LCFF Budget Overview for Parents

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

CDS Code: 55 75184 6054837

School Year: 2024-25

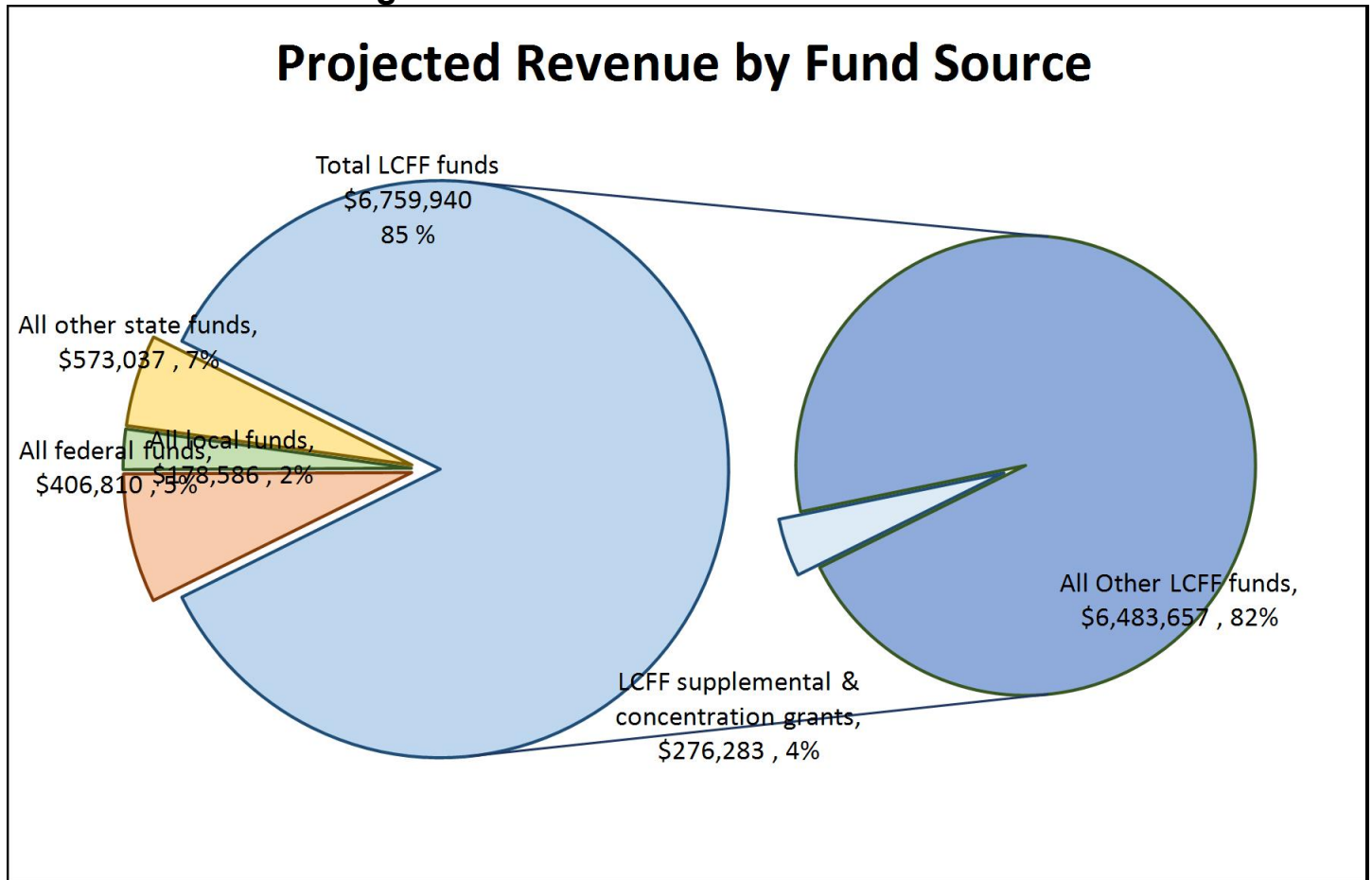LEA contact information:

Wynette Hilton

Superintendent

whilton@bofg.org

whilton@bofg.org

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$6,759,940
85 %

All other state funds,
$573,037 , 7%

All federal funds,
$406,810 ,5%

All local funds,
$178,586 , 2%

All Other LCFF funds,
$6,483,657 , 82%

LCFF supplemental & concentration grants,
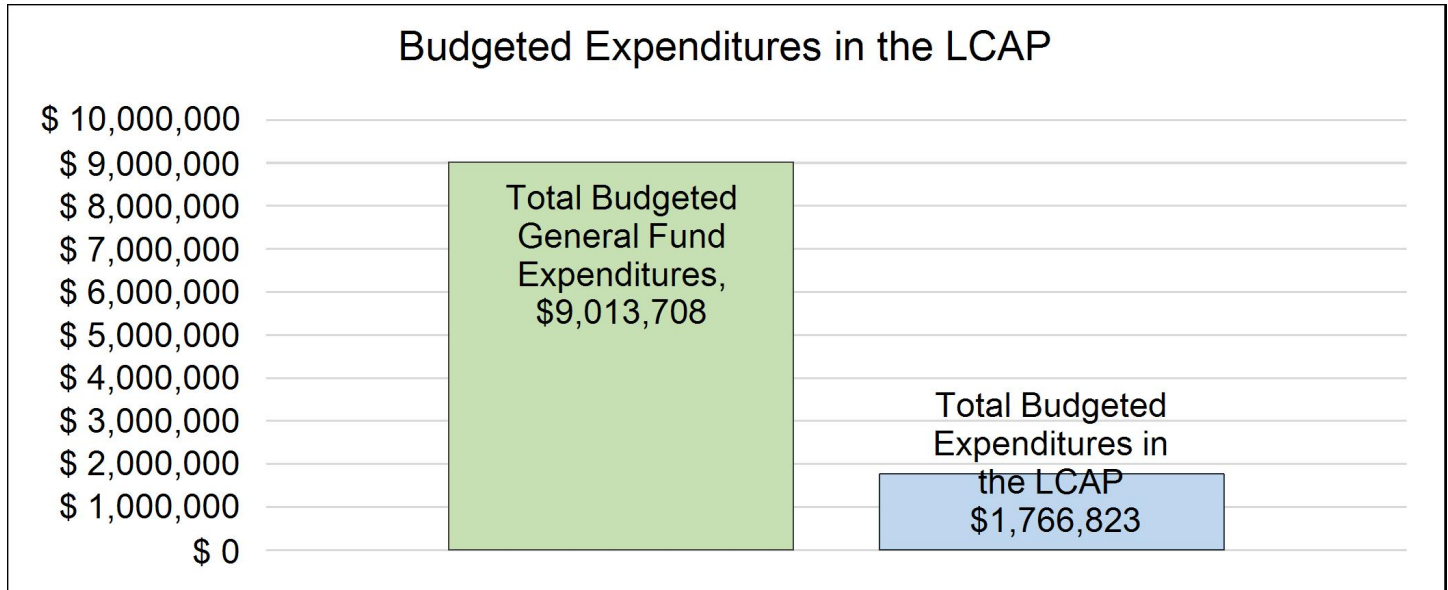$276,283 , 4%

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

The text description for the above chart is as follows: The total revenue projected for Big Oak Flat-Groveland Unified School District is $7,918,373, of which $6,759,940 is Local Control Funding Formula (LCFF), $573,037 is other state funds, $178,586 is local funds, and $406,810 is federal funds. Of the $6,759,940 in LCFF Funds, $276,283 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 10,000,000	
$ 9,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $9,013,708
$ 7,000,000	
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $1,766,823
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Big Oak Flat-Groveland Unified School District plans to spend for 2024-25. 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 $9,013,708 for the 2024-25 school year. Of that amount, $1,766,823 is tied to actions/services in the LCAP and $7,246,885 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures encompass a wide range of essential costs necessary for the effective operation of our organization. This includes:

1. Salaries and Benefits:
   - Certificated Employees This category covers the compensation for teachers and other certified staff, such as counselors and librarians, who hold credentials necessary for their positions.
   - Classified Employees: This includes wages and benefits for non-certificated staff such as administrative assistants, custodians, bus drivers, and paraprofessionals.

2. Supplies and Curriculum:
   - This includes purchasing educational materials and resources needed for classrooms, such as textbooks, software, and instructional supplies.

3.Transportation:
   - Costs related to transporting students, including the operation and maintenance of school buses and other vehicles.

4. Cafeteria:
   - Expenses associated with the operation of school cafeterias, including food costs, kitchen supplies, and salaries for cafeteria staff.

5. Liability and Property Insurance:
- Payments for insurance policies that protect the organization against various risks, including property damage and liability claims.

6. Facility Maintenance, Utilities, and Repairs:
- Costs to keep the physical infrastructure of the organization in good working order. This includes routine maintenance, utility bills (such as electricity, water, and heating), and necessary repairs to buildings and equipment.
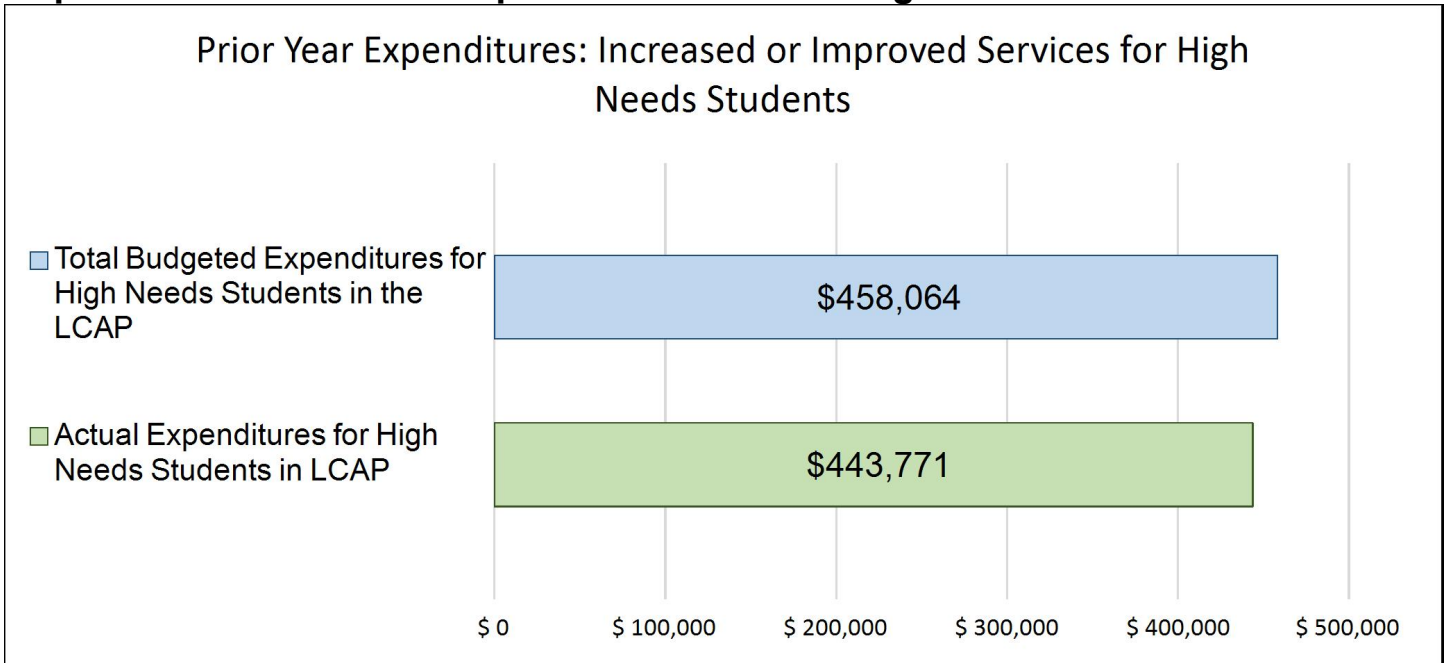
By allocating funds to these areas, we ensure that the organization runs smoothly and efficiently, providing a safe and conducive environment for all stakeholders.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Big Oak Flat-Groveland Unified School District is projecting it will receive $276,283 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 $458,064 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 2023-24

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $458,064

Actual Expenditures for High Needs Students in LCAP: $443,771

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000

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 2023-24, Big Oak Flat-Groveland Unified School District's LCAP budgeted $458,064 for planned actions to increase or improve services for high needs students. Big Oak Flat-Groveland Unified School District actually spent $443,771 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-14,293 had the following impact on Big Oak Flat-Groveland Unified School District's ability to increase or improve services for high needs students:

The difference between the actual and budgeted expenditures resulted in the inability to hire a full-time music teacher at the elementary school. Despite this, students still benefited from exposure to Visual and Performing Arts (VAPA) through programs with traveling artists in drama, visual arts, STEAM, and spoken word. At the high school level, arts education was sustained with offerings in music, drama, and art at Tioga, and drama, art, and Culinary Arts at Don Pedro. This adjustment ensured that high needs students continued to receive a diverse arts education, albeit through modified means.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores	2019 Math CAASPP scores below standard ALL - 98.2 below White- 88.1 below Hispanic- 122 below Low socio-economic - 104 below Students with Disabilities - 209 below 2019 ELA CAASPP scores ALL - 24.9 below White- 25.6 below Hispanic- 42 below Low socio-economic - 35.3 below Students with Disabilities - 127 below Foster Youth and EL Learners have less than 12 students	Limited data was available for Tenaya Elementary on DATA QUEST, but not the high schools, due to size. 2021 Math CAASPP scores below standard ALL - 87.59 2019 ELA CAASPP scores below standard ALL - 41.96 Foster Youth and EL Learners have less than 12 students and their scores are not identified.	Data was available for Tenaya Elementary on DATA QUEST, but not the high schools, due to sample size. 2022 Math CAASPP points below standard All -114.8 below White- 116.4 below Hispanic- 128.7 below Low socio-economic - 131.3 below Students with Disabilities - 172.6 below 2022 ELA CAASPP points below standard All -52.5 below White- 40.96 below Hispanic- 87.6 below	The California Dashboard reports for all schools in the district. Tenaya Elementary, Tioga High and Don Pedro High. 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	2022-23 CAASPP Scores Math All student groups will be less than 25 points below standard. 2022-23 CAASPP Scores ELA All student groups will be at or above standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and their scores are not identified.		Low socio-economic - 73.3 below Students with Disabilities - 133 below Foster Youth and EL Learners have less than 12 students and their scores are not identified.	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.	
Star Math Scores	2021 STAR Math Scores for 1-8 grade students indicate 60% of students have not met the grade level benchmarks.	2022 STAR Math scores for 1-8 grade students indicate 30% of students have not met grade level benchmarks.	2023 STAR Math scores for 1-8 grade students indicate 44% of students have not met grade level benchmarks	2024 STAR Math scores for 1-8 grade students indicate 46% of students have not met grade level benchmarks	Increase the percentage of students meeting grade level benchmarks, by at least 25%.
Star Reading Scores	2021 STAR Reading scores for 1-8 grade students indicate 40% of students have not met the grade level benchmarks.	2022 STAR Reading scores for 1-8 grade students indicate 39% of students have not met the grade level benchmarks.	2023 STAR Reading scores for 1-8 grade students indicate 56% of students have not met the grade level benchmarks.	2024 STAR Reading scores for 1-8 grade students indicate 52% of students have not met the grade level benchmarks.	Increase the percentage of students meeting grade level benchmarks, by at least 25%.
Other Local Assessments	NWEA MAP assessments to be implemented at the High Schools in 21-22 and baseline and growth will be reported.	2021-22 NWEA MAP Results Tioga High 9-12 Math scores At National Average - 44% Below National Average- 25%	2022-23 NWEA MAP Results Tioga High 9-12 Math scores At National Average - 30% Below National Average- 16%	Spring 2024 NWEA MAP Results Tioga High 9-12 Math scores Above National Average 1% At National Average: 48%	Growth of at least 50 points in math and ELA as reported on NWEA MAP baseline scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Far Below National Average- 31% Tioga High 9-12 Reading scores At National Average - 69% Below National Average- 17% Far Below National Average- 13% Don Pedro High 9-12 Math scores At National Average - 39% Below National Average- 16% Far Below National Average- 45% Don Pedro High 9-12 Reading scores At National Average - 58% Below National Average- 20% Far Below National Average- 22%	Far Below National Average- 12% Tioga High 9-12 Reading scores At National Average - 49% Below National Average- 0% Far Below National Average- 37% Don Pedro High 9-12 Math scores At National Average - 31% Below National Average- 28% Far Below National Average- 31% Don Pedro High 9-12 Reading scores At National Average - 50% Below National Average- 24% Far Below National Average- 26%	Below National Average: 22% Far Below National Average: 26% Tioga High Reading Scores: Above National Average 1% At National Average- 53% Below National Average: 13% Far Below National Average: 28% Don Pedro High 9-12 Math scores 89% for Growth Above or well above National Average-37% At National Average - 16% Below National Average- 26% Far Below National Average- 21% Don Pedro High 9-12 Reading scores 53% for Growth Above or well above 22% At National Average - 46% Below National Average- 25%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Far Below National Average- 22%	
#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 school. Course completers for UC or State Univ- 14% AP Passage-results for 2021 NA until July (9 students took AP test in 2021) Dual Enrollment-5 students completed courses	100% of students are enrolled in A-G courses at both high school. 2021-2022 Course completers for UC or State Univ- 21% AP Passage-results for 2021, 9 students took AP test and 0 passed. 14 students took the AP test in 2022 and test results NA until July 2022. Dual Enrollment-7 students completed courses	100% of students are enrolled in A-G courses at both high 2022-2023 Course completers for UC or State Univ- 17% AP Passage-results for 2022, 14 students took AP test and 29% passed. 11 students took the AP test in 2023 and test results NA until July 2023. Dual Enrollment- 17 students completed courses	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	2024 100% of students are enrolled in A-G courses at both high school. Course completers for UC or State Univ- 28% AP Passage- 50% of students taking the AP Exam will pass with a 3 or higher. Dual Enrollment- 25 students will completed courses
Participation Rate of students with disabilities as indicated on CAASPP	Special Education Teachers reported that 90% of students with disabilities participating CAASPP testing in 2021. 2021 CAASPP data has not been released yet.	Special Education Teachers reported that 95% of students with disabilities participated in the 2022 CAASPP testing.	Special Education Teachers reported that 95% of students with disabilities participated in the 2022 CAASPP testing.	Special Education Teachers reported that 100% of students with disabilities participated in the 2024 CAASPP testing	2023 CAASPP data 95% of students with disabilities will participate in CAASPP testing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential analyst review of teachers who are fully credentialed and appropriately assigned.	Current credential analyst review indicates 4 teachers out of 25 or *16% do not have EL authorization. *Percentage corrected from 21-22 LCAP to reflect true data.	Current credential analyst review indicates 2 teachers out of 25 or 8% do not have EL authorization.	Current credential analyst review indicates 1 teachers out of 25 or 4% do not have EL authorization.	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.	The 2024 Credential Analyst Review will indicate 100% of district staff will be fully credentialed and appropriately assigned.
Standards Aligned material as indicated on the District SARC.	2020 SARC indicates that not all students have access to Standards Aligned materials, as the instructional materials are not current.	2021 SARC indicates that standards aligned materials are current and available at Tenaya Elementary and Don Pedro High School. Standards aligned current curriculum will be added for Tioga in ELA, math is current.	2022 SARC indicates that standards aligned materials are current and available at Tenaya Elementary and Don Pedro High School. Standards aligned current curriculum will be added for Tioga in ELA, math is current.	2023 SARC indicates that standards aligned materials are current and available at Tenaya Elementary and Don Pedro High School. Standards aligned current curriculum will be added for Tioga in ELA, math is current.	2024 SARC will indicate 100% of students have access to Standards Aligned materials.
% of students who have successfully completed both requirements for entrance to UC/CSU and CTE sequences of study.	2021 high school transcript date indicates 0 students met both requirements for entrance to UC/CSU and CTE sequences of study.	2022 high school transcript date indicates 0 students met both requirements for entrance to UC/CSU and CTE sequences of study.	2023 high school transcript date indicates 13% of students met both requirements for entrance to UC/CSU and CTE sequences of study.	2024 high school transcript data indicates 29 % of students met both requirements for entrance to UC/CSU and CTE sequences of study	2024 high school transcript data will indicate 10% of graduating senior will have met both requirements for entrance to UC/CSU and CTE sequences of study.

Goal Analysis

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

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

All of the actions detailed in this goal except, 1.9 were fully implemented for the 2023-24 school year. A primary assessment/ instructional coach assisted primary staff with planning, implementing and scoring assessments. In addition, she assisted with curriculum development and implementation. Extended learning opportunities were provided through summer school, Saturday School, and lunch recess/afterschool tutoring and Title 1 intervention. Snacks were provided for those students enrolled in extended learning opportunity programs, however transportation expenses were limited, as many highschoolers had their own vehicles. District wide assessments were completed using NWEA MAPS at the high schools and Renaissance reading/math assessments at the elementary school. Staff participated in Professional Development in PBIS, social-emotional learning, Multi Tiered System of Support (MTSS), math instruction, Agriculture, special education/504 accommodations, NWEA MAPS, student engagement, and Universal Design for Learning. The District continued to support technology and provided one-on-one devices for all students grades 5-12 and computer lab time for students in TK-4 as well as classroom devices. A new AP Environmental Science course was added at Tioga, in addition to English Lit . Credit recovery and college courses were also available through PEAK Education, Columbia College and Modesto Junior College. Special Education paraprofessionals were instrumental in supporting students with disabilities, especially when mainstreaming in general education classes. In addition, access to TCSOS staff for professional development on curriculum and instruction as well as training in the area of special education was readily available. Teachers who were identified as not "fully credentialed" due to EL authorization completed coursework or exams to satisfy this requirement.
Due to lack of fully credentialed applicants the LEA did not fully implement action 1.9-Fully Credentialed Teachers. The LEA has five interns, however two have completed all the requirements for a preliminary credential and will be provided a mentor during their induction process.

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.

In goal #1 the LEA expended additional funds on these actions 1.1 Primary Assessment Coach, 1.2 Summer School 1.3 Extended Instructional Learning Time and 1.7 Technology. This increase was due to additional time devoted to instructional assessment coach, as well as an increase in salary and benefits for both classified and certificated employees. Action 1.5 professional development, there was an increase of $2,500 due to utilizing West Ed to provide onsite professional development. There were also additional expenditures for action 1.8 AP College/Courses, this was due to an increased number of students enrolled in college courses and credit recovery courses from previous years. There was a decrease in expenditures for action 1.6 TITLE 1 support, this was due to a shift in personnel to the Primary Instructional Coach action 1.11. There was also a decrease in action 1.9 fully credentialed teachers, as the LEA hired several interns, and they were not yet eligible for the induction program. Action 1.10 Transportation funds were not completely utilized because many parents chose to transport their students to the extended learning opportunities; additionally several of the students participating in tutoring were drivers. There was a decrease in Action 1.12 standards aligned materials, as new and updated math courses/curriculum at both high schools were purchased last year.

Summer school, extended learning time, primary reading and assessment coach, Title 1 Intervention, SPED paraprofessionals, technology and standards aligned materials were all actions instrumental in student growth. Star Reading assessments 1-8 showed an increase in students scoring below grade level at 52% for 23-24. We had several students who started two or more grade levels below standard due to learning loss, which was evident in review of the last two years STAR reading assessments. Second and third grade had the highest growth with an average of 1.0 GEL for 23-24. A review of the two previous years showed an increase in year one of 30% above baseline, and year two showed a 16% increase. 2023 STAR Math assessments showed an increase in students scoring below grade level at 46%, which was up 2% from the previous year. Tenaya Elementary did meet the desired outcome of an increase of 25% in year one, however the outcome was not met in following two years. Tenaya Elementary did not meet the desired outcome for reading, this area seems to have suffered the most learning loss. Our focus district wide was on increasing math scores. The LEA did not meet the desired outcome for math and ELA CAASPP scores, due to learning loss suffered by the pandemic and unrealistic expectations. However, there was significant progress as shown on the 2023 California Dashboard. Overall math scores increased by 17.9 points. All subgroups increased their math scores as compared to the 2022 CAASPP Scores : Hispanic + 6.1 points, Students with Disabilities + 26.6, White + 24.4 and Socioeconomically Disadvantaged + 31.6 points. CAASPP math scores for 2021 and 2022 were only available for Tenaya, as the sample size was too small for the high schools. Tenaya 's CAASPP math scores in 2021 (this was a shortened test due to the pandemic) were 87.59 points below standard, and the following year they were 114.8 points below standard. This data show that the pandemic had a significant impact on learning and the LEA has made progress on closing the learning gap. 2023 ELA CAASPP scores increased by 3.4 points overall. Subgroup scores indicate an increase of 17.3 points for Socioeconomically Disadvantaged, White + 5.8, and students with disabilities +10.7 points. CAASPP math scores for 2021 and 2022 were only available for Tenaya, as the sample size was too small for the high schools. Tenaya 's CAASPP ELA scores in 2021 (this was a shortened test due to the pandemic) were 41.96 points below standard, and the following year they were 52.5 points below standard. The district met their desired outcome of 100% of special education students completing the CAASPP Test, which may have contributed to increased scores in both math and ELA. The baseline in 2019 participation rate started at 90% for special education students and was 95% for 2021 and 2022. Action 1.9 AP Courses /College Courses/Credit Recovery increased the number of students passing the AP exam, as well as the number of students eligible for CSU/UC. The LEA met the desired outcomes in these two areas. The number of students completing the CSU/UC requirements fluctuated over the 3 years from 21% in year one to 17% in year two, with a final outcome of 41% in year three. At the high school level we had 6 out of 11 or 55% of students pass the AP exam in 2023, in 2022 we had 29% students, 0 in the previous year. The number of students participating in dual enrollment fluctuated over the years starting at 7 in year 1, 17 in year two and 10 in year three. we did not meet our expected outcome, but this can be attributed to declining enrollment at the high schools. At Tioga High they had 49% of students meet or exceed their expected growth goals in Math and 54% ELA on the NWEA Maps test for 2024. In comparison, year 1 math scores at National Average were 44% and year two 30%, reading scores were 69% at National Average in year 1, and 49% in year 2.   At Don Pedro they had 53% of students meet or exceed their expected growth goals in Math and 68% ELA on the NWEA Maps test in 2024. The desired outcome was hard to measure as it was written with a 50 points instead of a percentage. In comparison, year 1 math scores at National Average were 39% and year two 31%, reading scores were 58% at National Average in year 1, and 50% in year 2. In the area of "fully credentialed teachers', the district did make progress from the baseline of 16% (without EL authorization) . In year one the number decreased to 8%, and in year 2 decreased further to 4%. In year three, the 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. The district did not meet the expected outcome due to a lack of fully qualified applicants. A review of the SARC for all three years indicates that standards aligned materials are current and available at Tenaya Elementary and Don Pedro High School. A review of the SARC for Tioga HIlgh indicated Standards aligned current curriculum is available at Tioga high in math, but not ELA. A new English

teacher has been hired, and will order Standards Based Curriculum this summer 2024. 2024 high school transcript data indicates 29 % of students met both requirements for entrance to UC/CSU and CTE sequences of study, the LEA met the desired outcome for this metric. In year one 0% of students met this metric and in year 2, 13% met both requirements for entrance to UC/CSU and CTE sequences of study.

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

The LEA has expanded the academic rigor goal to include science and history for the upcoming year. The required metrics will remain the same, but the desired outcomes have been adjusted to demonstrate a more accurate and specific rate of growth in all areas. For example:
- CAASPP Scores: Expected increase in the number of points in Math and ELA.
- Local Measurements: STAR Reading, STAR Math, and NWEA scores will indicate a reasonable overall growth percentage.

Changes to Budgeted Expenditures
Action 1.1 Primary Assessment/ Instructional Coach
Change: Remove action
Reason: ESSR Funding resource has been exhausted. The educational partners have decided to continue to support the "Refocus Room" which will be an action in Goal 2.

Action 1.2 - Summer School
Change: Increased budget.
Reason: Requirements of the Expanded Learning Opportunity Grant and increase in salaries.

Action 1.10 - Transportation
Change: Combine transportation with Action with 1.2 Expanded Instructional Learning Time
Reason: Increased number of student drivers and parents transporting their students have limited the need for a separate action. Transportation will be available for those students who need it for after school tutoring.

Action 1.11-Special Education Paraprofessionals
Change: Reduction in budgeted expenditures
Reason: There will be a change in staffing due to retirement, resulting in reduced costs. In addition, the special education paraprofessional at Don Pedro High has assumed a new position and a replacement is not needed.

Action 1.12 - Standards-Aligned Materials
Change: Although the full amount was not expended previously, the budget will remain the same.
Reason: Inclusion of history/social studies and anticipated updates to ELA materials for high schools.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates as reported in CALPADS and the California Dashboard.	2019 California Dashboard Chronic Absenteeism Rate White 21.9% Socioeconomically disadvantaged 33.3% Hispanic 35% Students with disabilities 50% Foster Youth 63.6% 20-21 District Wide Attendance Rate 89.51% All Students Tenaya Elementary-91.22% Tioga High -77.31% Don Pedro -96.07%	2021 Data Quest Chronic Absenteeism Rate District All 35.6% Socioeconomically disadvantaged 47.2% Students with disabilities 57.7% Foster Youth- 80% Homeless-63% 2021 California Dashboard -Chronic Absenteeism data not available 21-22 District Wide Attendance Rate 86.06% All Students Tenaya Elementary-85.8% Tioga High- 71.37%	2022 California Dashboard Chronic Absenteeism Rate District All 58.6% Socioeconomically disadvantaged 68.7% Students with disabilities 71.1% Hispanic 67.4% Foster Youth- not available Homeless-not available 22-23 District Wide Attendance Rate All Students-87.88% Tenaya Elementary-88.39% Tioga High- 83.79% Don Pedro High-91.45%	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% 22-23 District Wide Attendance Rate All Students-90.86% Tenaya Elementary-91.31% Tioga High- 88.02% Don Pedro High-93.25%	2023-24 Attendance Data Chronic Absenteeism rates will be 15% or less in all student groups. Attendance rates for all students will be 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Don Pedro High-98.1%			
Suspension/Expulsion rates as reported in CALPADS and the California Dashboard.	2019 Suspension Data Breakdown of suspension data by student groups: White 9.2% Socioeconomically disadvantaged 11.8% More than 2 races 15.4% Students with disabilities 19.2% Foster Youth 15.4% Hispanic 4.8% Expulsion - 0%	2022 Suspension Data 5.7% Breakdown of suspension data by student groups: White 5.7% Socioeconomically disadvantaged 8.3% Students with disabilities 4.8% Native American-7.1% Expulsion- 1% (Revised from 22-23 LCAP)	2023 Suspension Data 4.1% California Dashboard indicates suspension decreased by 1.6% Breakdown of suspension data by student groups: White 2.95% Socioeconomically disadvantaged 2% Students with disabilities 1 % Expulsion-0 %	2024 Suspension Data .02% Breakdown of suspension data by student groups: White <1% Socioeconomically disadvantaged <1% Students with disabilities <1 % Expulsion-0 %	2023-24 Suspension Data Suspension rate will be less than 5% for all student groups. Expulsion rate will be 0%.
California Healthy Kids Survey- Social and Emotional Health and Substance Use Scores	2021 CHKS Data 9th grade Social Emotional Distress - 48% Experienced chronic sadness- 65% Considered Suicide-42% Current drug/alcohol use 31% Sense of Safety-67% School Connectedness-47% 11th grade	2022 CHKS Data 9th grade Social Emotional Distress - 58% Experienced chronic sadness- 64% Considered Suicide-27% Current drug/alcohol use 23% Sense of Safety-59% School Connectedness-47% 11th grade	2023 CHKS Data 9th & 11th grade combined due to sample size Social Emotional Distress -43 % Experienced chronic sadness- 47% Considered Suicide-30% Current drug/alcohol use 27 % Sense of Safety- 45%	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	2024 CHKS Data 9th grade Social Emotional Distress - 18% Experienced chronic sadness- 35% Considered Suicide-12% Current drug/alcohol use 11% Sense of Safety-80% School Connectedness-70% 11th grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social Emotional Distress - 32% Experienced chronic sadness- 48% Considered Suicide- 14% Current drug/alcohol use 48% Sense of Safety- Sample too small School Connectedness- Sample too small	Social Emotional Distress - 39% Experienced chronic sadness- 38% Considered Suicide- 25% Current drug/alcohol use 19% Sense of Safety-67% School Connectedness-61%	School Connectedness- 59.5%	Social Emotional Distress - 53% Experienced chronic sadness- 67% Considered Suicide- 21% Current drug/alcohol use 17% Sense of Safety-54% School Connectedness-43%	Social Emotional Distress - 2% Experienced chronic sadness- 18% Considered Suicide- 4% Current drug/alcohol use 28% Sense of Safety-80% School Connectedness-70%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All of the actions in this goal were implemented for the 23-24 school year. The LEA established virtual mental health therapy through a SBHIP grant and partnership with Tuolumne County Superintendent of Schools in addition to our crisis counselor services in order to service more students. We continued to offer the refocus room in addition to the the sensory room at Tenaya for students who needed a quiet work environment or some time to reset. The LEA purchased Second Step SEL curriculum and it was taught to students in grades TK-8 by the crisis counselor and classroom teachers. Don Pedro High offered weekly SEL lessons by an intern teacher through the CSI grant . All staff members are required to complete safety training at the beginning of the year, and suicide prevention was one of the required courses. In addition, staff members attended professional development on Trauma Informed Practices, Social Emotional Learning, PBIS, and Restorative Justice. Additionally, access to Tuolumne County Superintendent of Schools staff for professional development on supporting students' with disabilities and social-emotional needs was available. PBIS incentives were utilized in all classrooms to reward positive behavior. The district purchased new treadmills, weight room equipment and PE equipment to improve the physical and mental well being of students

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

There was an increase in expenditures for action 2.4 professional development, as the district emphasized SEL/PBIS training and increased the number of staff attending conferences and workshops. The expenditures for action 2.6 Outdoor Exercise Equipment increased as well, due to replacing outdated/unsafe PE equipment at all schools. There was a decrease in expenditures for 2.1 counseling, 2.2 Create a sensory room, and 2.3 SEL implementation. We were unable to fill a part time counselor position and partnered with the county for virtual services funded by the SBHIP Grant. We were unable to hire an aide for SEL implementation, however it was provided by our crisis counselor and classroom teachers as well as an intern teacher at Don Pedro High School. The sensory and refocus rooms did not require any new supplies this year, as they had been purchased in 22-23. For the 24-25 school year the district will continue to offer the refocus room as a means to help deescalate students and provide SEL lessons to close the gap between foster youth, students with disabilities, socioeconomically disadvantaged, Hispanic and the general population with regard to attendance, chronic absenteeism, school discipline rates; and participation in social emotional supports.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While the LEA demonstrated progress in attendance rate and chronic absenteeism they did not meet the desired outcome. Chronic Absenteeism decreased by 9.6 % and for the first time in several years the district did not qualify for differentiated assistance. All subgroups decreased in chronic absenteeism as compared to data on the 2022 California Dashboard: Socioeconomically Disadvantaged students went from 68.7% to 52.4%, Special Education Students from 71.1% to 52.4%, and Hispanic students from 67.4% to 43.5%. The pandemic had a major impact on chronic absenteeism and attendance rate, with the baseline chronic absenteeism in 2019 at 23.1 % overall, with the following subgroups all scores in the "red zone" on the California Dashboard: White 21.9%, Socioeconomically disadvantaged 33.3%, Hispanic 35%, Students with disabilities 50%, and Foster Youth 63.6%. 2021 chronic absenteeism rate as shown on Data Quest showed that chronic absenteeism rate had increased to 35.6% overall, and each of these subgroups also increasing: Socioeconomically disadvantaged 47.2% Students with disabilities 57.7%, Foster Youth- 80%, and Homeless-63% .The 2022 California Dashboard showed that this trend continued with overall rate at 58.6%, and subgroups also increasing: Socioeconomically disadvantaged 47.2%, Students with disabilities 57.7%, Foster Youth and homeless rates not available. Attendance rate increased for all campuses as compared to 2022.Overall the district attendance increased from 87.88% in 2022 to 90.86% in 2023. Each individual school also increased; Tenaya Elementary from 88.39% to 91.31%, Tioga High from 88.39% to 88.02% and Don Pedro High from 91.45% to 93.25%. Baseline attendance rate for the district prior to the pandemic was 89.51%. 21-22 District Wide Attendance Rate showed a decrease overall at 86.06%. Tenaya Elementary also decreased from 91.22 % to 85.8% attendance and Tioga from 77.31% to 71.37%. Don Pedro High was the only school that increased attendance in year 1 from 96.07% to 98.1%.
The LEA met the desired outcome for suspension and expulsion rate overall in year 2 and 3, with less than 5% of students in all subgroups suspended and 0% expelled. Although Don Pedro High qualified for CSI for year 1 and Year 2 due to suspension rate. This can be attributed to declining enrollment, with only a couple behavior incidents affecting the suspension rate.
The pandemic and school closures had the most significant effect on student's mental health. It is difficult to compare CHKS survey results from year to year as it is only administered every other year to the same set of students. Additionally in year 2 the CHKS were combined 9th and 11th graders due to sample size. If we compare year 1 9th graders with year 3 11th graders the CHKS survey still showed some alarming statistics. There was slight improvement in a few area, the number of students who considered suicide decreased from 25% to 21%

as well as those students who were using drugs and alcohol from 19% to 17%. The sense of school safety for this same set of students decreased from 59% in year 1 to 54% in year 3. School connectedness also decreased from 47% in year 1 to 43% in year 3. Despite counseling services 1 to 2 days per week student mental health has not improved as predicted. To address this, the LEA has added a section of Social Emotional Learning at Don Pedro High utilizing CSI funds to discuss these issues, in addition to counseling. Virtual teletherapy has also been added to increase the number of students served by the LEA.

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

Analysis of Progress on Desired Outcomes

The desired outcomes were found to be unrealistic, particularly in light of the challenges posed by the pandemic. They will be adjusted to reflect actual growth shown over the last year.

 Changes to Budgeted Expenditures

1. Action Item 2.1 - Counseling Services
   - Original Plan: Budgeted expenditure for counseling services.
   - Change: Decreased expenditure based on estimated actuals for 2023-24.
   - Reason: Introduction of grant-funded virtual mental health therapy.

2. Action Item 2.2 - Create a sensory/refocus room
   - Original Plan: Budgeted expenditure for SEL supplies for sensory room and refocus room.
   - Change: Decreased expenditure.
   - Reason: Sensory room and refocus room did not require any new material for this school year, as they were purchased in the prior year.

2. Action Item 2.3 - SEL (Social and Emotional Learning) Materials
   - Original Plan: Budgeted expenditure for SEL materials and hiring a classified person to implement SEL lessons.
   - Change: Decreased expenditure.
   - Reason: SEL materials purchased in the previous year did not need replacement, and the LEA decided not to hire a classified person for SEL lessons.

3. Action Item 2.4 - Professional Development
   - Original Plan: Budgeted expenditure for professional development.
   - Change: Increased expenditure.
   - Reason: Increased mandatory training requirements for all staff.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#Students enrolled in CTE courses and completing CTE pathways.	100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course. CTE pathway completers-0	100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course. CTE pathway completers-10%	100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course. CTE pathway completers-12.7%	83% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course. CTE pathway completers-18%	100% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE courses. CTE pathway completers-15%
#Students enrolled in VAPA courses.	2021 Tenaya Art- Offered to students in 1-8th grades Music-not offered Drama- not offered 2021 Tioga Art-22 Music-12 Drama-not offered 2021 Don Pedro Art-9	2022 Tenaya Art- Offered to students in 1-8th grades Music-not offered Drama- not offered 2022 Tioga Art-17 Music-11 Drama-not offered 2022 Don Pedro Art-7	2023 Tenaya Art- Offered to students in 1-8th grades Music-not offered Drama- not offered 2022 Tioga Art-16 Music-not offered Drama-not offered 2022 Don Pedro Art-18	2024 Tenaya Art/ Including visit artists- Offered to students in TK-8th grades Music-not offered Drama- not offered 2023-24 Tioga Music-8 Art-7 Drama-9 2024 Don Pedro	2024 Tenaya Art- Offered to students in 1-8th grades Music-Offered to all students K-8 Drama- Offer in afterschool program 2024 Tioga Art-25 Music-15 Drama-10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Music- not offered Drama-not offered	Music- not offered Drama-6	Music- not offered Drama-12	Art-4 Culinary Arts-8 Drama-8	2024 Don Pedro Art-15 Music- 10 Drama-10
# of students participating in after school & GATE programs	2021 Tenaya- All-22 White- 4 Low Income- 16 EL- 1 Foster Youth-1 High Schools- 10 Low Income- 9 Foster Youth-1	2022 Tenaya- Due to COVID protocol, we were unable to hold any GATE classes or afterschool programs. Although GATE tests were administered for all 3rd-4th students to identify students for 22-23 school year.	2023 Tenaya- We were able to hold one GATE class this year, as we had difficulty getting instructors due to COVID concerns. ALL- 8 White- 3 Low Income- 3 Hispanic-2 Foster Youth-0 High Schools (Esports)- All -25 Low Income- 15 Foster Youth-0 Homeless-1 Hispanic-1	Tenaya has offered two GATE courses this year with 16 students attending. ALL- 16 White- 4 Low Income- 9 Hispanic-2 Foster Youth-1 Tioga High School (Esports)- All -10 Low Income- 6 Foster Youth-0 Homeless-1 Hispanic-0	2024 Tenaya- All-66 Other-23 Low Income- 40 EL- 1 Foster Youth-2 High Schools- 30 Other-11 Low Income- 18 Foster Youth-1
# of parents or guests attending events, or volunteering for school related activities.	The baseline for 2020 is very low due to COVID Safety Protocol.# not percentage Tenaya- 40 Other-13 Low Income- 27 EL- 0 Foster Youth-0	The number of parents attending events was affected by COVID Safety Protocol. 21-22 Results (# of parents or guests attending events) Tenaya- 110- Other-35-	The number of parents attending events increased as the number of COVID cases went down. Results (# of parents or guests attending events) Tenaya- 3 events total = 225	All of the schools finally resumed normal events, post pandemic. Results (# of parents or guests attending events) Tenaya- 3 events total = 301 Other-145	2024 # attending, not percentage Tenaya- 100 Other-28 Low Income- 70 EL- 2 Foster Youth-5 SPED-5 Tioga- 50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED-1 Tioga- 37 Other-15 Low Income-21 Foster Youth-0 SPED-2 Don Pedro-60 Other-14 Low Income-34 Foster Youth-0 SPED-2	Low Income- 65 EL- 0 Foster Youth-2 SPED-8 Tioga- 40 Other-17 Low Income-22 Foster Youth-0 SPED-1 Don Pedro-45 Other-9 Low Income-34 Foster Youth-0 SPED-2	Other-130 Low Income- 80 EL- 3 Foster Youth-2 SPED-10 Tioga- 40 Other-17 Low Income-22 Foster Youth-0 SPED-1 Don Pedro-60 Other-22 Low Income-34 Foster Youth-0 SPED-4	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	Other-15 Low Income-31 Foster Youth-2 SPED-2 Don Pedro-75 Other-24 Low Income-46 Foster Youth-0 SPED-5
Graduation/dropout Rates	2021- Middle School Dropout Rates-0 High School Dropout Rate-5% Graduation Rate- 95%	2022- Middle School Dropout Rates-0 High School Dropout Rate-9% Graduation Rate- 91% Note: 1 student is registered for the CHSPE and 1 is enrolled in adult ed.	2023 Middle School Dropout Rates-0 High School Dropout Rate-4% Graduation Rate- 96%	2024 Middle School Dropout Rates-0 High School Dropout Rate-5% Graduation Rate- 95%	2024 Middle School Dropout-0 High School Dropout Rate- 2% Graduation Rate-98%

Goal Analysis

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

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

The district successfully offered multiple CTE pathways: Ag Science, Ag Mechanics, Plant Science, Horticulture, and at both high school campuses. In addition Culinary Arts pathway was available at Don Pedro High. All three schools offered some form of VAPA. Tenaya had a visual arts class, as well as traveling artists, Tioga had music, drama and drawing, and Don Pedro High offered drama, art and culinary arts. Action 3.2, Tenaya Elementary was not successful in hiring a part-time music teacher, as we had no applicants. The district was able to reinstate parent engagement events including a Fall Festival, movie night, winter concert, awards ceremony, FFA Banquets, Spring Art Show and Science Fair. Literacy Night was not held this year, due to lack of volunteers, but Tenaya Elementary hopes to add for the 24-25 school year.

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

The LEA budget expenditures decreased for 3.1 CTE due to a vacant Culinary Arts position. Action 3.2, Tenaya Elementary was unable to hire a music teacher, however Tioga High had a music teacher one period. Action 3.3, the art teacher was on leave for a third of the year, and traveling artists were used at Tenaya Elementary, which decreased the amount of budgeted expenditures for the year. The LEA was successful in recruiting one GATE teacher for Tenaya who held two gate classes this spring. (action 3.4) this limited the expenditures for the year. However, the high schools increased their enrichment activities (3.4) with FFA and ESPORTS which added to the expenditures. The LEA was able to hold multiple events this year, which increased the expenditures for action 3.5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Back to School Night, Fall Festival, winter concert, movie night, awards assembly and Spring Art Show at Tenaya were well attended. Parents expressed they were excited for family engagement activities, that had been shut down for several years due to the pandemic. Both FFA banquets also had a good turnout. 2024 Parent engagement overall was up by 36% over the previous year, and the LEA met the desired outcome. Parent Engagement opportunities were limited in year 1 due to COVID protocol, with 195 parents attending school events, this increased to 325 in year 2 and 443 in Year 3. The LEA did not meet the desired outcomes for VAPA participation, but overall increased from previous years. The VAPA numbers for 23-24 decreased at the high schools from year 2, but this could be attributed to a drop in overall enrollment of 20% at each school . The VAPA numbers for year 3 increased at Tioga with the addition of a drama class. Tenaya Elementary expanded their art program in year 3 to include TK -K, which increased participation from year 1 and 2. A music teacher was not available, and the LEA was unable to meet this outcome. The LEA met the desired outcome for CTE course completers at 18% which was 5.3% higher than the previous year, although the number of students enrolled in CTE course dropped to 83%. This can be attributed to those students who completed necessary science courses and elected to complete college courses instead. The number of CTE completers increased each year which can be attributed to expanding the CTE program. Year 1, had 10% completers and year 2, 12.7% completers. Middle school drop out rate remained at zero while the high school drop out rate was 5% and the graduation rate was 95%. The LEA did not meet the desire outcome in the area, but the graduation rate did not decrease. it is important to note that both high schools have faced declining enrollment,

and the total seniors for both schools is 17, one dropout has a significant effect on the gradation rate. Year 1 the LEA had 91% graduation rate and year 2 96% graduation rate.

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

The desired outcomes for VAPA will be adjusted to reflect a percentage increase instead of number of students to account for fluctuating enrollment. Action 3.4 metric will be adjusted to include students enrolled in the after school program. as this has impacted enrollment in other after school activities. Action 3.2 will be removed as the LEA has been unsuccessful in locating a part-time teacher. Action 3.3 VAPA will cover arts at all schools to increase engagement of unduplicated students. Action 3.5 will be increased to depict additional parent engagement activities.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Big Oak Flat-Groveland Unified School District is a small rural district that operates one elementary school and two necessary small high schools. AERIES (student information system) as of May 2024 shows total district enrollment is 259 students, 179 (TK-8) attend Tenaya Elementary School, 33 (9-12) attend Don Pedro High, and 47 (9-12) attend Tioga High School. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School and Tioga High School are located in the southern part of Tuolumne County. Don Pedro High School is located in La Grange. The district serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro and Jamestown areas.

Like many other schools in Tuolumne County, the district has faced declining enrollment over the last decade. This area depends heavily on the tourist trade as there is no substantial industry here; many families had to relocate to find employment. AERIES student Ethnic Distribution as of May 2024 depicts, approximately 76% of the student population is White (not of Hispanic Origin), 18% Hispanic or Latino, 2% Black or African American, 3% American Indian and 1% Asian. Approximately 42% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Additionally, 13.8 % of our population are students with disabilities, 1% of our students are homeless, .5% English Language Learners, and .5% are classified as Foster Youth.

At Tenaya Elementary, Special Education services include combined Resource and Special Day Classes. The services of a Speech Pathologist, School Psychologist and a School Crisis Counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 10 full time certificated classroom teachers, 2 full time certificated special education teachers,1 part time certificated teachers, 1 full time P.E. teacher, a Superintendent- Principal, a full time school secretary, a full time principal's secretary, 5 full time classroom/campus aides, 3 special education aides, 1 Title 1 Teacher, 2 Title 1 aides,1 full time and 1 part time custodian, 2 full time and 1 part time cafeteria workers. Facilities include 21 classrooms housed in 5 permanent and 2 single class portable buildings. An additional separate structure has a full gymnasium with attached room for library, which is accessible to all students. According to the most recent FIT report, all permanent buildings at Tenaya are in good repair, however the portable buildings are aged and in need of modernization.

Don Pedro High and Tioga High Schools are both considered small necessary high schools. Each school has a teaching principal, 6 teachers, a school secretary, cafeteria worker and custodian. Both necessary high schools, provide special education services and support from a certificated special education teacher. At the high school level one period of resource classes are provided for math and ELA, but

special education students are mainstreamed into general education classes for the remainder of the day. As small schools, the staff is able to modify instruction and provide accommodations to ensure these students are successful. The classrooms are located in modular buildings, with an additional separate permanent structure that has a gym and cafeteria. According to the most recent FIT report, Tioga has an overall rating of fair, Don Pedro High has an overall rating of poor. The modular buildings are over 25 years old, and will need to be replaced within the next five years.

We have 25 certificated teachers. Four of our elementary teachers are interns, in their field, one high school teacher is an intern " out of field in special education", but will be enrolled in an appropriate program in the fall. The District follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes. Every pupil in the school district has sufficient access to standards-aligned instructional materials and digital devices.

Reflections: Annual Performance

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

Review of the California School Dashboard and local data indicates some significant successes. ELA CAASPP scores show an overall increase of 3.4 points, with a increase of 17.3 points for Socioeconomically Disadvantaged students and 10.7 point increase for students with disabilities. For the first time all students groups fell in the yellow zone, indicating the gap is closing between all students and the unduplicated population. Math CAASPP scores indicate an overall increase of 17.9 points. For the first time there were no student subgroups scoring in the red zone. Socioeconomically Disadvantaged students math scores increased by 31.6 points, Hispanic students by 6.1 points, and Students with Disabilities by 26.6 points. Local NWEA Map Scores for Don Pedro High indicate 89% growth for math with 53 % of students at or above national average compared to 31% in 22-23. Reading scores showed 53% growth with 68% of students at or above national average, compared to 50% in 22-23. Other local data depicts that 2023-2024 course completers for UC or State Univ at 41% and 2023 AP Passage results of 55%, the LEA met the desired outcomes in both these areas.

Chronic Absenteeism declined 9.6%, and scored in the yellow zone. For the first time in 4 years the LEA no longer qualified for differentiated assistance. The chronic absenteeism rate for Hispanic students declined by 23.9%, Socioeconomically Disadvantaged Student Group declined by 16.3%, and Students with Disabilities declined by 18.7%. The district wide suspension rate also declined by 1.6%, moving to the green zone on the dashboard. The following unduplicated subgroups suspension rate declined by the following: Hispanic -2.8%, Socioeconomically Disadvantaged -4.8% and homeless -9.1%. Don Pedro High suspension rate did receive the lowest performance rate on the California Dashboard for all subgroups: socioeconomically disadvantaged students, students with disabilities, Hispanic students, and white students. Don Pedro High has been identified for CSI funding in this area and administration has developed a plan which includes professional development, implementation of PBIS school wide, weekly Social Emotional Lessons, and guest speakers.

The LEA met the desired outcome for CTE course completers at 18% which was 5.3% higher than the previous year and met the desired outcome. Parent Engagement also met the desired outcome at all schools overall, but did not hit some of the subgroup numbers.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Don Pedro High was identified for Comprehensive Support and Improvement (CSI) based on Criterion 1 of the CSI determination criteria. Criterion 1 applies for schools that have at least one state indicator with an n-size of 30 or greater. While Don Pedro High had a red indicator for suspensions, all other indicators reported no data. For CSI purposes, these are considered to be the lowest indicator. Don Pedro High was identified for CSI based on the 2023 California Dashboard Indicators.
The suspension rate was very high for all students (16.4% suspended at least one day) with the White student group at 19.5%. All other subgroups had no performance level as the number of students in each subgroup contained less than required number of students to generate a measurable outcome for that group. The Socioeconomically Disadvantaged subgroup had 19 % suspended however this did decline by 9.5%.

Support for Identified Schools

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

Engaging educational partners in a meaningful discussion and analysis of the school's needs and root causes is a critical component in the development of the CSI plan. The CSI involvement and review process aligns with the school's SPSA and LEA's LCAP and LCAP Addendum for a systemwide program to address the school's and LEA's strengths and needs. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the CSI plan: School Site Council, Teaching Staff, Administration, parent/families, students and the community.
The LEA and school site obtained educational partner feedback through meetings, surveys and discussion. The LEA and school reviewed educational partner feedback data and discussed ideas and recommendations for evidence-based interventions and resources to decrease suspensions and increase student engagement. Staff feedback included more SEL support for students, implementing and practicing PBIS, team building field trips and professional development. Feedback from students and parents/families included offering a variety of electives, college courses and opportunities for extracurricular activities.

Monitoring and Evaluating Effectiveness

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

As part of its school plan, Don Pedro High will utilize several metrics to assess the effectiveness of the plan to support student achievement. The measures that will be used to monitor and evaluate the plan implementation will include:
- Quarterly Attendance Data
- Quarterly Suspension Data
- Number of referrals
- Survey of staff during monthly meetings

Professional development and collaboration meetings with staff will be adapted as a result of the above-mentioned progress data and results. Data from specific metrics in the CSI Plan, will be reviewed on an ongoing basis through stakeholder meetings, School Site Council, and during LEA meetings with the school site.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students, teachers. other personnel, and administrators	Kelvin Pulse Survey - social emotional check in administered in October 2023 and March 2024
School Site Council -Teachers, school personnel, students, administrators, community partners, parents and guardians(representing Foster Youth, Students with Disabilities, EL Learners, low income students)	The School Site Council meets monthly at each school (Tenaya Elementary, Tioga High, Don Pedro High) to collaborate on the SPSA, aligning site-specific goals and actions with the overarching objectives of the LCAP. They monitor progress, analyze data, and review actions as well as provide input on the upcoming LCAP development (April/May 2024). Don Pedro High School Site Council is also responsible for developing, monitoring and reviewing the Comprehensive School Improvement Plan addressing the suspension rate.
Students, other personnel, local bargaining units, parents, and administrators	The California Healthy Kids Survey (CHKS) is a comprehensive, statewide survey designed to assess the well-being, health behaviors, and school environment of students in California. Administered by the California Department of Education, the CHKS gathers data on various aspects of students' lives, including: Mental Health, School Safety, School Climate, Risk and Protective Factors, and Academic Achievement. CHKS was administered in February 2024.
Local bargaining Units (classified and certificated), Foster Youth - Homeless Liaison, Principals	Staff Meetings- Met with local bargaining units to request feedback to inform the LCAP development Tenaya Elementary - 9/22/23, 10/6/23,2/2/24,3/1/24,4/19/24, 5/17/24 Tioga High-10/18/23, 11/1/23, 4/19/24, 5/10/24 Don Pedro High- 3/8/24,4/12/24,5/31/24

Educational Partner(s)	Process for Engagement
	Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 3/4/24.
SELPA	Foothill Continuous Improvement Learning Network -PLN Meeting consultation and discussion with Tuolumne County Superintendent of Schools SELPA members regarding students with disabilities 4/30/24
Board Of Trustees	Board Workshop to develop goals, analyze data and set priorities. 9/29/23 Monthly Meetings to review LCAP progress and provide input 12/13/23
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 2023-May 2024

Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 3/4/24 |
Students, other personnel, local bargaining units, parents, Principals, Foster Youth -Homeless Liaison and administrators	District Wide Google Survey delivered via parent square in parent's chosen language (Parents and guardians representing Foster Youth, Students with Disabilities, EL Learners, low income students,) Certificated staff, Classified Staff, students, Foster Youth -Homeless Liaison and administrators. 3/4/24
Parent Advisory Committee	Parent and family members representing Foster Youth, Students with Disabilities, EL Learners and low income students provide input and approve the annual LCAP. 2/29/24 & 6/3/24
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	N/A

Educational Partner(s)	Process for Engagement
in a process of continuous improvement, meaningful engagement, and shared decision-making to support student success. This includes providing information in multiple formats and languages. Educational Partners were notified via the Tenaya Times, Social Media, Parent Square and the Remind Ap about opportunities for input. Parent Square sent out communication in the parent's chosen language as updated by Aeries, our student information system. Notes from virtual and in-person meetings were noted and reviewed, survey data was tallied and analyzed to ensure all input from educational partners was considered and included, prior to finalizing the 24-25 LCAP.	

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

Goal #1 Academic Rigor

The Educational Partner's input highlights the positive impact of High Impact Standards in enhancing academic rigor under California's Local Control and Accountability Plan (LCAP). Key points include:

1. High Impact Standards: These standards help identify areas needing more in-depth review and concepts students have grasped. They increase student engagement and confidence, particularly in public speaking.
2. Standards-Aligned Curriculum Offered at each grade level/course, ensuring consistent and rigorous education.
4. Respectful Environment-Students show intelligence and respect, fostering a positive classroom atmosphere.
5. Attention to Individual Needs- Staff diligently meet each child's needs, resulting in noticeable improvements and increased confidence.
6. Administrator Support- Continue to provide strong evidence of support for teachers promoting academic rigor.
7. Hire a math teacher at Tioga High, provide math 3, set expectations high and increase support
8. Assessment Tools and Support Programs:
   - Formative Assessments: Used frequently to monitor student progress, communicate results with parents
   - Testing platforms to baseline and monitor Math and ELA levels.
   - Adoption of NWEA MAP for formal assessment.
   - Professional development in Universal Design for Learning (UDL).
   - Title 1 programs for younger grades, additional Title 1 help for older grades
   - CAASPP practice and interventions.
   - Use of Accelerated Reader (AR) to measure progress.
   - Implementation of the new IXL program and before/after school help.
   - Additional help in SPED for students with disabilities for CAASPP prep
   - Continue to provide extra help from aides to assist children who need more one on one help with class assignments

9. More interscholastic and intra-scholastic opportunities and competitions and a greater celebration of student success within these goals-perhaps at school assemblies

Goal #2 Increased Social Emotional Programs

1.Social Emotional Learning (SEL):
- Weekly mini SEL lessons and monthly themes are integrated into classroom activities, reinforcing SEL concepts.
- There is a strong investment in SEL programs and staff to support student well-being.
- Second Step programs are implemented in some classrooms, contributing to SEL development.
- Recommendations include creating weekly SEL lessons led by counselors or psychologists and ensuring active SEL practice across all classes.
- Collaboration at the site level could be improved to enhance SEL initiatives.

2.Counseling Services:
- Students benefit from weekly sessions with counselors, contributing to their well-being and keeping them in good spirits.
- Counseling services are integrated into classrooms to provide SEL support.
- Additional counselors are desired to support student needs more effectively.
- A crisis counselor is available for urgent needs.
- Family contact is maintained to support SEL initiatives and student well-being.

3.Professional Development
- Staff needs a refresher course on Trauma Informed Practice
- PBIS, restorative justice and universal design for learning
- Review MTSS strategies, philosophies and supports

4. Other
- Support the Smile Keepers virtual dental health clinic.
- Update PE/Outdoor Ed Equipment
- Maintain and update older building and grounds including flooring, paint, HVAC, landscaping etc.

Overall, the feedback reflects a strong emphasis on SEL integration and counseling services, with suggestions for further enhancement in mental and physical well being.

Goal#3 Expand CTE, VAPA, and Parent Engagement

1. Community Building and Communication:
- A weekly or bi-weekly newsletter, filled with pictures, upcoming events, and talking points, has been suggested to build community and provide families with pride and conversation starters about their school community.
- More communication through Parent Square, flyers, emails, and mailers is noted, with a stronger social media and news presence as a current focus. Parents find these communication methods to be effective and appreciate the information provided.

2. Parent Involvement:
- There is a need for more requests for parent involvement and sharing resources to help parents support their children at home.
- A few parents are actively involved, usually taking the initiative themselves, and the school could benefit from encouraging more widespread participation.

3. Positive Feedback on Staff:
- Teachers, staff, and the principal at Tenaya are consistently described as friendly, helpful, and encouraging. Parents appreciate the supportive environment created by the school staff.

4. Visual and Performing Arts (VAPA):
- The art classes and special art guests introduced at the beginning of the year were well received and considered a success in meeting goals. Offering art classes again has been great for the students, enhancing their engagement and creativity.
- Continued strong support for CTE and VAPA opportunities, including field trips, has been highlighted. These programs provide valuable hands-on learning experiences and exposure to various career paths.
- Offering new classes and electives in arts, music, drama, and sports to gauge student interest has been beneficial. There are some electives offered for arts/music/drama, and parents and students appreciate the variety of options.
- Specific praise was given to the art teacher and the GATE program for upper grades. The art teacher is described as fantastic, and the GATE program provides valuable enrichment opportunities for advanced students.

5. Enrichment and Extracurricular Activities:
- Elective courses and opportunities, trade fairs, visiting artists, summer school, and after-school programs (ASP) have all been positively received. These activities enhance student engagement and provide diverse learning experiences.

This feedback indicates a strong appreciation for the current efforts in VAPA, diverse course offerings, and parent engagement, while also highlighting areas for further improvement, particularly in communication and parent involvement.

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.			2026-27 CAASPP scores will show an increase of at least 40 points in for all subgroups in math.	

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.			2026-27 scores will show an increase of at least 20 points in all subgroups in ELA.	
1.2	Star Math Scores	2024 STAR Math scores for 1-8 grade students indicate 46% 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.	
1.3	Star Reading Scores	2024 STAR Reading scores for 1-8 grade			2026-2027 STAR Reading Scores	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students indicate 52% of students have not met the grade level benchmarks.			for 1-8 grades will indicate an improvement of 20% for students meeting grade level benchmarks.	
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%			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below National Average- 26% Far Below National Average- 21% Don Pedro High 9-12 Reading scores 53% for Growth Above or well above 22% At National Average - 46% Below National Average- 25% Far Below National Average- 22%				
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			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	
1.6	Participation Rate of students with disabilities as indicated on CAASPP	Special Education Teachers reported that 100% of students with disabilities participated			2026-27 CAASPP data will indicate 100% of students with disabilities will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in the 2024 CAASPP testing			participate in the 2027 CAASPP testing.	
1.7	Credential analyst review of teachers who are fully credentialed and appropriately assigned.	Current credential analyst review indicates 6 teachers out of 25 or 24% are not fully credentialed. 5 have intern permits and 1 does not have an EL authorization.			The 2027 Credential Analyst Review will indicate 95% of district staff will be fully credentialed and appropriately assigned.	
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 will have Access to Standards Aligned Instructional Materials as shown on the LEA's Fall Williams Sufficiency Report.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expanded Learning Opportunity Program	Summer school and extended day program will be offered district wide to address targeted learning loss at the elementary level, and credit deficient students at the high school level. English Learners, Foster Youth, Homeless and Low Income students will have first priority. If spaces are available, it will be open to additional participants by request. These funds will include personnel, snack, and supplies for summer school and after school program.	$296,035.00	No
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.	$86,335.00	Yes
1.3	Assessment and Intervention Software	The district will purchase Renaissance Learning Suite and NWEA MAPS to provide additional academic diagnosis and support for unduplicated students, such as adaptive software, progress monitoring, and benchmark assessments.	$16,000.00	Yes
1.4	Professional Development	Provide training on enhancing academic rigor in ELA, math, and science, implementing state board-adopted standards for all students, including English Learners, and incorporating project-based learning, cross-curricular design, and NWEA MAP assessments.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Title 1 Intervention support	Tenaya Elementary School will receive Title 1 support five days per week through a push-in and pull-out program for Foster Youth, English Learners, and Low-Income students. At the high school level, one General Education Teacher at each site will be partially funded by Title 1 to provide additional support in ELA and Math for these student groups.	$157,810.00	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.	$87,241.00	Yes
1.7	AP Courses /College Courses/Credit Recovery	The district will cover fees and books for AP classes, concurrent college enrollment, online college courses, and credit recovery to enhance college preparedness.	$13,000.00	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.	$15,000.00	No
1.9	Special Education Paraprofessionals	The district will continue to provide students with disabilities additional small group instruction or one-one tutoring to close academic gaps.	$180,067.00	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, 49.3% of students were still chronically absent as reported on the 2023 California Dashboard. The district is implementing strategies and supports to increase attendance and reduce suspensions district-wide. Additional social-emotional supports and personnel are needed to specifically target foster youth, students with disabilities, Hispanic students, and socioeconomically disadvantaged students to further increase attendance and reduce suspensions in these groups compared to the general population. Increasing access to social-emotional learning programs and mental health services contributes to overall pupil well-being, which is a critical component of student success. Participation in these supports helps students manage stress, build resilience, and improve academic and social outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates as reported in CALPADS and the California Dashboard.	2023 California Dashboard 22-23 District Wide Attendance Rate All Students-90.86% Tenaya Elementary- 91.31% Tioga High- 88.02%			2026 California Dashboard District Wide Attendance Rate will increase by 4%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Don Pedro High- 93.25%				
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%			2026 California Dashboard Chronic Absenteeism Rate will decrease by 20% for all student groups in the District.	
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 %			2026 California Dashboard Suspension Rate will be less than 3% and expulsion rate will be 0%.	
2.4	Expulsion rates as reported in CALPADS and the California Dashboard	2024 Expulsion Data 0% as reported on CALPADS.			2026 California Dashboard or CALPADS Expulsion rate will be 0%.	
2.5	California Healthy Kids Survey- Social and	2024 CHKS Data 9th grade			CHKS will see a decrease of 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Emotional Health and Substance Use Scores	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%			in Social Emotional Distress Experienced Chronic Sadness Considered Suicide Current drug/alcohol use and a 15% increase in School Safety School Connectedness	
2.6	Facilities in "Good" Repair as measured by the Facility Inspection Score (FIT)	Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)-7			Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)-3	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling	Crisis counseling services are made available to students in need; Foster Youth, ELL, and socioeconomically disadvantaged students are prioritized. The district will also offer virtual therapy in addition to the current full-time crisis counselor, as one counselor among three schools is not sufficient.	$87,149.00	Yes
2.2	Maintain and Support Refocus Room	For the 24-25 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, students with disabilities, socioeconomically disadvantaged, Hispanic and the general population with regard to attendance, chronic absenteeism, school discipline rates; and participation in social emotional supports.	$54,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$6,000.00	No
2.4	Professional Development to support unduplicated students	Staff need professional development on trauma informed practice, SEL, suicide prevention, Restorative Justice, and Growth Mindset to better assist and support Foster Youth, EL Learners, Low Income Students, and students with disabilities.	$15,250.00	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.	$11,000.00	No
2.6	Physical Education and Outdoor Education Equipment	Introducing new physical education equipment and outdoor education materials will significantly enhance students' mental and physical well-being. Modern, high-quality equipment encourages active participation in physical activities, promoting physical health through improved fitness, strength, and coordination. Regular physical activity is known to reduce stress, anxiety, and depression, contributing to better mental health.	$40,000.00	No
2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	The FIT score helps schools and districts identify areas needing improvement and prioritize maintenance and repairs. By this improving this score, the goal is to ensure that all students have access to facilities that are conducive to learning and meet health and safety standards.	$75,000.00	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.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.			2026-2027 95% of students (including unduplicated and students with disabilities) at both high schools are enrolled in at least one CTE course.	

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%			2026-2027 CTE pathway completers-25%	
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			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%	
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 (Esports)- All -10 Low Income- 6 Foster Youth-0 Homeless-1 Hispanic-0			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low Income- 15 Foster Youth-0 ELL-2	
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			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	
3.6	Graduation Rate as listed in CALPADS and the California Dashboard	2023-24 High School Graduation Rate-95%			2026-27 Graduation Rate-98%	
3.7	Middle School and High School Drop out rate as listed in CALPADS	2023-24 Middle School Dropout Rates-0 High School Dropout Rate-5%			2026-27 Middle School Dropout-0 High School Dropout Rate- 2%	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$409,232.00	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.	$106,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$50,000.00	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.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276,283.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.875%	0.000%	$0.00	5.875%

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- 91.9 points below standard, Hispanic- 122.6 below standard, Low socio-economic -102.2 below standard and Students with Disabilities - 149.2	Extended Instructional Time would provide evidenced based, high intensity one-on-one or small group tutoring The action will be offered and provided to unduplicated pupils first, if space permits other students would be eligible to participate.	Metrics 1.1, 1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard. CAASPP ELA scores show White-38.2 points below standard, Hispanic-89.5 below standard, Low socio-economic - 57.4 below standard and Students with Disabilities - 124.1 below standard. **Scope:** LEA-wide		
1.3	**Action:** Assessment and Intervention Software **Need:** Unduplicated pupils CAASPP scores remain lower than their peers. Math CAASPP scores show White- 91.9 points below standard, Hispanic- 122.6 below standard, Low socio-economic -102.2 below standard and Students with Disabilities - 149.2 below standard. CAASPP ELA scores show White-38.2 points below standard, Hispanic-89.5 below standard, Low socio-economic - 57.4 below standard and Students with Disabilities - 124.1 below standard. **Scope:** LEA-wide	The LEA will utilize local assessments to identify unduplicated pupils who are below standard in ELA or math to provide Title1 Intervention, Extended Instructional Learning Time and computer adapted remediation as needed.	Metric 1.1, Metric 1.2, Metric 1.3, Metric 1.4
1.6	**Action:** Technology **Need:**	Implementing the initiative at a larger scale enables better data collection and analysis of its impact. This helps in monitoring progress, identifying gaps, and making necessary adjustments to improve effectiveness. A LEA-wide	Metric 1.1,1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically disadvantaged students, foster youth and ELL, often lack access to essential technological resources, such as computers and high-speed internet, at home. Providing technology ensures these students can access online learning platforms, educational websites, digital textbooks, and other resources that are crucial for academic success. With technology, these students can participate in digital classrooms, complete assignments, and engage in interactive learning activities, which they might otherwise miss out on. This helps level the playing field, giving them the same opportunities as their peers who have adequate technological access. **Scope:** LEA-wide	approach enhances accountability, ensuring that the intended benefits reach all targeted students, and the program's success can be measured and reported accurately.	
2.2	**Action:** Maintain and Support Refocus Room **Need:** The 2023 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 and students with disabilities each face a chronic absenteeism rate of 52.4%, while homeless students experience an even more alarming rate of 75%. Additionally, unduplicated pupils historically endure higher suspension rates,	The implementation of a refocus room at Tenaya Elementary, which has the highest population and greatest need among our schools, is essential for addressing the specific challenges faced by our unduplicated population. Many students who are chronically absent report feeling overwhelmed and unable to catch up academically, which exacerbates their disengagement and increases the likelihood of discipline issues. The refocus room serves a dual purpose: it offers a safe space for students in crisis to regain composure and prevent disciplinary problems, and it provides targeted academic support with a credentialed teacher to help students complete missing work and unfinished projects. This intervention directly addresses both the emotional and academic	Metric 2.1, 2.2 and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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 2023 California Dashboard and the CHKS, demonstrate a pressing need for professional development for educators in Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and alternatives to suspension. Specifically, socioeconomically disadvantaged students and students with disabilities each face a chronic absenteeism rate of 52.4%, homeless students 75%, and unduplicated pupils experience higher suspension rates and significant social-emotional distress, with 50% reporting chronic sadness. **Scope:**	Professional development in these areas will equip educators with the tools to effectively support the emotional and behavioral needs of these students, reduce absenteeism and suspensions, and create a more inclusive and supportive learning environment that fosters academic and personal growth.	Metric 2.1, 2.2,2.3, 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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 2023 California Dashboard reveals alarming rates of chronic absenteeism among unduplicated pupils, with 52.4% for socioeconomically disadvantaged students, 52.4% for students with disabilities, and 75% for homeless students. Poor dental health exacerbates this issue, causing pain, infection, and other health problems that lead to missed school days. Establishing a virtual dental health clinic will provide essential dental care and preventive services, reducing health-related absences and supporting better overall health and academic outcomes for these vulnerable students. **Scope:** Schoolwide	The virtual dental health clinic is being provided for schools in Groveland because Smile Keepers has built a strong, trusted relationship with Tenaya Elementary School students and their families through over 20 years of dental health education and screenings. As these students progress to Tioga High, their need for dental services persists. Over the past three years, Smile Keepers has offered a grant-based virtual dental clinic, effectively reaching many of our unduplicated students and contributing to a decrease in chronic absenteeism. This continuation of services ensures consistent and accessible dental care, supporting the health and academic success of these students as they advance through their educational journey.	Metric 2.1 and 2.2
3.2	**Action:** Visual and Performing Arts Course **Need:** The identified need for Visual and Performing Arts (VAPA) programs in the California LCAP	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	Metric 3.3 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for unduplicated students is crucial for enhancing their engagement and increasing graduation rates. Currently, unduplicated students face a dropout rate of 5%, higher than their peers, with a graduation rate of 95%. 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	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.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Counseling **Need:** The significant social-emotional distress and chronic sadness reported by nearly 50% of	We have one crisis counselor LEA-Wide who provides counseling services for our unduplicated students. Counseling services are crucial to addressing these issues, as they provide essential support for mental health, improve attendance by addressing underlying emotional and	Metrics 2.1, 2.2, 2.3 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	high school 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 2023 California Dashboard, which reveals alarming rates of chronic absenteeism: 52.4% for socioeconomically disadvantaged students, and 75% for homeless students, alongside historically higher suspension rates among unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)	psychological barriers, and reduce behavioral issues that lead to suspensions, thereby promoting a healthier, more supportive learning environment for all students	

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		

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 certificated staff providing direct services to students		

2024-25 Total 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	4,702,557	276,283.00	5.875%	0.000%	5.875%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,270,326.00	$338,687.00		$157,810.00	$1,766,823.00	$1,559,823.00	$207,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expanded Learning Opportunity Program	All	No			All Schools		$281,035.00	$15,000.00		$296,035.00			$296,035.00	
1	1.2	Extended Instructional Learning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$86,335.00	$0.00	$86,335.00				$86,335.00	
1	1.3	Assessment and Intervention Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.4	Professional Development	All	No			All Schools		$9,000.00	$6,000.00	$15,000.00				$15,000.00	
1	1.5	Title 1 Intervention support	All	No			All Schools		$157,810.00	$0.00				$157,810.00	$157,810.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$87,241.00	$0.00	$87,241.00				$87,241.00	
1	1.7	AP Courses /College Courses/Credit Recovery	All	No			Specific Schools: Tioga High/ Don Pedro High		$0.00	$13,000.00	$13,000.00				$13,000.00	
1	1.8	Fully Credentialed Teachers	All	No			All Schools		$9,000.00	$6,000.00	$15,000.00				$15,000.00	
1	1.9	Special Education Paraprofessionals	Students with Disabilities	No			Specific Schools: Tenaya Elementa		$180,067.00	$0.00	$180,067.00				$180,067.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						ry										
2	2.1	Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$87,149.00	$0.00	$87,149.00				$87,149.00	
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		$54,873.00	$0.00	$54,873.00				$54,873.00	
2	2.3	Social Emotional Learning	All	No					$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.4	Professional Development to support unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$11,250.00	$4,000.00	$15,250.00				$15,250.00	
2	2.5	Positive Behavior Intervention Supports	All	No					$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.6	Physical Education and Outdoor Education Equipment	All	No					$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.7	Enhance the quality of school facilities to create a safe, clean, and engaging learning environment that supports student well-being and academic success.	All	No					$0.00	$75,000.00	$75,000.00				$75,000.00	
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		$40,000.00	$0.00	$40,000.00				$40,000.00	
3	3.1	CTE Teachers at DP and Tioga	All	No				Specific Schools: Tioga High School and Don Pedro High School		$409,232.00	$0.00	$409,232.00				$409,232.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Visual and Performing Arts Course	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$106,831.00	$0.00	$64,179.00	$42,652.00			$106,831.00	
3	3.3	After school program, enrichment activities and extracurricular opportunities	All	No			All Schools		$40,000.00	$10,000.00	$50,000.00				$50,000.00	
3	3.4	Parent and Community Engagement Opportunities	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

2024-25 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
4,702,557	276,283.00	5.875%	0.000%	5.875%	$451,027.00	0.000%	9.591 %	**Total:**	$451,027.00
								LEA-wide Total:	$269,005.00
								Limited Total:	$87,149.00
								Schoolwide Total:	$94,873.00

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	$86,335.00	
1	1.3	Assessment and Intervention Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$16,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,241.00	
2	2.1	Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$87,149.00	
2	2.2	Maintain and Support Refocus Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tenaya Elementary	$54,873.00	
2	2.4	Professional Development to support unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,250.00	
2	2.8	Dental Health Services	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Tenaya	$40,000.00	

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	$64,179.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,462,254.00	$1,441,094.00

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	Primary Assessment/ Instructional Coach	No	$77,643.00	90,260.00
1	1.2	Summer School	No	$60,000.00	73,638.00
1	1.3	Extend Instructional Learning Time	Yes	$75,000.00	77,438.00
1	1.4	Assessment and Intervention Software	Yes	$18,000.00	16,440.00
1	1.5	Professional Development	No	$5,000.00	7,500.00
1	1.6	Title 1 Intervention support	No	$123,598.00	124,835.00
1	1.7	Technology	Yes	$141,042.00	149,399.00
1	1.8	AP Courses /College Courses/Credit Recovery	No	$8,000.00	12,343.00
1	1.9	Fully Credentialed Teachers	No	$18,820.00	15,800.00
1	1.10	Transportation	Yes	$5,000.00	8,115.00
1	1.11	Special Education Paraprofessionals	No	$177,834.00	199,437.00

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	1.12	Standards Aligned materials for ELA/MATH/Science	No	$27,554.00	10,934.00
2	2.1	Counseling	Yes	$135,020.00	103,268.00
2	2.2	Create a sensory/refocus room	No	$500.00	0
2	2.3	Implement and support SEL	No	$5,000.00	8901.00
2	2.4	Professional Development to support unduplicated students	Yes	$8,625.00	15,851.00
2	2.5	Positive Behavior Intervention Supports	No	$5,000.00	5,311.00
2	2.6	Outdoor exercise equipment	No	$15,000.00	41,077.00
3	3.1	CTE Teachers at DP and Tioga	No	$437,275.00	365,738.00
3	3.2	Music Teacher	No	$20,000.00	20,269.00
3	3.3	Visual Performing Arts	Yes	$78,843.00	73,260.00
3	3.4	After school enrichment programs/activities	No	$17,500.00	15,410.00
3	3.5	Parent Engagement Events	No	$2,000.00	5,870.00

2023-24 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)
306,066	$458,064.00	$443,771.00	$14,293.00	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	1.3	Extend Instructional Learning Time	Yes	$75,000.00	77,438.00		
1	1.4	Assessment and Intervention Software	Yes	$18,000.00	16,440.00		
1	1.7	Technology	Yes	$141,042.00	149,399.00		
1	1.10	Transportation	Yes	$5,000.00	8,115.00		
2	2.1	Counseling	Yes	$131,554.00	103,268.00		
2	2.4	Professional Development to support unduplicated students	Yes	$8,625.00	15851.00		
3	3.3	Visual Performing Arts	Yes	$78,843.00	73,260.00		

2023-24 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)
4,747,746	306,066		6.447%	$443,771.00	0.000%	9.347%	$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.

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

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

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

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

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:

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

o 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.

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  o 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)**

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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