026–27 budget to guarantee the continuation of care. Despite this budget variance, students maintained completely uninterrupted access to dental health support. The implications for student services are highly positive, ensuring both the maintenance of current service levels and the financial flexibility to expand future dental offerings, thereby further supporting overall student well-being and the achievement of Goal 2.

Overall, the budget variances for Goal 2 collectively impacted its implementation by necessitating targeted adjustments in service delivery and resource allocation. While certain actions experienced reduced spending due to over-purchasing in prior years or utilizing external grants, others required additional investment—such as funding critical special education credentials and hiring a localized Social Emotional Aide—to directly enhance service quality. These proactive financial adjustments ensured that student services were not only maintained but strategically improved to support the achievement of Goal 2 objectives. Ultimately, there were no material differences in the planned versus actual percentages of improved services, ensuring that the district's strict commitments to student outcomes, particularly for unduplicated pupils, were fully upheld.

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

Goal 2: Social-Emotional Learning
Performance Data: The District monitored student wellness, engagement, attendance, and school climate through the California Dashboard, California Healthy Kids Survey (CHKS), suspension data, and the Facility Inspection Tool (FIT). Chronic absenteeism decreased by 14.8% from baseline, suspension rates remained at 2%, and the District maintained a 0% expulsion rate. CHKS results reflected significant reductions in student substance use, particularly among 9th grade students, but also revealed ongoing concerns related to social-emotional distress, chronic sadness, and school connectedness.

Implementation Successes: District personnel successfully expanded counseling services, maintained virtual therapy access, implemented PBIS and restorative practices, and continued wellness-focused supports across campuses. The refocus room at Tenaya Elementary contributed to reductions in discipline referrals and improved attendance. Investments in physical education and outdoor education equipment supported student wellness and engagement. Facility improvement projects, including roofing, flooring, and painting, improved school environments and reduced identified deficiencies on the Facility Inspection Tool from 7 to 5.

Implementation Challenges: Despite improvements in attendance and discipline outcomes, the District experienced increased mental health concerns among students, particularly among 9th graders. CHKS results showed increases in social-emotional distress, chronic sadness, and students considering suicide between 2025 and 2026. School connectedness and perceptions of safety also declined among 9th grade students, highlighting the continued need for expanded counseling supports, targeted SEL instruction, and stronger school climate initiatives. Staffing limitations and increased counseling caseloads also created challenges in meeting growing student mental health needs.

Effectiveness of Actions:

Action 2.1 Counseling Services: This action demonstrated partial effectiveness in reducing chronic absenteeism and supporting student mental health needs. Crisis counseling and virtual therapy services continued throughout the year, helping address barriers to attendance for vulnerable student groups. Although chronic absenteeism rates remained stagnant from 2024 to 2025, the District achieved an overall 14.8% decrease from baseline, demonstrating the positive impact of counseling supports despite significantly increased counselor caseloads.

Action 2.2 Refocus Room: This action proved effective in improving student engagement, reducing discipline referrals, and supporting attendance. The refocus room at Tenaya Elementary provided students with behavioral and emotional support in a structured environment, contributing to improved attendance and reduced disciplinary incidents, particularly for foster youth and socioeconomically disadvantaged students.

Action 2.3 Social Emotional Learning and Mental Health Supports: This action demonstrated mixed effectiveness. Significant progress was made in reducing current drug and alcohol use among 9th grade students, decreasing from 20% at baseline to 11% in 2026, while 11th grade substance use remained low at 4%. However, several social-emotional indicators worsened for 9th grade students, including increases in social-emotional distress, chronic sadness, and students considering suicide. Although 11th grade students demonstrated stronger outcomes in school safety, connectedness, and emotional well-being, the data indicates continued need for expanded counseling services, targeted SEL instruction, and additional school climate supports.

Action 2.4 Professional Development: Professional development efforts were effective in improving staff capacity to support student wellness and behavior. Training in trauma-informed practices, restorative justice, and suicide prevention contributed to maintaining the District suspension rate at 2%, below the California state average. Staff members were better prepared to recognize and respond to student trauma and mental health needs, contributing to reductions in discipline and improved school climate outcomes.

Action 2.5 Positive Behavioral Interventions and Supports (PBIS): This action was highly effective in improving student behavior, engagement, and school climate. PBIS implementation and reward systems contributed to maintaining a suspension rate below 3% and

sustaining a 0% expulsion rate. Positive long-term improvements were also reflected in 11th grade CHKS data, including reduced emotional distress and chronic sadness, along with improved school connectedness.

Action 2.6 Physical Education and Outdoor Education Equipment: Investments in physical education and outdoor education equipment effectively supported student wellness, engagement, and stress reduction. These opportunities contributed to improvements in several wellness indicators over time, including reductions in substance use and long-term improvements in emotional well-being and school connectedness among 11th grade students. While some 9th grade indicators increased again in 2026, many outcomes remained improved from baseline levels.

Action 2.7 Facilities Improvements: This action proved effective in maintaining campuses in “Good Repair” and improving school environments. Facility upgrades, including roofing, flooring, and painting projects, enhanced campus appearance, student pride, and overall learning environments. FIT deficiencies decreased from 7 to 5, demonstrating measurable progress in facility conditions districtwide.

Action 2.8 Dental Health Services: This action demonstrated effectiveness in improving student attendance and classroom engagement. Although formal data was limited, teacher observations indicated that students receiving dental services through the virtual dental clinic showed improved attendance and increased focus in class after receiving treatment for dental issues.

Summary: The implementation of Goal 2 resulted in measurable progress in attendance, behavior, school climate, and facility conditions. Chronic absenteeism decreased significantly from baseline, suspension rates remained low at 2%, and the District maintained a 0% expulsion rate. Counseling services, PBIS implementation, trauma-informed practices, and wellness initiatives all contributed positively to student engagement and school climate. Long-term improvements were particularly evident among 11th grade students in areas including substance use, emotional distress, chronic sadness, and school connectedness. However, increasing mental health concerns among 9th grade students highlighted the ongoing need for expanded social-emotional supports, counseling services, and targeted school climate interventions. The District will continue refining and expanding wellness initiatives to better support student mental health, engagement, and connectedness moving forward.

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

Action 2.1 Counseling Services:
Additonal funds have been allocated to this action due to increased personnel costs (salary and H&W benefits) and the cost of virtual therapy. This action continues to support student well-being effectively. Yearly, we seem to have an increase in students experiencing trauma, and the referrals to our crisis counselor and virtual therapy have increased substantially. The budgeted amount was increased to reflect virtual therapy services.

Action 2.2 Maintain and Support Refocus Room:
Additonal funds were allocated to this action to ensure the Refocus Room is open five days per week. This action has demonstrated effectiveness in reducing suspension rates and improving attendance, particularly for foster youth and socioeconomically disadvantaged students.

Action 2.3 Social Emotional Learning:
Although a Social - Emotional Aide was hired this year 25-26, causing overspending in this category, they have been released due to budget constraints. The budget will revert back to the orginal amount of $4000 to purchase SEL materials.

Action 2.4 Professional Development to Support Unduplicated Students:
No modifications are planned for this action. Although the budget was increase to support a teacher in enrolled in a special education program.

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

Action 2.6 Physical Education and Outdoor Education Equipment:
The budget has been reduced for this action to reflect expected expenditures for the upcoming year. Despite, overspending in 2024-25 due to rising costs and the need to replace outdated equipment, the district anticipates they will be able to stick to the budget, as much of the broken equipment has been replaced. The district is committed to this action, as it continues to support student physical education effectively.

Action 2.7 Enhance the Quality of School Facilities:
No modifications are planned for this action, however the focus will be on repairing items in poor condition.

Action 2.8 Dental Health Services:
No modifications are planned for this action. However, the budget has been revised to reflect the remaining $60,000 available under the original $120,000 Memorandum of Understanding (MOU). The virtual dental clinic has improved student health and attendance, demonstrating its effectiveness.

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

Summary:
Virtual Therapy was added to action 2.1 in addition to the crisis counselor. Action 2.2, the budget has increased to reflect the Refocus Room being available five days per week, as compared to four days in year 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling	Crisis counseling services are available to students in need, with priority given to Foster Youth, ELL, and socioeconomically disadvantaged students. The district will offer virtual therapy in addition to the current full-time crisis counselor, as one counselor among three schools is insufficient.	$175,000.00	Yes
2.2	Maintain and Support Refocus Room	For the 26-27 school year the district will continue to offer the refocus room at Tenaya Elementary as a means to help catch up students who are behind, deescalate students in trauma to close the attendance gap between foster youth, socioeconomically disadvantaged, Hispanic and the general population with regard to attendance, chronic absenteeism, school discipline rates; and participation in social emotional supports.The refocus room has effectively lowered suspension rates and increased attendance by providing targeted support to students in crisis, including foster youth and socioeconomically disadvantaged students. The refocus room is implemented on a school-wide basis, benefiting foster youth and socioeconomically disadvantaged students.	$76,125.00	Yes
2.3	Social Emotional Learning	Expand access to social-emotional learning programs in all classrooms ensuring inclusivity and relevance to the diverse needs of foster youth, students with disabilities, socioeconomically disadvantaged students, and Hispanic students.	$4,000.00	No
2.4	Professional Development to support unduplicated students	Staff require professional development in trauma-informed practice, SEL, suicide prevention, Restorative Justice, and Growth Mindset to effectively support Foster Youth, EL Learners, Low Income Students, and students with disabilities	$16,000.00	Yes
2.5	Positive Behavior Intervention Supports	Provide staff with student PBIS incentives to engage and establish a stronger school connection (a set amount of $200 per teacher) and a PBIS budget of $2000 for administrators at each campus.	$8,600.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Physical Education and Outdoor Education Equipment	Introducing new physical education equipment and outdoor education materials will significantly enhance students' mental and physical well-being. Modern, high-quality equipment encourages active participation in physical activities, promoting physical health through improved fitness, strength, and coordination. Regular physical activity is known to reduce stress, anxiety, and depression, contributing to better mental health.	$25,000.00	No
2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	The FIT score helps schools and districts identify areas needing improvement and prioritize maintenance and repairs. By this improving this score, the goal is to ensure that all students have access to facilities that are conducive to learning and meet health and safety standards.	$100,000.00	No
2.8	Dental Health Services	Establish an MOU with Tuolumne County Superintendent of School Smile Keepers Program to continue the virtual dental health clinic at Tenaya Elementary for unduplicated students.	$60,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	#Students enrolled in CTE courses	2023-24 83% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	2024-25 80% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	2025-26 83% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	2026-2027 95% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	From the 2023–24 baseline to 2025–26, the percentage of students enrolled in at least one CTE course at both high schools has remained the same at 83%. .

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	%Students completing CTE pathways	2023-24 CTE pathway completers 18%	2024-25 CTE pathway completers 19%	2025-26 CTE pathway completers 41%	2026-2027 CTE pathway completers-25%	There was a 23% increase in CTE pathway completers from baseline to year one.
3.3	% Students enrolled in VAPA courses.	2024 Tenaya Art/ Including visit artists- 100% of students in TK-8th grades Music-not offered Drama- not offered 2023-24 Tioga Music-8 Art-7 Drama-9 2023-24 Don Pedro Art-4 Culinary Arts-8 Drama-8	2025 Tenaya Art/ Including visit artists- 100% of students in TK-8th grades Music-100% of students in TK-8th grades Drama- not offered 2024-25 Tioga Music-8 Art-6 Drama-N/A 2024-25 Don Pedro Art-10 Culinary Arts-8 Drama-N/A	2026 Tenaya Art/ Including visit artists- 100% of students in TK-8th grades Music-100% of students in TK-8th grades ftom Aug-Dec 2025 Drama- not offered 2025-26 Tioga Music-4 Art-8 Drama-N/A 2025-26 Don Pedro Art-9 Culinary Arts-10 Drama-N/A	2026-27 Tenaya Enrolled in VAPA - 100% participation of TK-8 grade students 2026-27 Tioga Enrolled in VAPA- 60% 2026-27 Don Pedro Enrolled in VAPA - 70%	From the baseline year to Year 2, Tenaya maintained 100% art access for TK–8th grade and added music for all students, marking a significant expansion in arts education, though drama remains unavailable. At Tioga, music access decreased from 8 to 4 students, but art participation rose slightly from 7 to 8 students, and drama was no longer offered. Don Pedro saw an increase in art participation from 4 to 9 students, and slightly increased its culinary arts program from 8 to 10 students, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						discontinued drama.
3.4	.# students enrolled in enrichment or extracurricular activities	2023-24 Tenaya ALL- 16 White- 4 Low Income- 9 Hispanic-2 Foster Youth-1 Tioga High School - All -10 Low Income- 6 Foster Youth-0 Homeless-2 Hispanic-0 Don Pedro High School - All -8 Low Income-4 Foster Youth-0 Homeless-1 Hispanic-0	2024-25 Tenaya ALL- 66 White- 50 Low Income-45 Hispanic-2 Foster Youth-2 Tioga High School All -45 Low Income- 30 Foster Youth-1 Homeless-5 Hispanic-0 Don Pedro High School All -35 White-30 Low Income- 20 Foster Youth-0 Homeless-1 Hispanic-3	2025-26 Tenaya ALL- 70 White- 55 Low Income-47 Hispanic-3 Foster Youth-1 Tioga High School All -40 White-30 Low Income- 25 Foster Youth-0 Homeless-5 Hispanic-2 Don Pedro High School All -37 White-28 Low Income- 22 Foster Youth-0 Homeless-1 Hispanic-3	2026-2027 Tenaya All -60 White- 24 Low Income-30 ELL-5 Foster Youth-1 Tioga High All-40 White-16 Low Income- 20 Foster Youth-1 ELL-3 Don Pedro High All-28 White-11 Low Income- 15 Foster Youth-0 ELL-2	From the 2023–24 baseline to Year 2, Tenaya experienced a significant increase in student participation in extracurricular activities, rising from 16 to 70 students. White student participation grew from 4 to 55, low-income students from 9 to 47, while Hispanic student participation increased from 2 to 3, foster youth remained the same at 1. Tioga High School, however, saw a significant increase from baseline in overall participation from 10 to 40 students, with low-income students increasing from 6 to 25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Don Pedro High School also reported a significant increase from baseline in overall participation from 8 to 37 students, with low-income students increasing from 4 to 22.
3.5	# of parents or guests attending events, or volunteering for school related activities	Results (# of parents or guests attending events) Tenaya- 3 events total = 301 Other-145 Low Income- 148 EL- 10 Foster Youth-3 SPED-15 Tioga- 57 Other-32 Low Income-22 Foster Youth-0 SPED-2 EL-1 Don Pedro-85 EL- 3 Other-73 Low Income-6 SPED-3	Results (# of parents or guests attending events) Tenaya- 5 events total = 459 Other-145 Low Income- 148 EL- 15 Foster Youth-3 SPED-25 Tioga- 70 Other-36 Low Income-34 Foster Youth-0 SPED-8 EL-1 Don Pedro-85 EL- 3 Other-73 Low Income-35 SPED-4	Results (# of parents or guests attending events) Tenaya- 5 events total = 485 Other-220 Low Income- 175 EL- 10 Foster Youth-N/A SPED-30 Tioga- 75 Other-30 Low Income-40 Foster Youth-0 SPED-4 EL-1 Don Pedro-145 EL- 4 Other-90 Low Income-48 SPED-3	2026-27 # attending, not percentage Tenaya- 350 Other-128 Low Income- 190 ELL- 10 Foster Youth-2 SPED-20 Tioga- 100 Other-34 Low Income-51 ELL-5 Foster Youth-2 SPED-5 Don Pedro-75 Other-29 Low Income-36 ELL-5 Foster Youth-0 SPED-5	From the baseline to Year 1, Tenaya increased the number of family engagement events from 3 to 5, resulting in an overall rise in attendance from 301 to 485. Notable increases were seen in SPED families (from 15 to 30), low-income families (175), "Other" (220). Foster Youth was N/A. At Tioga, overall parent/guest attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						increased from 57 to 75, with increases in attendance across low-income (from 22 to 40), SPED (from 2 to 4). "Other" decreased (from 32 to 30), while foster youth attendance remained at 0 and EL stayed at 1. Don Pedro had a significant increase in attendance from baseline attendance from 85-145. Low-income participation increased from 6 to 48, "Other" increased from 73 to 90. Attendance from SPED stayed at 3, and EL families increased slightly from 3 to 4.
3.6	Graduation Rate as listed in CALPADS and the California Dashboard	2023-24 High School Graduation Rate-79.2%	2024-25 High School Graduation Rate-87%	2025-26 High School Graduation Rate-95%	2026-27 Graduation Rate-98%	Graduation rate increased 15.8% in year two from baseline.
3.7	Middle School and High School Drop out rate	2023-24	2024-25	2025-26	2026-27	From baeline to 2025-26, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as listed in CALPADS	Middle School Dropout Rates-0 High School Dropout Rate-5%	Middle School Dropout Rates-0 High School Dropout Rate-9%	Middle School Dropout Rates-0 High School Dropout Rate-5%	Middle School Dropout-0 High School Dropout Rate- 2%	middle school dropout rate remained at 0%, while the high school dropout rate remained the same at 5%.
3.8	% of students who met A-G requirements and completed a CTE pathway.	2024 high school transcript data indicates 29 % of students met both requirements for entrance to UC/CSU and CTE sequences of study	2025 high school transcript data indicates 12% of students met both requirements for entrance to UC/CSU and CTE sequences of study	2026 high school transcript data indicates 17% of students met both requirements for entrance to UC/CSU and CTE sequences	2027 high school transcript data will indicates 40 % of students met both requirements for entrance to UC/CSU and CTE sequences of study	From 2024 to 2026, the percentage of high school students meeting both UC/CSU entrance requirements and completing a CTE sequence dropped significantly from 29% to 17%, reflecting a 12 percentage point decline.

Goal Analysis [2025-26]

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

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

The implementation of Goal 3, focused on enhancing Career Technical Education (CTE), Visual and Performing Arts (VAPA), extracurricular opportunities, and parent and community engagement, was largely successful during the previous year. Overall, the district expanded student opportunities across multiple program areas, increased student engagement, and strengthened school-community connections. While several challenges impacted full implementation, the district effectively carried out the majority of planned actions and demonstrated positive progress toward the goal.

Action 3.1, which supported the employment of CTE teachers at Don Pedro and Tioga High School, was implemented with four teachers serving across the two campuses. This resulted in increased student participation and engagement in CTE pathways, particularly within

Future Farmers of America (FFA) programs. Increased participation in these programs contributed positively to student attendance and school connectedness. A significant implementation challenge occurred due to the inability to secure a credentialed culinary teacher at Don Pedro High School, limiting the district's ability to offer advanced culinary coursework as originally planned. Despite this staffing challenge, the district maintained strong implementation of other CTE pathways and opportunities.

Action 3.2 focused on expanding VAPA opportunities throughout the district. Art courses were offered at all three campuses, and music instruction was provided at the elementary school and through a music section at Tioga High School. Student engagement increased through participation in band, musicals, and visual arts offerings. However, implementation differed from the original plan when the music teacher left mid-year due to credentialing program requirements, creating disruptions in continuity of instruction. Despite this challenge, qualitative evidence and enrollment trends indicated increased student participation and interest in VAPA programs across the district.

Action 3.3 aimed to increase participation in enrichment and extracurricular activities through after-school programming and expanded student opportunities. The district successfully implemented esports, mock trial, and Gifted and Talented Education (GATE) programs, while continuing strong participation in FFA, Leadership, and Student Council. Athletic opportunities were also expanded with the addition of Track and Cross Country at Tenaya Elementary School. These programs contributed positively to student engagement, school connectedness, and attendance. One challenge encountered during implementation was the inability to field an Academic Decathlon team due to insufficient student participation, demonstrating limitations associated with the district's small student population.

Action 3.4 focused on strengthening parent and community engagement through school events and activities. The district successfully implemented a variety of events, including winter programs, musical performances, awards ceremonies, graduations, and FFA activities. Parent and community participation increased significantly due to the addition of more school events and expanded opportunities for involvement. Budget implementation for these activities was effectively managed, and additional support provided through Proposition 28 funding helped sustain and enhance program offerings.

Metrics 3.6 and 3.7, related to graduation and dropout rates, were not directly aligned to a specific action within Goal 3. While increased student engagement through CTE, VAPA, extracurricular activities, and community involvement may contribute indirectly to improved graduation outcomes and reduced dropout rates, available year-one data does not establish a direct measurable connection between these actions and those metrics. As a result, any impact on graduation or dropout outcomes remains anecdotal and cannot yet be conclusively determined.

Overall, Goal 3 was implemented successfully, with notable accomplishments in expanding student opportunities, increasing engagement, and strengthening school-community relationships. Although staffing limitations and participation constraints created some implementation challenges, the district effectively utilized available resources and supplemental funding to support the successful execution of planned actions.

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

While the district remained focused on achieving the outcomes outlined in Goal 3, actual expenditures decreased in several areas due to personnel and program changes. Overall, budget management for these programs remained on track during the first part of the year; however, staffing changes resulted in lower-than-anticipated expenditures. The loss of the part-time music teacher at Tenaya Elementary, along with the use of long-term substitute teachers at Don Pedro High School, contributed to unspent funds in multiple actions.

Action 3.1 CTE Teachers at Tioga and Don Pedro:This action was underspent by $29,570 due to staffing changes within the culinary pathway. A long-term substitute teacher filled the culinary position at Don Pedro High School, while Tioga High School employed a first-year CTE culinary teacher, resulting in lower personnel costs than originally budgeted.

Action 3.2 Visual and Performing Arts: This action was underspent by $40,158 due to several staffing-related factors. The departure of the part-time music teacher at Tenaya Elementary, combined with the use of a long-term substitute teacher for art instruction at Don Pedro High School, resulted in significant cost savings compared to the original budget projections.

Despite the underspending, all planned actions were implemented. These enhancements expanded student access to arts, extracurricular activities, and enrichment opportunities while also strengthening family and community engagement. The district remains committed to providing a well-rounded educational experience and will continue refining budget forecasting and resource allocation practices to better align projected and actual expenditures in future years.

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

Action 3.1: CTE Teachers at Don Pedro and Tioga
The employment of CTE teachers at Don Pedro and Tioga High Schools was effective in increasing student engagement and participation in Career Technical Education pathways. The presence of four CTE teachers across the two campuses significantly increased student interest, particularly in the Future Farmers of America (FFA) program. This increased engagement contributed positively to student attendance and supported the district's goal of expanding enrollment and completion of CTE pathways. The district successfully met this goal, with 41% of seniors identified as CTE completers. Additionally, student enrollment in CTE courses increased by 3% from 2024–25, returning to the district's baseline level. The Culinary pathway presented challenges at both high schools. Although the district hired a Culinary Teacher for Tioga High School for the 2025–26 school year, the position will not be renewed for 2026–27. At Don Pedro High School, the Culinary Teacher unexpectedly retired in August 2025, requiring the district to utilize a temporary substitute teacher for the remainder of the 2025–26 school year. The substitute teacher will not return for 2026–27, creating ongoing staffing challenges within the Culinary program.

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

indicates that the action met its intended outcomes. Unfortunately, the music teacher left in January, due to a conflict with his credential. However, the goal is to fill the music position at Tenaya Elementary for the 26-27 school year.

Action 3.3: Enrichment Activities, and Extracurricular Opportunities
The implementation of enrichment activities, and extracurricular opportunities was effective. Successful programs included esports, mock trial, Spelling Bee, and strong participation in FFA, Leadership, Student Council, as well as GATE programs and athletics. These activities contributed to improved student engagement, better attendance, aligning with the intended outcomes of increasing student participation in enrichment activities. The inability to field a team for the academic decathlon and Mock Trial due to insufficient student participation was a noted challenge. This challenge highlights the need for strategies to boost student interest in specific programs. Participation in after-school enrichment activities at Tenaya increased significantly from 16 students in 2023–24 to students in 70 in 2025–26, with notable growth among White (from 4 to 55) and Low Income students (from 9 to 47). This upward trend reflects broader engagement and access to enrichment opportunities, particularly among historically underserved groups.Tioga High and Don Pedro High also had significant increases in particpation from baseline. Tioga High increased from 10 to 40 particpants, and Don Pedro High from 8-37. All schools met the targeted metric for this goal in year 2.

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

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

Action 3.1 CTE Teachers at Don Pedro and Tioga: The district will continue to provide a variety of CTE courses at both high schools. However, the budget for this action has been reduced due to the absence of culinary teachers at both campuses, resulting in fewer staffing expenditures than originally projected.

Action 3.2 Visual and Performing Arts Courses: The budget for this action has been decreased due to the vacancy of the music teacher position at Tenaya Elementary School. The district remains hopeful that the position will be filled prior to the start of the upcoming school year in order to continue expanding music opportunities for students.

Action 3.3 Enrichment Activities and Extracurricular Opportunities: The district will continue to provide enrichment programs and extracurricular opportunities across all campuses. However, the district has opted out of the Expanded Learning Opportunities Program (ELOP), and these activities will no longer be supported through ELOP funding. The district will continue to explore alternative resources to sustain student programs and activities.

Action 3.4 Parent and Community Engagement Opportunities: No modifications are planned for this action. Events such as winter programs, musical performances, awards ceremonies, and other school activities continue to strengthen student engagement and increase parent and community involvement. Increased participation in these events, along with improved attendance rates, indicates that the district's current strategies are effectively fostering school-community connections.

Overall, the district will continue implementation of the actions within Goal 3 with minor budgetary adjustments related primarily to staffing vacancies and changes in funding sources. Despite these challenges, the district remains committed to maintaining strong CTE, VAPA, enrichment, extracurricular, and community engagement opportunities for students and families. The district will continue to refine staffing and funding strategies to sustain and strengthen these programs moving forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Teachers at DP and Tioga	The district will fund 3.5 FTE CTE teachers at the high schools to continue CTE programs and pathways. Vocational options need to be available for non college bound students.	$437,217.00	No
3.2	Visual and Performing Arts Course	The district will continue to support and expand VAPA at all sites to increase engagement of unduplicated students. Art has been successfully offered at all three campuses, and a music teacher has been added at the elementary school, enhancing the program with band and musicals.	$109,324.00	Yes
3.3	After school program, enrichment activities and extracurricular opportunities	Offer after school program with enrichment activities, as well as GATE programs, athletics, ESPORTS, FFA, AcaDec, Mock Trial and other extracurricular activities.	$62,000.00	No
3.4	Parent and Community Engagement Opportunities	The district will organize family nights, workshops, and community events that highlight student achievements and encourage parental and community involvement. As well as establish volunteer programs that invite parents and community members to support and participate in school activities and give input on programs for the LEA and school sites.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Parents/guardians of low income, foster youth, English Learners and students with disabilities will be encouraged to participate in these activities.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$299,353	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.151%	0.000%	$0.00	6.151%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Extended Instructional Learning Time **Need:** There is a discrepancy in CAASPP scores for the unduplicated student population and local assessments as compared to their peers. Math CAASPP scores show White- 107.7 points below standard, Hispanic- N/A , Low socio-economic -119.8 below standard and Students with Disabilities - N/A. CAASPP ELA	Extended Instructional Time would provide evidenced based, high intensity one-on-one or small group tutoring. The action will be offered and provided to unduplicated pupils first, if space permits other students would be eligible to participate.	Metrics 1.1, 1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	scores show White-65.2 points below standard, Hispanic- N/A, Low socio-economic - 80.8 below standard and Students with Disabilities - N/A **Scope:** LEA-wide		
1.3	**Action:** Assessment and Intervention Software **Need:** There is a discrepancy in CAASPP scores for the unduplicated student population and local assessments as compared to their peers. Math CAASPP scores show White- 107.7 points below standard, Hispanic- N/A , Low socio-economic -119.8 below standard and Students with Disabilities - N/A. CAASPP ELA scores show White-65.2 points below standard, Hispanic- N/A, Low socio-economic - 80.8 below standard and Students with Disabilities - N/A **Scope:** LEA-wide	The LEA will use local assessment data to identify unduplicated pupils who are performing below grade-level standards in English Language Arts (ELA) and mathematics. These students will receive targeted academic support through Title I intervention services, Extended Instructional Learning Time opportunities, and computer-adaptive remediation programs designed to address individual learning gaps and accelerate academic growth. These actions are principally directed toward meeting the needs of unduplicated pupils, as these student groups are more likely to experience academic challenges and require additional support to achieve grade-level proficiency. By providing timely interventions and personalized instruction, the LEA aims to improve academic outcomes and close achievement gaps for low-income students, English learners, and foster youth. The actions are provided on an LEA-wide basis because unduplicated pupils are enrolled across all district schools and grade levels. Implementing these supports districtwide ensures equitable access to intervention services and allows the LEA to consistently identify and address the academic	Metric 1.1, Metric 1.2, Metric 1.3, Metric 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs of unduplicated pupils wherever they are enrolled. This comprehensive approach maximizes the effectiveness of resources and supports improved outcomes for all students while principally benefiting unduplicated pupils.	
1.6	**Action:** Technology **Need:** Socioeconomically disadvantaged students, foster youth and ELL, often lack access to essential technological resources, such as computers and high-speed internet, at home. Providing technology ensures these students can access online learning platforms, educational websites, digital textbooks, and other resources that are crucial for academic success. With technology, these students can participate in digital classrooms, complete assignments, and engage in interactive learning activities, which they might otherwise miss out on. This helps level the playing field, giving them the same opportunities as their peers who have adequate technological access. **Scope:** LEA-wide	Implementing the initiative at a larger scale enables better data collection and analysis of its impact. This helps in monitoring progress, identifying gaps, and making necessary adjustments to improve effectiveness. A LEA-wide approach enhances accountability, ensuring that the intended benefits reach all targeted students, and the program's success can be measured and reported accurately.	Metric 1.1,1.4, 1.5
2.2	**Action:** Maintain and Support Refocus Room **Need:**	The implementation of a refocus room at Tenaya Elementary, which has the highest population and greatest need among our schools, is essential for addressing the specific challenges faced by our unduplicated population. Many students who are	Metric 2.1, 2.2 and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 California Dashboard highlights a critical need for targeted interventions for unduplicated pupils, as evidenced by their disproportionately high rates of chronic absenteeism and lower attendance compared to their peers. Specifically, socioeconomically disadvantaged students face a chronic absenteeism rate of 43.7%. Additionally, unduplicated pupils historically endure higher suspension rates, further exacerbating their educational challenges. These metrics underscore the urgent necessity for focused support systems to improve attendance, address behavioral issues, and ensure that these vulnerable student populations receive the resources and assistance they need to succeed academically **Scope:** Schoolwide	chronically absent report feeling overwhelmed and unable to catch up academically, which exacerbates their disengagement and increases the likelihood of discipline issues. The refocus room serves a dual purpose: it offers a safe space for students in crisis to regain composure and prevent disciplinary problems, and it provides targeted academic support with a credentialed teacher to help students complete missing work and unfinished projects. This intervention directly addresses both the emotional and academic needs of our most vulnerable students, fostering a more inclusive and supportive school environment that can significantly reduce absenteeism and improve overall student well-being	
2.4	**Action:** Professional Development to support unduplicated students **Need:** The high rates of chronic absenteeism, discipline issues, suspension, and social-emotional distress among unduplicated pupils, as highlighted by the 2025 California Dashboard and the CHKS, demonstrate a pressing need for professional development for educators in Social Emotional Learning (SEL), (PBIS), Restorative Justice, and alternatives to suspension. Specifically, socioeconomically disadvantaged students	This action addresses the needs of unduplicated pupils by providing staff with professional development focused on supporting students' social-emotional, behavioral, and mental health needs. Unduplicated pupils often face additional challenges that can impact attendance, engagement, behavior, and academic success. Professional development equips educators with effective strategies to build positive relationships, implement trauma-informed practices, respond to student needs, and create supportive classroom environments that promote both academic achievement and student well-being.	Metric 2.1, 2.2,2.3, 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	face a chronic absenteeism rate of 43.7%, Hispanic Students 38.5%, and unduplicated pupils experience higher suspension rates and significant social-emotional distress, with 39 to 65% reporting chronic sadness. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and interact with multiple staff members across all school sites. Providing consistent training to all educators and support staff ensures that students receive equitable and coordinated support regardless of their school or classroom. An LEA-wide approach strengthens the district's capacity to reduce absenteeism and suspensions, increase student connectedness, and foster a safe, inclusive learning environment that principally benefits unduplicated pupils while improving outcomes for all students.	
2.8	**Action:** Dental Health Services **Need:** The need for a virtual dental health clinic for unduplicated students in the Groveland area is critical, given the lack of local dental health services and the significant impact of poor dental health on chronic absenteeism. The 2025 California Dashboard reveals alarming rates of chronic absenteeism among unduplicated pupils, with 43.7% for socioeconomically disadvantaged students. Poor dental health exacerbates this issue, causing pain, infection, and other health problems that lead to missed school days. Establishing a virtual dental health clinic will provide essential dental care and preventive services, reducing health-related absences and supporting better overall health and academic outcomes for these vulnerable students.	This action addresses the needs of unduplicated pupils by providing access to essential dental health services that may otherwise be unavailable due to financial, transportation, or geographic barriers. Access to preventive and ongoing dental care helps address oral health issues that can negatively impact student attendance, engagement, and academic performance. The virtual dental clinic has been particularly effective in reaching unduplicated pupils, including low-income students, and has contributed to reducing chronic absenteeism by addressing health-related barriers to school attendance. This action is provided on a schoolwide basis at the Groveland schools because a significant proportion of students enrolled are unduplicated pupils, and the identified need for accessible dental care extends across the student population. Smile Keepers has established a trusted relationship with students and families through more than 20 years of dental education and	Metric 2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	screenings at Tenaya Elementary School, and continuing these services as students transition to Tioga High School ensures continuity of care. Providing the virtual dental clinic schoolwide allows the LEA to efficiently deliver services that principally benefit unduplicated pupils while supporting the health, attendance, and academic success of all students.	
3.2	**Action:** Visual and Performing Arts Course **Need:** The identified need for Visual and Performing Arts (VAPA) programs in the California LCAP for unduplicated students is crucial for enhancing their engagement and increasing graduation rates. Currently, unduplicated students face a dropout rate of 9%, higher than their peers, with a graduation rate of 91%. VAPA programs can play a significant role in keeping these students engaged in school by providing creative outlets, fostering a sense of belonging, and enhancing their overall educational experience. By integrating VAPA into the curriculum, schools can address the unique needs of unduplicated students, reduce dropout rates, and support their academic and personal development, ultimately helping more students graduate successfully. **Scope:** LEA-wide	The LEA will offer VAPA courses at all campuses to meet the needs of our unduplicated population, many of whom lack opportunities to engage in Visual and Performing Arts. By providing a comprehensive and engaging educational environment that supports diverse interests, VAPA courses will enhance student engagement, foster creativity, and contribute to academic success. As small rural schools, it is necessary for VAPA to be offered LEA-wide to ensure availability for unduplicated pupils, this approach prepares students for future career endeavors, ensuring they are well-rounded and better equipped for success.	Metric 3.3 and 3.6

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Counseling **Need:** The significant social-emotional distress 49% and chronic sadness 65% reported for 9th grade and social-emotional distress 43% and chronic sadness 39% for 11th grade students in the California Healthy Kids Survey (CHKS) underscores the urgent need for counseling services for our unduplicated population. This need is further validated by the 2025 California Dashboard, which reveals alarming rates of chronic absenteeism:43.7% for socioeconomically disadvantaged students. **Scope:** Limited to Unduplicated Student Group(s)	We have one crisis counselor LEA-Wide who provides counseling services for our unduplicated students. The LEA has added virtual therapy due to the impacted case load of the Crisis Counselor. Counseling services are crucial to addressing these issues, as they provide essential support for mental health, improve attendance by addressing underlying emotional and psychological barriers, and reduce behavioral issues that lead to suspensions, thereby promoting a healthier, more supportive learning environment for all students.	Metrics 2.1, 2.2, 2.3 and 2.5

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,867,130	299,353	6.151%	0.000%	6.151%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,577,504.00	$50,162.00	$0.00	$203,452.00	$1,831,118.00	$1,584,918.00	$246,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expanded Learning Opportunity Program	All	No			Specific Schools: Tenaya Elementary		$0.00	$0.00	$0.00				$0.00	
1	1.2	Extended Instructional Learning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$119,858.00	$0.00	$104,000.00	$15,858.00			$119,858.00	
1	1.3	Assessment and Intervention Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.4	Professional Development	All	No			All Schools		$7,000.00	$8,000.00	$15,000.00				$15,000.00	
1	1.5	Title 1 Intervention support	All	No			All Schools		$193,452.00	$10,000.00				$203,452.00	$203,452.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00	$15,000.00	$115,000.00				$115,000.00	
1	1.7	AP Courses /College Courses/Credit Recovery	All	No			Specific Schools: Tioga High/ Don Pedro High		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.8	Fully Credentialed Teachers	All	No			All Schools		$8,400.00	$11,600.00	$20,000.00				$20,000.00	
1	1.9	Special Education Paraprofessionals	Students with Disabilities	No			Specific Schools: Tenaya Elementary / Tioga High		$242,542.00	$0.00	$242,542.00				$242,542.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$175,000.00	$0.00	$175,000.00				$175,000.00	
2	2.2	Maintain and Support Refocus Room	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary		$76,125.00	$0.00	$76,125.00				$76,125.00	
2	2.3	Social Emotional Learning	All	No			All Schools		$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.4	Professional Development to support unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,000.00	$12,000.00	$16,000.00				$16,000.00	
2	2.5	Positive Behavior Intervention Supports	All	No			All Schools		$0.00	$8,600.00	$8,600.00				$8,600.00	
2	2.6	Physical Education and Outdoor Education Equipment	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	All	No			All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.8	Dental Health Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary and Tioga High		$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.1	CTE Teachers at DP and Tioga	All	No			Specific Schools: Tioga High School and Don Pedro High School		$437,217.00	$0.00	$437,217.00				$437,217.00	
3	3.2	Visual and Performing Arts Course	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$109,324.00	$0.00	$75,020.00	$34,304.00			$109,324.00	
3	3.3	After school program, enrichment activities and extracurricular opportunities	All	No			All Schools		$52,000.00	$10,000.00	$62,000.00				$62,000.00	
3	3.4	Parent and Community Engagement Opportunities	All	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,867,130	299,353	6.151%	0.000%	6.151%	$637,145.00	0.000%	13.091 %	**Total:**	$637,145.00
								LEA-wide Total:	$326,020.00
								Limited Total:	$175,000.00
								Schoolwide Total:	$136,125.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Extended Instructional Learning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,000.00	
1	1.3	Assessment and Intervention Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
2	2.1	Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$175,000.00	
2	2.2	Maintain and Support Refocus Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary	$76,125.00	
2	2.4	Professional Development to support unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
2	2.8	Dental Health Services	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Tenaya	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Elementary and Tioga High		
3	**3.2**	Visual and Performing Arts Course	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,020.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,970,737.00	$1,920,178.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Expanded Learning Opportunity Program	No	$155,000.00	110,545
1	**1.2**	Extended Instructional Learning Time	Yes	$85,000.00	119,032
1	**1.3**	Assessment and Intervention Software	Yes	$16,000.00	16,296
1	**1.4**	Professional Development	No	$12,000.00	15,004
1	**1.5**	Title 1 Intervention support	No	$167,015.00	203,452
1	**1.6**	Technology	Yes	$140,000.00	98,144
1	**1.7**	AP Courses /College Courses/Credit Recovery	No	$25,000.00	16,842
1	**1.8**	Fully Credentialed Teachers	No	$15,400.00	28,500
1	**1.9**	Special Education Paraprofessionals	No	$236,599.00	238,958
2	**2.1**	Counseling	Yes	$144,014.00	176,250
2	**2.2**	Maintain and Support Refocus Room	Yes	$63,783.00	74,762

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Social Emotional Learning	No	$4,000.00	18,147
2	**2.4**	Professional Development to support unduplicated students	Yes	$12,000.00	16,280
2	**2.5**	Positive Behavior Intervention Supports	No	$8,600.00	8,600
2	**2.6**	Physical Education and Outdoor Education Equipment	No	$40,000.00	16,000
2	**2.7**	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	No	$100,000.00	103,146
2	**2.8**	Dental Health Services	Yes	$80,000.00	61,953
3	**3.1**	CTE Teachers at DP and Tioga	No	$460,326.00	430,756
3	**3.2**	Visual and Performing Arts Course	Yes	$140,000.00	99,842
3	**3.3**	After school program, enrichment activities and extracurricular opportunities	No	$60,000.00	61,669
3	**3.4**	Parent and Community Engagement Opportunities	No	$6,000.00	6,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
291,148	$646,493.00	$662,559.00	($16,066.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Extended Instructional Learning Time	Yes	$85,000.00	119,032.00		
1	1.3	Assessment and Intervention Software	Yes	$16,000.00	16,296.00		
1	1.6	Technology	Yes	$140,000.00	98,144.00		
2	2.1	Counseling	Yes	$144,014.00	176,250.00		
2	2.2	Maintain and Support Refocus Room	Yes	$63,783.00	74,762.00		
2	2.4	Professional Development to support unduplicated students	Yes	$12,000.00	16,280.00		
2	2.8	Dental Health Services	Yes	$80,000.00	61,953.00		
3	3.2	Visual and Performing Arts Course	Yes	$105,696.00	99,842		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,800,926	291,148	0.00%	6.064%	$662,559.00	0.000%	13.801%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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