LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Unified School District

CDS Code: 1075275

School Year: 2023-24

LEA contact information:

Jordan Reeves
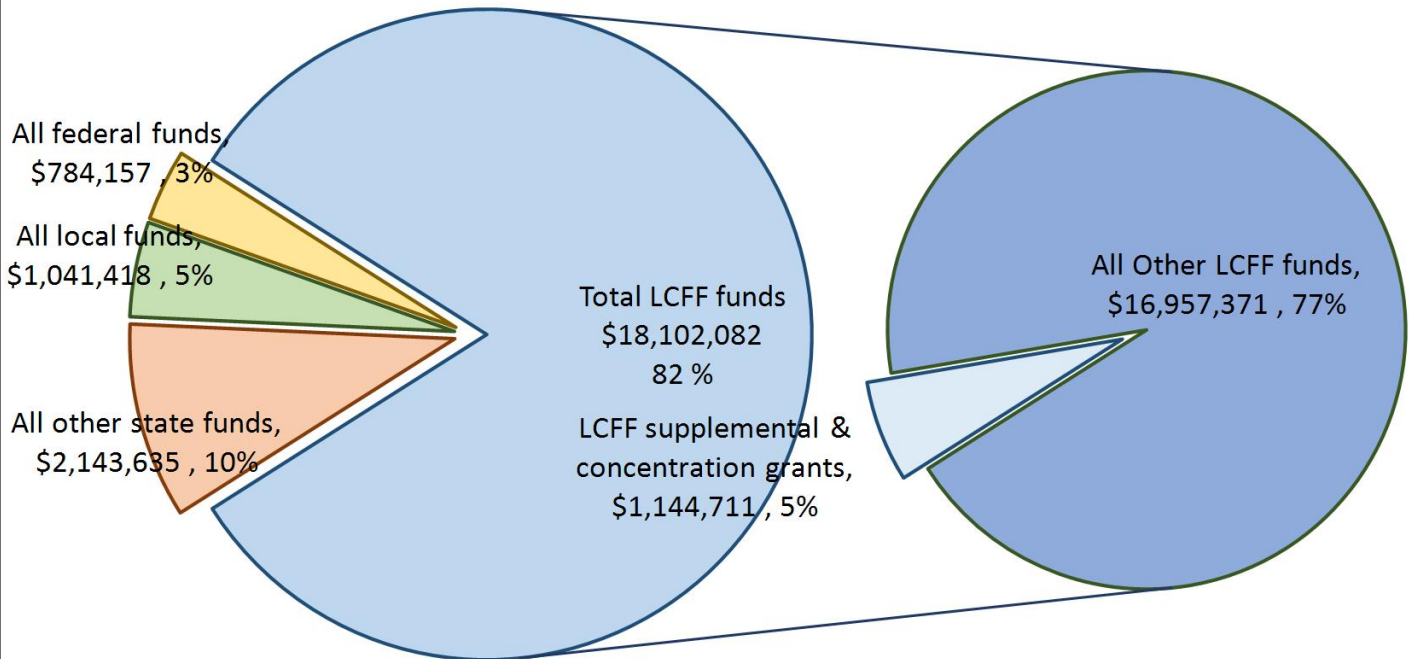
District Superintendent

jreeves@sierrausd.org

(559) 855-3662

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $784,157 , 3%

All local funds, $1,041,418 , 5%

All other state funds, $2,143,635 , 10%

Total LCFF funds $18,102,082 82 %

LCFF supplemental & concentration grants, $1,144,711 , 5%

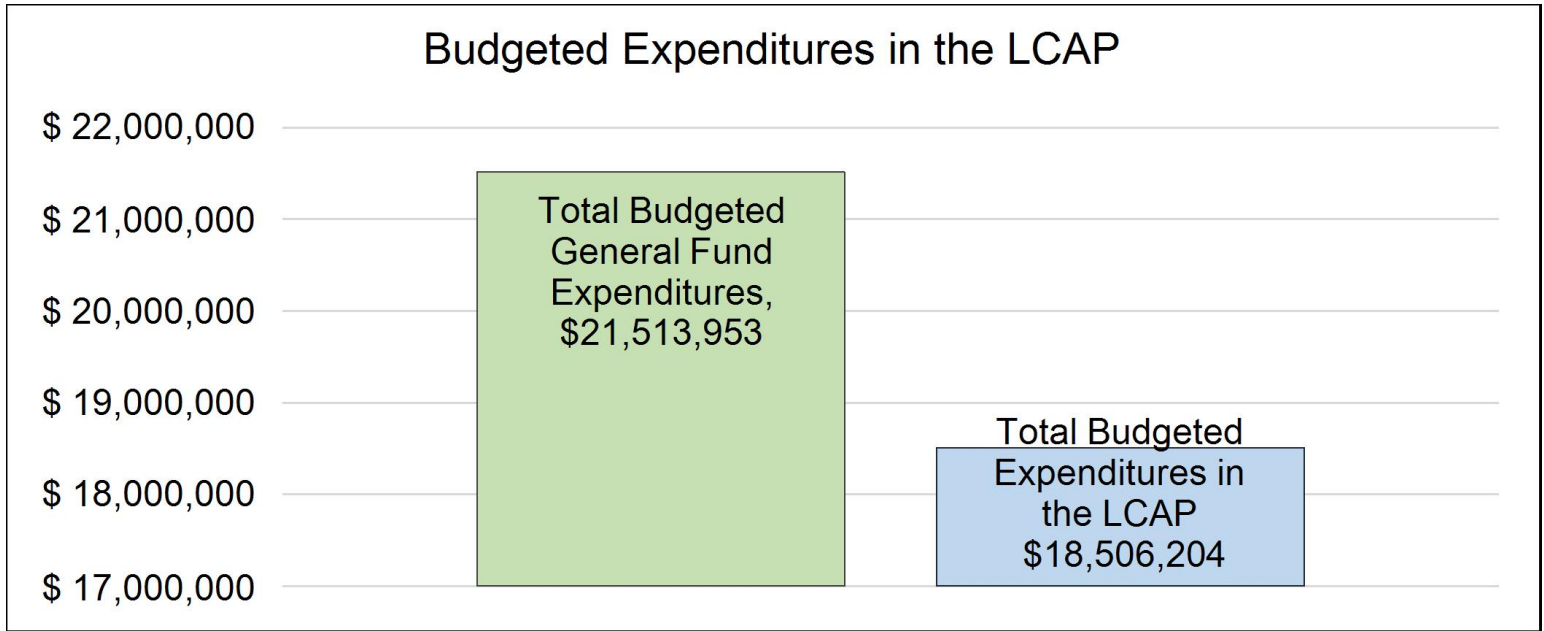All Other LCFF funds, $16,957,371 , 77%

This chart shows the total general purpose revenue Sierra 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 Sierra Unified School District is $22,071,292, of which $18,102,082 is Local Control Funding Formula (LCFF), $2,143,635 is other state funds, $1,041,418 is local funds, and $784,157 is federal funds. Of the $18,102,082 in LCFF Funds, $1,144,711 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $21,513,953

Total Budgeted Expenditures in the LCAP $18,506,204

This chart provides a quick summary of how much Sierra Unified School District plans to spend for 2023-24. 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: Sierra Unified School District plans to spend $21,513,953 for the 2023-24 school year. Of that amount, $18,506,204 is tied to actions/services in the LCAP and $3,007,749 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Title I, Special Education, Title II, Ag Incentive, STRS on-Behalf, Retiree health benefits and retirement incentives, AIECE, Pre-K Planning, Transfer to Capital Reserve fund

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sierra Unified School District is projecting it will receive $1,144,711 based on the enrollment of foster youth, English learner, and low-income students. Sierra Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Unified School District plans to spend $1,728,260 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students
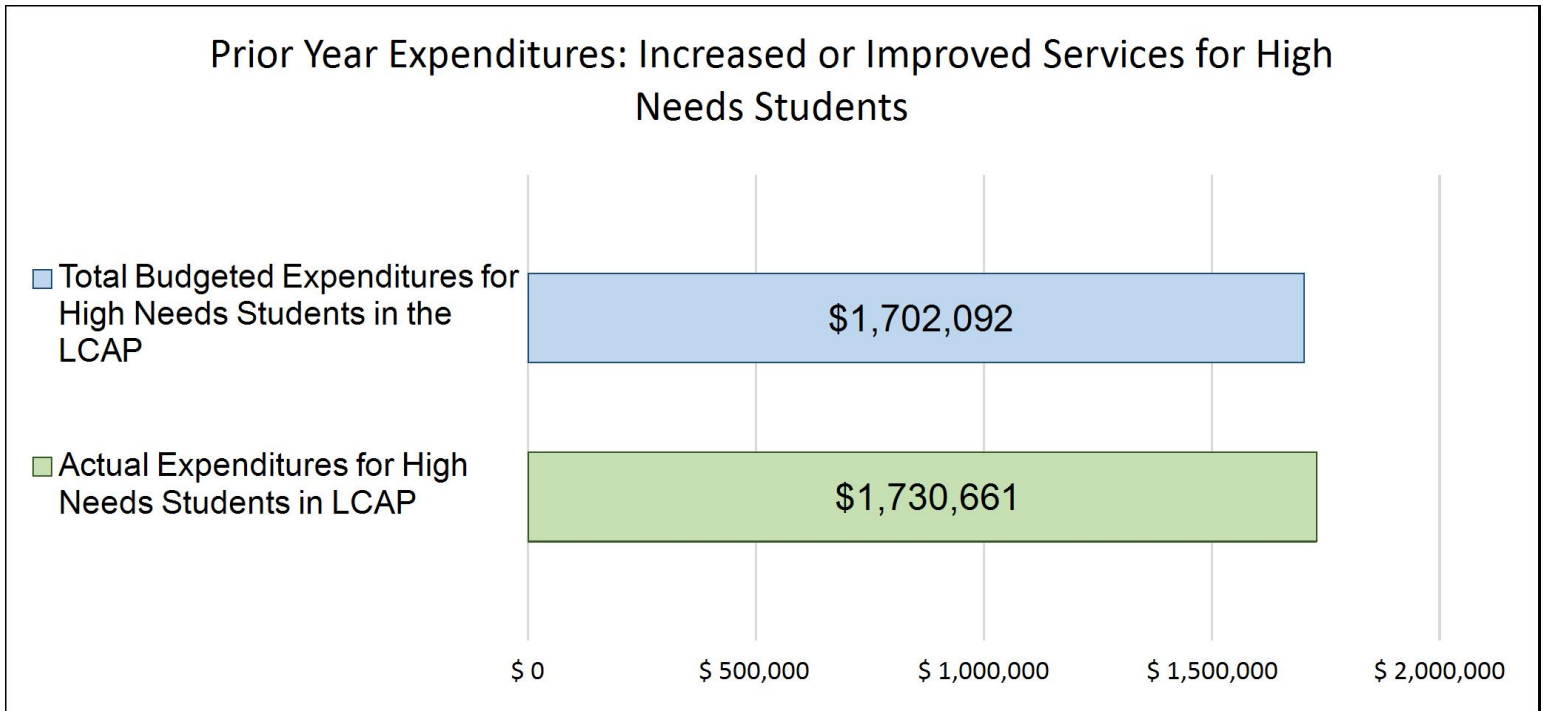
This chart compares what Sierra Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Sierra Unified School District's LCAP budgeted $1,702,092 for planned actions to increase or improve services for high needs students. Sierra Unified School District actually spent $1,730,661 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $28,569 had the following impact on Sierra Unified School District's ability to increase or improve services for high needs students:

No impact

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
Sierra Unified School District	Jordan Reeves District Superintendent	jreeves@sierrausd.org (559) 855-3662

Plan Summary [2023-24]

General Information

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

Sierra Unified School District (SUSD), located in eastern Fresno County, serves a student population of just over 1,300 in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the foothills. The District covers a large region, approximately 2,000 square miles. More than half of the residents in the community are older than 55 years of age. An increase in mobility rates has caused for some instability in the community population, and with the recent events of the 2020 Creek Fire, we continue to experience some short-term instability as families resettle or relocate. There are three Native American Rancherias within the boundaries of our school district: Table Mountain Rancheria, Big Sandy Rancheria and Cold Springs Rancheria. Sierra Unified continues to host 3 separate campuses; Foothill Elementary School (TK-6), Sierra Junior High School (7-8) sharing a campus, facilities and staff with Sierra High School (9-12) and Sierra Alternative High School (10-12). Additionally, Sierra Unified hosts 2 school of choice options; Sierra @ Home Elementary (K-6) and Sierra @ Home (7-12). These schools were developed in response to COVID-19 and subsequent school closures as an alternative to the comprehensive sites for families. Since the onset of the pandemic, the District has continued to provide the school of choice option upon the request and enrollment of families within our district boundaries. Both Sierra @ Home schools provide core academic content online and serve students Kindergarten through 12th grades. Within the Sierra Unified attendance area, there are two Thompson Districts consisting of students grades TK-8. At grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School.

Sierra High School, Sierra @ Home Elementary, Sierra @ Home and Sierra Alternative High School all hold accreditation with WASC. As mentioned above, Sierra Junior and Senior High Schools share a campus, and therefore share staff and administration members. In order to provide continuity of services; junior high students are offered acceleration of learning in math and Spanish courses, and an introduction of high school electives through an elective wheel offering.

School Census Data indicates the following enrollment demographic for the 2022-2023 school year. An enrollment count of 1,311 students; 56% White, 22% Hispanic, 14% American Indian, and 8% other student groups. Enrollment of other student populations include: 42.1% Socioeconomically Disadvantaged, 16% Students with Disabilities, 1% English Learners, and 1.6 % Homeless and Foster Youth. There continues to be a noticeable decrease in our SED and Foster Homeless percentages in comparison to 2020-2021 LCAP year. This is in

direct correlation to the after effect of the September 2020 Creek Fire as families have resettled and housing situations have begun to stabilize although funding for the Creek Fire incident remains in place through 2022-2023 LCAP year.

The staff and students of Sierra Unified continue to prove their strength of character, determination and support of one another to continue on and grow from their shared experiences.

Reflections: Successes

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

Sierra Unified continues to work toward improvement in many areas through the monitoring of progress of actions taken to meet the 5 Goals set in this LCAP document. In Goal 1, Sierra Unified is able to maintain properly assigned teachers on staff, this action lead to increased ELA California Assessments of Student Performance and Progress (CAASPP) Met/Exceeded Standard Overall 3% and increased Math CAASPP Met/Exceeded Standard by School Site (SHS 4%, Sierra@Home 5% and District 0.25%). Additionally, 11th grade students continue to demonstrate growth as reported by the Early Assessment Program (EAP) outcomes show increase both ELA (4%)/Math (2%). Teachers and students are supported by the maintanence of accessibility to curriculum materials and the added adoption of High School Health texts and Math adoption for grade 7-8 and Integrated Math I-III, and Pre Calculus. Foothill Elementary School continues to utilize Americorp tutors to serve students Grade TK-3 to support increased reading proficiency and Grades 4-6 to improve math fluency rates.

Goal 2, measuring equity and access to a broad course of study yields the following points of success in regards to offering a broad course of study and student participation. Sierra Unified increased after-school program offerings to include junior and senior high school students to assist with academic support and extension activities. This addresses educational partner groups that include parents, community and staff members. Additionally, Sierra Jr High School offered and began to schedule in-school interventions for Language arts and Math to 7th grade students. This intervention was targeted to support student learning and move them on to success. Intervention services were provided through the support of a credentialed teachers and led by a Teacher on Special Assignment utilizing on-going Emergency Recovery funds. The one-year graduation rate (94.2%) continues to exceed the 90% mark and is inclusive of all students served by Sierra Unified that have documented completion of their high school education. Overall there is a demonstration of increased student participation and completion of identified metrics in Goal 2 in relation to the English Learner reclassification rate, SAT, Advanced Placement (AP) and Dual Enrollment Participation and A-G and CTE Pathway completion rates. As mentioned in the opening paragraph, Grade 11 students showed growth on the state assessments as indicated by the EAP outcomes.

Sierra Unified measures its ability to provide a clean, healthy, physically and emotionally safe campus culture through the measures in Goals 3 and 4. To ensure the provision of a safe and clean facility the Facilities Inspection Tool (FIT) Report indicated percentage increases under the Fair Rating for all but one campus measuring the work done as routine maintanence as well as projects for upkeep and/or repair. For student safety and healthy development, the district was able to provide a School Resource Officer to oversee campus and student security. Additionally, the district invested in increased hours of service for All 4 Youth counselors to meet the on-going needs of students' mental and emotional health. As indicated on the California Healthy Kids parent survey, there is a noted increase over the previous year in the parents' perception of school connectedness marking an 8% increase. Through these measures the district is working to maintain and further develop a campus that provides a culture that supports student learning and growth. To that end, chronic absenteeism rates needed to be addressed. Utilizing the work of a team of district staff, a Differentiated Assistance team continued the focused work through improvement

science where a theory of practice assigned staff members toaddress at-riskstudents through mentorship and relationship building to establish a connection and foster belonging at school to increase/maintain attendance. This practice along with increased communication with parents regarding attendance policy and monitoring systems, allowed Sierra Unified to reduce its chronic absenteeism rate of 40.4% (2021-2022 Data Quest) to a 32.8% as indicated on Aeries Analytics (May) for Kindergarten-8th graders where studednt groups also showed marked improvement; Native American students improved their overall attendance by 19.9% over the 2021-2022 academic year. All of work of the Differentiated Assistance team was aided by the establishment of internal systems for consistent tracking/monitoring of student attendance in order to intervene in a timely manner.

Lastly, the short-term goal supporting the growth and development of a Top-Tiered Career Technical Education (CTE) program at Sierra High School (Goal 5) found success as the district realized continued growth of student participation in the program. This participation was aided by the addition of a Media Arts course available to students in grades 10-12. Moving into the 2023-2024 academic year students will be able to work on completing a Media Arts pathway as the school board approved a capstone course to be added to the master schedule. Additionally, Floral Design will also be an option available to students at Sierra High School. The intentional focus to provide courses meet high student interest and are relevant to current job market trends have been key to increasing student participation in the CTE program.

As indicated by the LCAP Community Survey (March-April 2023) parent participation showed an increase in Back to School Nite (83.1%) and Parent Teacher Conference (71.83%) attendance as indicated by those taking the survey.

Reflections: Identified Need

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

Utilizing reports from the California School Dashboard and Community LCAP Survey outcomes the following areas are identified as in need of improvement.

Overall achievement in state assessment outcomes for all students and student groups in both area of ELA and Math. The All Student group in Math recorded an overall -52.6% Distance from Standard measure and in ELA the same group measured a -23.3 Distance from Standard. With adjustments made to the Desired Outcomes for this LCAP, due to the suspension of the assessment in 2020 and then the reformatting of the assessment to an abbreviated version in 2021, the All Student group is within a reasonable distance to obtain an improved outcome. Increased services for intervention during school hours that will now serve students in Grades 7 and 8 will be in place for the 2023-24 academic year utilizing on-going Emergency Relief funds. This addition, paired with available after-school program support will insure students have the opportunity to meet their individual academic growth and learning needs that may be realized on state assessment outcomes. A focused effort was made to increase participation in the state assessments in order to avoid penalties in participation rate that affect the overall outcomes of distance from standard. A change in the benchmark assessments to be pre-built and better aligned to the state assessment measure, coupled with teachers monitoring student progress with formative assessments and the use of professional learning communities (PLCs) will aid staff in monitoring and responding to student needs and placement for support. Teachers, during an LCAP meeting, indicated a need to improve student engagement in state assessments. Observations indicated students disengaged from assessments quickly, commented after the assessments that they do not see the purpose for the assessments and just weren't interested in doing their best work.There is a desire, among staff members, to develop a plan that will aide the increase of students' desire to perform well and demonstrate their learned skills.

Staff members also noted on their Local Indicators input that the implementation of standards had decreased to a 3.6 from a 4 in the previous year, citing a need for new teacher support with curriculum implementation that includes professional development with the curriculum tools available.

Overall, there is a strong desire among all educational partners to improve the culture and climate of the campuses. There are noticeable declines, in response from the California Healthy Kids parent survey, in the areas of communication, culture and climate, school safety and parent engagement. Additionally, students engaged in an LCAP meeting, indicate that they desire more connection with site administration and office staff and improved communication in terms of rule changes. Through the use of forums and parent group meetings, the district will engage families and students in conversations that lead to agreed upon actions that can be implemented in a way to improve the indicated areas for improving upon the culture and climate of the schools.

Sierra Unified's All Student group is identified as Very High in chronic absenteeism on the California School Dashboard and is therefore assigned to Differentiated Assistance for chronic absenteeism. Suspension rates, Very High, among Students with Disabilities, Socioeconomically Disadvantaged and Native American students, and academic outcomes,measured by state assessments, indicate Very Low in English and Math for Students with Disabilities. To address these areas, Sierra Unified is working under the guidance of Fresno County Office of the Stuperintendent to identify areas of improvement and develop strategies to implement toward work in improving currently identified areas. For academic improvement of the Students with Disabilities group, there needs to be a 34.8 point improvement in ELA scores and a 23.4 point increase to move the student group from Very Low status to Low. The Director of Special Education is working with the Compliance and Improvement Monitoring (CIM) Technical Assistance Team to gather data and analyze the individual student outcomes and other supporting local data to investigate what is happening between delivery and engagement of instruction to application of learning. Through the analysis of the student outcomes and observations, the team will be able to form a plan to improve the system that supports student learning and implement a plan that includes frequent monitoring and adjustment. In the case of test scores, the Director of Education has been reviewing local benchmark data and assessing student progress using supplemental programs, like IXL and CAASPP practice tests to support student skill-building. Those outcomes then are reviewed to see what further support is needed to fill in learning gaps.

Suspension rates for all identified student groups can be improved with 1-4 fewer instances of suspension. Increasing supervision with the addition of a School Resource Officer, and utilizing noontime aides will support a decrease in suspension. Additionally, the use of counselors on campus that are available to work with students through the use of Check-In/Check-Out forms that allow a student to transition from one place to another with a brief contact between points on campus can reduce heightend feelings of anxiety or frustration that a student may carry from one class to another. The counselors are also available to work with students on social-emotional work that helps the student identify triggers and how to regulate big feelings.

Lastly, Goal 4 of the LCAP addresses the work being done to improve student chronic absenteeism rates. The work of the Differentiated Assistance Team has found that information and education sent out to parents along with consistent messaging and notifications of their own child's attendance has assisted in making improvements in our rates of chronic absenses. Additionally, the team has implemented a trial program that includes a staff member making daily contact with a student that is at-risk of becoming chronically absent. Through this daily contact, it is believed that the staff member is providing a point of connection to school in the form of a consistent relationship of interest and concern for the student that will foster the student's sense of belonging and therefore will lead to improved attendance. There has been enough success with the limited population that this was tested with, that the team will be rolling out the theory of improvement to the full staff next year, while continuing to refine the process of parent notification.

LCAP Highlights

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

The 2022-2023 year saw the implementation of new practices that would support the work of educators and students alike. Utilizing on-going funds from the Emergency Recovery dollars, the district was able to meet the educational partners' request to increase interventions and support services during the school day to the junior high school. Piloting a program with 7th grade students, to support and develop their learning in language arts and math, the district provided a teacher on special assignment and 2 certificated teachers assigned to the campus to deliver and monitor the progress of students utilizing services during the school day. The success of this program and the availability of on-going funds has made it possible to continue this effort and extend the services to 8th grade students in the 2023-2024 academic year.
Professional development opportunities were made available through the use of the Effective Educators Block Grant (EEBG). These funds have been used to continue our work in providing development in writing focusing on grades 3-5 in the 2022-23 year. Also through these funds, the district is able to continue its committment to have all educators trained in Positive Discipline for the Classroom, by providing new teachers with a 2-day training, and all educators experience a refresh course during back-to-school meetings. District and Site Administrators began a retraining in preparation for effective implementation of professional learning communities (PLC) as a means of refocusing our collective efforts with a common purpose to support educators and provide opportunities for student learning and growth. As the administrative teams receive support through the county office leadership team, site and district leaders will be able to support and grow the purpose and work of PLCs around student growth and learning, through common goals, united focus and effective strategies for improvement work.
Through a grant with California Coalition for Inclusive Literacy in coordination with Fresno County Superintendent of Schools, Sierra Unified has been able to provide training to 5 staff members who will be able to further train district staff members on the use of Universal Designs for Learning (UDL). The importance of this work is to assist teachers in identifying the tools they possess to provide all students with an educational setting that supports overlapping educational needs in a single classroom, allowing for inclusivity.
Sierra Unified has had a focus of meeting the social-emotional needs of its students through the course of this LCAP document as a means of attending to the traumas of global and local events that greatly impacted many of our families. We have achieved this through the ability to provide on-site psychologists, and counselors for our students. To build upon these services and offer support to those who do the heavy lifting of this work, the district applied for the California Multi-Tiered System of Support Grant (CA-MTSS). The purpose of this grant is to support and improve school climate, build capacity among educational partners and ensure the needs of students (academic, behavior and social-emotional) are met. The bulk of the work for this grant will begin with staff training that will be led and implemented by an administrative team and coach. The work of this grant will be shared with our feeder schools, Big Creek and Pine Ridge, as their students become students of Sierra Unified and it is the desire of the district to be inclusive in this work and partner for the benefit of all the students.
Goal 2 of the LCAP measures the access and equity to a broad course of study. In this goal, students are making forward progress on nearly all metrics. When measuring participation, the district is realizing a higher percentage of participation in SAT, Advanced Placement and Dual Enrollment, CTE (Goal 5) courses and a larger percentage of students completing both A-G requirements and finishing a CTE pathway.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

No schools are identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

No schools are identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

Sierra Unified engaged student, staff/faculty, parents and community members as key interest holders through a combination of in-person and virtual meetings, held at a variety of times, that were communicated through Parent Square, District website postings and when appropriate printed in the Mountain Press local newspaper prior to the meetings to solicit as much participation as possible. In-person and virtual meetings were offered to meet the varying needs of the community. An online LCAP survey was administered to all of our partners March 27- April 14, 2023 and the California Healthy Kids Survey (CHKS)was given in February 2023 to Parents, Staff/Faculty and Grade 5, 7, 9 and 11 Students of Sierra Unified School District. Educational Partners were presented an overview of the annual update of LCAP 2021-2022 and asked to address areas they believe are strengths and areas for growth, and provide input toward areas of need/focus. Parent Advisory Council LCAP meeting was held in-person and via Zoom. A complete draft was presented to the PAC, with copies made available. No specific feedback required a written response from the Superintendent. Educational partners included in the invitation to this meeting included parents, community members, educators, school staff (Classified and Certificated bargaining units), district and site administrators.

Meetings were held on the following dates:
September 15, 2022: SELPA Operations Meeting
September 22, 2022: SUSD Board Meeting; State Assessment Outcomes, William Report on Instructional Materials
October 18, 2022: SELPA Operations Meeting
October 22, 2022: SUSD Board Meeting: Facilities Inspection Report (FIT)
November 10, 2022: SELPA Operations Meeting
November 22, 2022: SUSD Board Meeting: Participation in Broad Course of Study, Local data overview
January 23, 2023: SUSD Board Meeting: California Schools Dashboard outcomes for Sierra Unified, Chronic Absenteeism and General Attendance practices
January 24, 2023: Parent Advisory Council (PAC); Reviewed LCAP Goals with 2022-2023 current actions
January 26, 2023: SELPA Operations Meeting
February 12-17, 2023: California Healthy Kids Survey (representing parents, classified and certificated staff, students in grades 5,8 and 11)
February 16, 2023: SELPA Operations Meeting
March 9, 2023: SELPA Operations Meeting
March 14, 2023: Foothill Elementary Site Council, and Parent Advisory Council (PAC) Needs/Successes
March 27-April 14, 2023: LCAP Survey; representing parents, classified and certificated staff, site and district administration, students, and members of the community
April 20, 2023: SELPA Operations Meeting
May 8, 2023: SUSD Board Meeting; presentation of Student School Connectedness Inventory and CHKS outcomes and Local data overview, SELPA Operations Meeting
May 10, 2023: Community LCAP Forum (LCAP draft available for presentation) Educational partners included parents, community members, educators, site and district administrators, school staff

May 15, 2023: Sierra Jr/Sr High School Staff included classified staff, certificated staff, teachers, site administration, classified and certificated bargaining units
May 17, 2023: Foothill Elementary School Staff included classified staff, certificated staff, teachers, site administration, classified and certificated bargaining units
May 18, 2023: Parent Advisory Council and Community LCAP meeting: Parent Advisory Council LCAP meeting was held in-person and via Zoom. A complete draft was presented to the PAC, with copies made available. No specific feedback required a written response from the Superintendent. Educational partners included in the invitation to this meeting included parents, community members, educators, school staff (Classified and Certificated bargaining units), district and site administrators.

May 22, 2023: Sierra High School Students (Grades 9-12)
May 24, 2023: Community Forum in-person (LCAP draft available for presentation) Educational partners included parents, community members, educators, district and site administrators, school staff
June 9-19, 2023: Public Comment Period (LCAP DRAFT document available online and at school sites and district office). Superintendent received 1 written proposal for the addition of an action to Goal 3.
June 12, 2023: LCAP Public Hearing (LCAP Draft, LEA Budget and Local Indicators presented)
June 28, 2023: Local Indicators, LEA Budget and LCAP presented and adopted by the school board

*Because Sierra Unified has less than 10 EL students enrolled, Sierra Unified does not require a DELAC.

Our educational partners' input is used to reflect on areas of need and growth, guide current practices and assist in developing the growth of program initiatives to meet our LCAP goals.

A summary of the feedback provided by specific educational partners.

Reflecting on feedback received from educational partners (students, staff, parents, community members and administration) via Sierra Unified's LCAP survey, climate/culture survey, community meetings and LCAP presentations, Sierra Unified will be addressing three key areas in the 2023-2024 LCAP.
Increasing the culture and climate of school campuses (including safety) was a common thread among all groups that provided input. There are noticeable declines, in response from the California Healthy Kids parent survey, in the areas of communication, culture and climate, school safety and parent engagement.
Through the use of PLCs and the work of districtwide administration in implementing practices of the CA-MTSS grant it is anticipated that parents, students and staff will feel more involved in determining the progress of their campus culture and common practices. Practices of inclusivity and accountability will be achieved through the use of informational community meetings, parent education opportunities, and the development of a student advisory committee will lend themselves to opportunities for engagment and information sharing.
Teachers, during an LCAP meeting, indicated a need to improve student engagement in state assessments. Observations indicated students disengaged from assessments quickly, commented after the assessments that they do not see the purpose for the assessments and just

weren't interested in doing their best work.There is a desire, among staff members, to develop a plan that will aide the increase of students' desire to perform well and demonstrate their learned skills.

There is a continued call for increase in the availability of intervention during school hours for junior high students from parents, PAC, community, staff and principals . This feedback was addressed in the 2022-23 year with a pilot program for 7th grade students. The program found success and will be continued in the upcoming year as well as expanding to serve 8th grade students. These intervention opportunities are paired with the continued service of summer school sessions, after-school programs that serve K-12 students and Office Hours offered by high school staff.

Teaching staff noted on their Local Indicators input that the implementation of standards had decreased to a 3.6 from a 4 in the previous year, citing a need for new teacher support with curriculum implementation that includes professional development with the curriculum tools available.

Communication is an area that is always in need of improvement. This year, feedback from students, the desire to have principals and other personnel communicate directly to students was voiced loudly. Students want to be engaged in the decision-making that involves their daily life on campus in regards to rule changes, course changes or overall policy. There is no desire to be "asked" if it is okay to make changes, but to simply be informed, so that they can feel included and not just the recipient of the change. Parent meetings and survey outcomes provided low ratings when it came to school-to-home communication. Dispite the fact that, Sierra Unified has sent out 5,879 direct messages, 839 posts (92 files, 3,472 item requests and 1,119 volutneers requested), 1,015 threads so far this year, the general comment is that we lack communication. So in a parent meeting we asked, "What do you need from the communication?" The response, "How do we get involved?". Evidently the district has done a fair job of notifying families of what is being done at school, announcing events, activities and inviting them to attend meetings, but all of those communications lacked the information that said why these are important or how attending an LCAP meeting or a Site Council meeting would benefit the parent or the student. From this it is learned specifically how the district can improve its communication going forward.

There is a strong desire among all educational partners to improve culture/climate and safety at schools, expand the intervention program to include junior high school students during school hours and improved communications will not only provide improvement in these identified areas, but are likely to have indirect effects on student engagement, behavior and academic progress, as a result of increased parent engagement and developed culture of learning.

Students
increase cultural awareness for all student groups
consider opportunities for additional course offerings of higher-level academics
increase communication from administration to students; clarify rule changes, make connections
improve campus culture by having adults be visible, involved and making an effort to connect with students
vaping issue cannot be solved by "educational materials" alone; need stronger deterents in place

Parents, PAC
expand in-school academic intervention/support to junior high
Parents of Special Education students requested meetings set aside to hear needs, issues and celebrations

increased communications school-to-home; address the 5W's of what/how to be involved
increased inclusion in the After-School Program
staff training specifically in the area of supervision expectations and protocols
Parent Education opportunities-suggested topics; awareness of social media/cyber-bullying, early warning signs of drug use, physical/psychological abuse, suicide and self-harm, starting hard conversations with children, Self-regulation tools

Community (extended beyond required educational partners)
expand in-school academic intervention/support to junior high
expand after-school program to include junior and high school students

Staff (including Certificated and Classified Bargaining Unit members)
professional dev-supporting students exposed to trauma
expand in-school academic intervention/support to junior high
request for updated curriculum in Health and Math (secondary grades 7-12)
technology update/refresh of student devices to support instructional use

Administration and Principals
Attendance support for SWD, SED, Hispanic
Behavior intervention- want to reduce suspensions
PLC practices with consistency and fidelity
Math/ ELA achievement
Increase home-school communication
Increase teacher capacity

SELPA
Attendance support for SWD
Math/ ELA achievement
Behavior intervention- want to reduce suspensions

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

Continued calls for academic support in the form of in school intervention for junior high level students are made. Through the continued provision (Action 2.3) of a Teacher on Special Assignment and credentialed teaching staff, Sierra Jr High School will expand its intervention offerings to 8th grade students in the 23-24 academic year. Success was found in being able to support 7th grade students in ELA and Math during their elective class time, by using short-term intervention schedules that allowed students to work on what they needed focused attention on and then releasing them back to their elective schedule as improvement was made. By extending this to the next grade level the

district is investing in the success of students and offering support for more students in an effort to meet their academic needs within the school day.

Student social-emotional well-being has been a focus of this LCAP document that became necessary as a result of national and local events that impacted students and their families in a variety of ways from loss of jobs, effects of illness or loss of home and property. As students and their families have been adjusting to overcome their personal situations there has been an increased need for counseling services for our students. Additional hours have been paid for in order to increase availability of All 4 Youth counselors that serve students on the campuses of Sierra Unified (see Action 3.3).

While not specifically called out as an action item, but measured by 2 different surveys, there is an apparent need to address the climate and culture of our school campuses. There are noticeable declines, in response from the California Healthy Kids parent survey, in the areas of communication, culture and climate (Action 3.10 and 3.12), school safety and parent engagement. Offering professional development in Positive Discipline for the Classroom for all staff is one way to unify practices within the system. Getting site administration to be more specific in the communications (Action 3.9) that are sent out to parents may offer a more welcoming message that will increase parent/family engagment in the meetings where input can be given forming better partnerships and gaining more input that will inform areas of need and improvement. Students engaged in an LCAP meeting, indicate that they desire more connection with site administration and office staff and improved communication in terms of rule changes. Older students will be offered an opportunity to join a Student Advisory Committee where their unique voices can be heard on the topics that are important to them. This includes an opportunity for the site administration to get input into desired changes in school rules, schedules and events.

Through the use of the Effective Educators Block Grant Sierra Unified is able to provide focused on-going professional development for teachers in the areas of writing development, PLC development and Positive Discipline in the Classroom training. Additionally, through the awarding of outside grants the district is able to meet the needs of students in the areas of social-emotional wellness and development (CA-MTSS) and Universal Design for Learning that results in teachers using inclusive practices throughout the classroom to engage all learners in their education. All of these strategies and teachings will assist in developing the capacity of the educator (supported by Action 1.6) to better develop the students' engagement and learning environment to support increased opportunities of development.

Goals and Actions

Goal

Goal #	Description
1	The District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards.

An explanation of why the LEA has developed this goal.

This broad district goal is developed to improve student achievement by monitoring the development of our staff members' capacity to deliver high quality instruction to all students and providing opportunities for staff growth where needed. Ensuring that sufficient materials are available to all students for home and school use, while also preparing teachers with the knowledge to use those assigned materials is of importance for continuity of delivery and evaluation of curriculum. Lastly, measuring student outcomes on assessments, both local and state, allows us a monitor how students are responding to instruction and performing on standardized testing measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	Missassignments:0% Vacancies: 0% Data Year: 2019-2020 Report Year: 2020-2021 Data Source: SARC	Missassignments: 0% Vacancies: 0% Data Year: 2020-2021 Report Year: 2021-2022 Data Source: SARC	Missassignments: 0.5% Vacancies: 0% Data Year: 2021-2022 Report Year: 2022-2023 Data Source: SARC		Missassignments: <3% Vacancies: <4% Data Year: 2022-2023 Report Year: 2023-2024 Data Source: SARC
Access to standards aligned instructional materials	Sufficient core instructional materials are available as reported to the Board 10.19.20	Sufficient core instructional materials are available as reported to the Board 10.11.21	Sufficient core instructional materials are available as reported to the Board 09.12.22 and reviewed by an on-site		Sufficient core instructional materials Data Year: 2023-2024 Data Source: Board resolution on "Sufficiency of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: Board resolution on "Sufficiency of Instructional Materials"	Data Year: 2021-2022 Data Source: Board Resolution on "Sufficiency of Instructional Materials"	visit by the Williams Visitation Committee 09/06/23. Data Year: 2022-2023 Data Source: Board Resolution on "Sufficiency of Instructional Materials" #07-22/23		Instructional Materials"
State Standardized Assessments (CAASPP): Math	CAASPP scores for all students will improve from: Math -30 points from a Level 3 (proficient) All Students: -34.7 White: -20.4 Native American: -75.8 Hispanic: -64.6 SED: -57.6 SWD: -124.9 EL: * (7) FY: * (3) Data Year: 2018-2019 Data Source: CA Schools Dashboard	Distance from Standard is unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards: All Students: 31.11% White: 43.48% Native American: *(<10) Hispanic: 31.58% SED: 29.76% SWD: 10.84% EL: *(<10) FY: *(<10) Data Year: 2020-2021 Data Source: CAASPP Test Results website	Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4) DFS- All Students: -52.6 White: -37 Native American: -88.3 Hispanic: -72.6 SED: -71.7 SWD: -118.3 EL: * (<10) FY: * (<10)		All students will improve to: Math -48 points DFS All student groups will improve 5 or more points over 2021-2022 DFS outcomes. Data Year: 2022-2023 Data Source: CA Schools Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Met or Exceeded Standards- All Students: 31.4% White: 38.4% Native American: 20% Hispanic: 17.22% SED: 21% SWD: 9.4% EL: * (<10) FY: * (<10) Data Year 2021-2022 Data Source: CA School Dashboard/CAASPP Test Website		
State Standardized Assessments (CAASPP): English/Language Arts	CAASPP scores for all students will improve to: ELA -5 points from a Level 3 (proficient) All Students: -4.9 White: -8.3 Native American: -47.7 Hispanic: -27.8 SED: -35.4 SWD: -107.9 EL: * (7) FY: * (3) Data Year: 2018-2019 Data Source: CA Schools Dashboard	Distance from Standard is unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards: All Students: 51.51% White: 57.14% Native American: *(<10) Hispanic: 52.64% SED: 50.98% SWD: 20.73% EL: *(<10)	Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4) DFS- All Students: -23.3 White: -8.2 Native American: -77.4 Hispanic: -27.2		All students will improve to -20 points DFS All student groups will improve 5 or more points over the 2021-2022 DFS outcomes. Data Year: 2022-2023 Data Source: CA Schools Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY:* (<10) Data Year: 2020-2021 Data Source: CAASPP Test Results website	SED: -49.8 SWD: -104.8 EL: * (<10) FY: * (<10) Met or Exceeded Standards- All Students: 45.8% White: 53.6% Native American: 24.7% Hispanic: 35.5% SED: 33.6% SWD: 19.8% EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: CA School Dashboard/CAASPP Test Website		
Percentage of students earning Healthy Fitness Zone (5 of 6 standards) on Physical Fitness Testing	Physical Fitness Testing as measured by percent above state average Grade 5: CA 45.2% SUSD 73.4% Grade 7: CA 51.1% SUSD 62% Grade 9: CA 56.4% SUSD 61%	No data collected in 2020-2021 due to State suspension of the assessment. All students, Grades 5, 7 and 9, are participating in the 2021-2022 assessment.	PFT data represents the percentage of students participating in each of the 5 fitness areas by school site and grade: Area 1: Aerobic Capacity Area 2: Abdominal Strength and Endurance		All Grades and School Sites will maintain a 95% or greater participation rate in the PFT in at least 4 of the 5 areas measured Data Year: 2022-2023 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Each grade level is expected to show growth of 5% Data Year: 2018-2019 Data Source: Data Quest		Area 3: Trunk Extensor and Flexibility Area 4: Upper Body Strength and Endurance Area 5: Flexibility FES Grade 5- Area 1-2: 96% Area 3-4: 98% Area 5: 99% Sierra @ Home Elem Grade 5- Area 1-5: 100% Sierra Jr High Grade 7- Area 1: 96% Area 2-5: 97% Sierra @ Home Grade 7- Area 1-5: 0% Sierra High Grade 9- Area 1: 91% Area 2: 95% Area 3: 95% Area 4: 93% Area 5: 96% Sierra @ Home Grade 9		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Area 1-5: 90% Data Year: 2021-2022 Data Source: SARC		
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	4.8 of 5 Points Data Year: 2019-2020 Data Source: State Reflection Tool	4.0 of 5 Points Data Year: 2020-2021 Data Source: State Reflection Tool	3.6 of 5 Points Data Year: 2021-2022 Data Source: State Reflection Tool		4.0 points or greater Data Year: 2022-2023 Data Source: State Reflection Tool
English Learner academic progress as measured by ELPAC	Percentage of English Learner performance outcomes as measured by the Overall Score of 3 or 4 on ELPAC summative. Overall Score of 3+: 83% Data Year: 2018-2019 Data Source: ELPAC Report	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC: Level 4: 13.98% Level 3: 33.66% Level 2: 32.57% Level 1: 19.79% Data Year: 2020-2021 Data Source: ELPAC Report	Percentage of proficiency in English Language development (4= Well developed, 1= Minimally developed) Level 4: 25% Level 3: 25% Level 2: 33.33% Level 1: 16.67% Data Year: 2021-2022 Data Source: ELPAC Report/CAASPP website		Percent of students reaching Well Developed (Level 4): 27% Data Year: 2022-2023 Data Source: ELPAC Report
Parent Input and Promotion of Parental Participation	Full Implementation Data Year: 2020-2021	Initial Implementation Data Year: 2021-2022	Initial Implementation Data Year: 2022-2023		Full Implementation Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard Fall 2021	Data Source: Dashboard Fall 2022	Data Source: Dashboard Fall 2023		Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers	Ensure properly credentialed teachers with no mis-assignments or vacancies.	$6,591,024.00	No
1.2	Standards-aligned curriculum and materials	Provide standards-aligned, district/state approved instructional materials.	$140,990.00	No
1.3	State Standardized Assessment outcomes	Pupils across all student groups demonstrate low performance on CAASPP in Math and English Language Arts. In order to more effectively serve these students, the District will provide for academic support during school hours and through extended day programs. The use of differentiation strategies at the classroom level will be supported by professional development based on needs identified by school, department and grade-level, and regular review and monitoring of student progress throughout the academic year.	$14,759.00	No
1.4	Monitoring of student growth and achievement gaps	Utilize standards-aligned District Learning Assessments (DLA) in ELA and Math to monitor student mastery of standards and guide instruction as needed to support student growth and close the achievement gap between all students and all student groups. Formative, teacher-designed assessments will be used between district-level assessments to inform instruction and support student learning. Two non-student work days will be utilized for teacher teams to review and analyze outcomes of the DLA assessments to adjust curriculum maps and instructional plans to meet the needs of the	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students working to improve learning and demonstration of academic growth.		
1.5	After-School Program	CAASPP data for Math indicates that Sierra Unified students overall are underperforming, with less than 40% of students reaching the Met/Exceeded standards level of achievement. Additionally, recent ELA scores indicate a decline in student achievement as measured by Met/Exceeded standard. In order to address the academic achievement gap in Math and ELA, students K-12 grades SUSD will provide an after- school program running from 3:00-5:00 pm to address this need. Providing this expanded after-school opportunity allows SUSD to build onto an existing after-school, office-hour model to further address learning loss and will further engage students in intervention, and extension activities to achieve increased student performance.	$477,951.00	No
1.6	Development of teacher capacity	CAASPP data for Math and English/Language Arts indicate that Sierra Unified students overall are underperforming in comparison to their peers. Scores from the 2022 assessment show that Low Income students demonstrate the greatest need for intervention and support. Based on teacher and site administrator feedback, and the review of on-going local benchmark assessments, there is a need to increase capacity in all educators to meet current instructional demands in math and English/Language Arts. In order to more effectively serve low income students, the District will seek opportunities to develop and deliver adult learning in the areas of instructional use of technology, strategies for differentiation of instruction and use of supplemental materials and content specific professional development that includes mental-health and wellness needs identified by school sites, departments and grade levels. By utilizing additional contract days, weekly Late-Start Mondays and release days, the District will provide for the on-going learning and skill development of its educators. Specifically, educators will be provided opportunities for professional	$73,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development in Universal Design for Learning (UDL), Cultural Awareness development, specific curricular development in math, English/Language Arts and social-emotional wellness. In providing the staff an opportunity to increase their own skill and capacity to delivery solid instruction and support for students, it is anticipated that students of low income, alongside all students, will gain enhanced learning experiences that will meet their individual needs while also covering the content of math and English language arts instruction. While the focus of this action lies in improvement of math development and language arts applications, it is expected that all curricular areas will benefit as educators gain understanding of how best to meet the needs of all students in the classroom. It is expected that by building the capacity of all educators through professional development opportunities in targeted instructional delivery areas, Low Income students will demonstrate increased learning through growth indicators in performance on the Math and English/Language Arts CAASPP assessments. While the focus of this action is designed to meet the needs of low income students it is expected that all students will realize growth as the educators that deliver their instruction and learning experiences grow professionally in their approach to student learning and therefore this action will be available to all teachers to benefit all students.		
1.7	Director of Curriculum and Instruction	Based on district-level review of the reported outcomes of the CAASPP Math and ELA assessments, a performance gap for Low-Income students in comparison to the All Student group exists. The continuation of the position of Director of Curriculum and Instruction in the District is necessary to provide support to the teaching staff in order for their focus to remain on the classroom instruction and progress of students. To address this need, SUSD will utilize the Director of Curriculum and Instruction to provide for training that will support teachers and administrators in the development of interim assessments, as well as formative assessments, to identify academic performance gaps, review data sets and provide for the professional learning that builds the individual capacity of each teacher to provide for increased student performance. The training to support teachers	$153,691.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided by arranged professional learning opportunities or by the Director and cover areas of need as indicated by the Local Indicators document, teacher/administrator input at staff and leadership meetings and from general observations while on campus. Through targeted professional learning opportunities, it is expected that SUSD can address learning gaps by providing engaging learning strategies in the classroom, routinely reviewing data to look for student behavior, attendance and performance trends to support low income students. In order to use data effectively to inform instruction will become part of the professional learning around the development of a PLC model and become part of the bi-monthly department and grade-level meetings. Increased teacher awareness, along with skill-development and capacity building will lead to greater student learning. Because teachers are better equipped through training that will support student learning, student achievement is expected to increase in low income students.The instructional support via the Director of Curriculum and Instruction to increase adult learning and capacity is designed specifically to meet the identified needs and barriers faced by Low-Income students; however, since the increased instructional support will benefit all students, this action will be implemented LEA-wide.		
1.8	Continuation High School	There is an identified need in the district to provide an an alternative academic setting for students to access and progress in their academic path toward graduation. Furthermore, Low-Income students' graduation rates are lower than the All Student group. To provide greater access and flexibility for Low Income students and their families, as well as any high school-aged student seeking to complete their high school education, Sierra Unified provides for the staff and facilities to operate a WASC-accredited alternative education campus. The alternative campus provides a non-traditional school setting that is beneficial to students working on their course requirements and completing their high school diploma. Sierra Unified realizes that our Low Income students seek alternative settings for their education to complete their high school diploma.	$217,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Former students attending our accredited alternative high school have thrived in an environment that is smaller, more flexible with schedules and personalized to meet their unique learning needs resulting in higher rates of graduation among students who have traditionally not achieved graduation status. This action is specifically designed to meet the District's goal of providing equity of access and increased academic achievement for all students, especially those of low income. The district anticipates seeing continued gains in academic performance and graduation rates. However because all students will benefit from this action, it will be available LEA-wide.		

Goal Analysis [2022-23]

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 actions oulined in Goal 1 supported the progress toward meeting the goal, "The District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards."

Action 1.1 Properly credentialed teachers
The LEA retained and hired properly credentialed teachers to ensure that there were no mis-assignments or vacancies. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.2 Standards-aligned curriculum and materials
The LEA provided standards-aligned, district and state approved instructional materials as needed, and maintained existing curriculum to ensure availability for all students. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.3 State Standardized Assessment Outcomes
The LEA provided professional learning opportunities for teachers to collaborate around supporting and increasing student achievement throughout the academic year as well as analyzing effectiveness of instructional practices. There were no substantive differences in the planned action compared to the actual implementation, Math scores on State assessments show low-income students' achievement gap compared to the All Students group still exists.

Action 1.4 Monitoring of student growth and achievement gaps
This action included a movement in the number of PLC days within the academic calendar between district assessments 2 and 3 due to reassignment of a student attendance day in March (previously assigned a non-student day) schools were closed due to weather and road conditions in January. This second day for teacher planning and assessment review was moved to take place at the end of the school year, on a non-student day. This impact is minimal to the overall plan, but it did shift focus of the content to in DLA 2 and 3 and reflect on early state assessment outcomes.

Action 1.5 After-School Program (formerly Recovery and Resiliency Program)
The LEA's students were able to take part in planned extended learning opportunities after school, for which the district was able to provide staffing. As part of the extended-learning day initiative, this action grew to include an extension of academic and experiential activities into the secondary setting to include students in grades 7-12 to participate in after-school academic intervention and support sessions.

Action 1.6 Development of teacher capacity
This action provided professional development in the areas of social-emotional learning, cultural awareness, writing instruction (K-5) and Universal Design for Learning (UDL) training of trainers in order to meet the variety of needs of students. Our low-income students show a decline in their Distance From Standard (DFS) on California State Assessments in math, measured at -49.8 points, and fewer of these students as a percentage, scored at the Met/Exceeded the Standard mark in comparison to 2020-2021 outcomes.

Action 1.7 Director of Curriculum and Instruction
The Director of Curriculum and Insruction position was retained, and provided support for the district's teachers in the areas of instruction, academic support and other areas of need. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.8 Continuation High School
The district's continuation high school was fully staffed and attended by the appropriate students in order to provide an alternative setting to meet the academic, social/emotional needs to the students. There were no substantive differences in the planned action compared to the actual implementation.

Overall Success: Sierra Unified staff are hired and placed in their job assignment using established hiring practices and responsive training at the expressed needs of the site and district administration, department/grade-level leaders and staff. These practices are reviewed yearly and reassessed for the effectiveness to the overall goal of providing a safe learning and working environment that allows the development of a sense of belonging and connection. Sierra Alternative High School continues to grow and meet the unique academis and often social needs of its student population as it works toward student achievement and graduation. Development of trusting relationships and a reason to be at school.

Overall Challenges: Continued response to high chronic absenteeism rates, and missed academic opportunities are starting to show their effects on student achievement overall. Sierra Unified recognizes that work on recovery of learning still exists as demonstrated by state

assessment outcomes. Extension of after-school opportunities and school-hour intervention/support periods have been implemented and will be monitored for their contribution to closing achievement gaps.

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.

All actions that have personnel expenditures are higher due to a 7% salary increase that was approved during the 22-23 fiscal year. Additional teaching staff was added in Action 1.1 due to higher enrollment at Foothill Elementary than initially anticipated.

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

The actions oulined in Goal 1 supported the progress toward meeting the goal, "The District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards."

Action 1.1 Properly credentialed teachers
Metric: Appropriately assigned and fully credentialed teachers
Data Statement: There were no mis-assignments or vacancies during the 2021-2022 school year as reported in 2022-2023 SARC.
Analysis Statement: The LEA's efforts to retain qualified teachers and hire as necessary, ensured that all students had access to appropriately assigned and fully credentialed teachers, with no vacancies or misassignments. This facilitated all students having access to a collaborative and equitable learning and working environment, with proficient teachers and support staff in place.

Action 1.2 Standards-alinged curriculum and materials
Metrics: Access to standards-aligned instructional materials
Data Statement: The LEA's internal data and Williams Report indicated that sufficient core materials were provided for all students, classrooms and sites.
Analysis Statement: The LEA's maintenance and purchase of instructional curriculum and materials ensured that all students benefitted from access, promoting student achievement and the ability to univerally access instruction.

Action 1.3 State Standardized Assessment Outcomes
Metrics: State Standardized Assessments (CAASPP) Math and ELA, Chronic Absenteeism Rate (Goal 4)
Data Statement: Low-Income students show lower levels of achievement in both Math and ELA when compared to the All Students group in both Distance From Standard (DFS) and Met/Exceeded Standards measurements.
Analysis Statement: There is a noticeable acheivement gap on state assessment outcomes for students of low-income, and this student group experiences a higher rate of absenteeism than their peers (2022: 48.4%) which has led to fewer opportunities to enagage in instruction

and learning. Absenteeism contributes to a student's inability to engage and connect in learning and socializing activities which contributes to their achievement gaps.

Action 1.4 Monitoring of Student Growth and Achievement Gaps
Metrics: State Standardized Assessments (CAASPP) Math and ELA,
Data Statement: Low income students demonstrate an achievement gap compared to the All Students group on both Math and ELA state assessments. The gap has increased as measured between 2018-19 and 2021-22.
Analysis Statement: While all student groups (except Students with Disabilities) in the LEA showed a decline in the CAASPP Math DFS measure between 2018-19 and the 2021-22 academic year, the low income student population demonstrated a 20-point gap with the All Students group. On the English-Language Arts Assessment, similar results are found in the DFS measure eventhough the All Students group demonstrated a geater decline than the low income student group, there exists a 20 point achievement between the groups' performance outcomes. The effects of lost learning time due to natural disaster events and high rates of absenteeism contribute significantly to the widening gap experienced by this group of students.

Action 1.5 After-School Program
Metrics: State Standardized Assessments (Math), Student School Connectedness Inventory,
Data Statement: 2021-22 distance from standard rate for low income students as measured on the CAASPP Math assesment was -71.7 DFS, additionally, the percentage of students who met/exceeded the standard (scoring 3 or 4) on the CAASPP Math measured 21%, a decline from the previous year that recorded 29.7% low income group.
Analysis Statement: Our low-income population of students during the 2021-2022 school year was significantly lower than the prior year student numbers which were impacted by the effects of the Creek Fire (September 2020); families placed on mandatory evacuation became homeless which triggered the automatic designation for students to be low-income for 2 years. This event elevated our numbers identified as low income that would not, under normal circumstances, be identified as such.

Action 1.6 Development of teacher capacity
Metrics: State Standardized Assessments (CAASPP) Math and ELA
Data Statement: Low income students' math DFS rates for 2021-2022 were -71.7. The percentage of low-income students who met/exceeded standard, scoring a 3 or 4, was 21%, a measured decline from 29.76% in the prior year. English Language Arts DFS rates were -49.8% where met/exceeded outcomes measured 33.6% as compared to 50.89% in the 2020-2021 academic year.
Analysis Statement: Our low-income population of students during the 2021-2022 school year was significantly lower than the prior year student numbers which were impacted by the effects of the Creek Fire (September 2020); families placed on mandatory evacuation became homeless which triggered the automatic designation for students to be low-income for 2 years. This event elevated our numbers identified as low income that would not, under normal circumstances, be identified as such. 2021-2022 low income student population are more closely aligned to the numbers experienced prior to 2020 as seen in Baseline metrics. Interruptions in the learning environment, and high absenteeism are areas that contribute to the achievement gap that exists between low income student group and the All students group.

Action 1.7 Director of Curriculum and Instruction
Metrics: CAASPP scores ELA and Math, Implementation of Standards

Data Statement: 2021-22 distance from standard rate for low income students as measured on the CAASPP Math assesment was -71.7 DFS, additionally, the percentage of students who met/exceeded the standard (scoring 3 or 4) on the CAASPP Math measured 21%, a decline from the previous year that recorded 29.7% low income group. There is a measured difference in the overall confidence regarding the implementation of standards falling below a 4.0 scoring in 2020-21.

Analysis Statement: While overall scores measure a decline in state testing, there was evidence of growth toward meeting standard within grade bands. Grades 3, 4, 6, 7 and 11 demonstrated overall improvement in the percent of students meeting/exceeding the math standard when outcome years 2021 and 2022 were compared. Similarly Grades 3, 4 and 11 demonstrated an increase in the percent of students meeting or exceeding the ELA standards for their representative grade level. Students of the low income group saw significant declines in the percentage of students who met/exceeded standards in both math and ELA. To address the implementation of standards, teachers were provided 2 teacher workdays within the year to review local benchmark assessment data, realign curriculum pacing guides to meet student needs and apply the course of study for the upcoming session. With the newly approved math curriculum for the 2023-2024 academic year, new pacing guides will be developed and implemented in the secondary grades.

Action 1.8 Continuation High School
Metrics: CAASPP scores ELA and Math, Graduation Rates (Goal 2)
Data Statement: Completion of high school credtis and earning a high school diploma are services provided by the provision of a continuation high school. Students engaged in completing their course work are more likely to contribute to the overall academic success of the district by having access to materials at a pace and in an environment that allows them to succeed.

Analysis Statement: Over the course of 2020-2021 and 2021-2022, our continuation high school has graduated 100% of all seniors enrolled. This statistics factors positively into the overall graduation/completion rate of the district while providing an environment that is conducive to an individual's learning and growth.

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 actions oulined in Goal 1 supported the progress toward meeting the goal, "The District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards."

Changes made to Metrics in Goal 1:
Appropriately Assigned and Fully Credentialed Teachers: The Data Year reflects the year of measurement, and added is the Report Year to indicate which State Accountability Report Card (SARC) report the data can be located. The Report Year was added to All data from baseline through desiered outcome, the Data Year was updated in all fields to reflect the year of collection.

Acess to Standards Aligned Instructional Materials: Desired outcomes year was updated.

State Standardized Assessments-Math: After review of data it is noted that the assessment outcomes of baseline data and current data no longer reflect the same assessment, and local and global events have had a significant impact on our learners, so the desired outcome has been reset to reflect a student goal of achievement to mark -48 points Distance from Standard (DFS) to be reflected in the 2022-2023 assessment. Currently the all student group measures -52.6 points DFS. Additionally, the District seeks to maintain a growth of 5 points in all student groups.

State Standardized Assessments-ELA: After review of data it is noted that the assessment outcomes of baseline data and current data no longer reflect the same assessment, and local and global events have had a significant impact on our learners, so the desired outcome has been reset to reflect a student goal of achievement to mark -20 points Distance from Standard (DFS) to be reflected in the 2022-2023 assessment. Currently the all student group measures -23.3 points DFS. Additionally, the District seeks to maintain a growth of 5 points in all student groups.

California State Physical Fitness Test (PFT): Due to changes in measurement by the State of California on student achievement in PFT for Grades 5, 7 and 9, the reported Year 2 Outcome data shows participation levels for 5 designated fitness areas-which differs from baseline data measuring the percentage of students earning 5 of 6 standards of the Healthy Fitness Zone. The Desired Outcome data will reflect that Sierra Unified students will participate at a rate of 95% or greater in each of the 5 designated fitness areas.

Implementation of Standards for all Students and Enable ELs access to CCSS and ELD Standards: Desired outcomes were changed to be reflective of marked decline over the LCAP period.

English Learner Academic Progress as Measured by English Language Proficiency Assessment (ELPAC): Baseline data reported achieved proficiency for students scoring an overall 3 or 4 on the ELPAC summative assessment. Desired Outcomes will now reflect the percentage of EL students scoring a Level 4 (Well-Developed), as one proficiency indicator for reclassification. It is expected that 27% of EL students will perform at a Level 4 as indicated by 2022-2023 outcome results.

Parent Input and Parental Participation was added as a metric to gather input regarding unduplicated student and students with exceptional needs involvement in programs. Data is gathered through the Local Indicators survey distributed annually by the District, and reported publically with the LCAP in June. Results are publically available on the California Schools Dashboard.

Action 1.1 The hiring practices of Sierra Unified allow for the practice of hiring qualified, credentialed teachers to put in classrooms where they provide classroom instruction, and a learning environment that is accessible to all students.

Action 1.2 Suffiecient materials were made available to students through the use of monitoring enrollment numbers and available materials. To ensure that materials are available, teachers report any expected shortages to their stie administrator, so that replacements can be ordered and put in place.

Action 1.3 This action will include ELA outcomes from state assessments in the 2022-2023 LCAP review due to a significant slip in student outcomes in the last year. Overall, ELA percentage of students who have met or exceeded the standard slipped by 5% between the 2021 and 2022 assessment years. The All Students group scored at 23.3 points below the standard and students of low income demonstrated a -49.8 points DFS. Support to improve on these numbers will be provided through the use of after-school and school hour interventions available to all students.

Action 1.4 The continued use of District Learning Assessments (DLA) to measure and monitor student academic performance throughout the year provides teachers and students opportunities to reflect on learning and make adjustments for continuing growth. By providing 2 teacher workdays in conjunction to DLA 1 and DLA 2; the district has provided time for review, and planning to address student achievement gaps and missed learning demonstrated in these benchmark assessments. Going forward, the district will be utilizing pre-built, standardized interims for benchmarking in the Fall, Winter and Spring. This move is to be more standards focused and driven toward student preparation for the end of a grade-level; where formative assessments will be used throughout the year by teachers to inform their day-to-day instruction.

Action 1.5 This action, formerly labeled Recovery and Resiliency Program, will be referred to as the After-School Program providing support and extension activities to our elementary K-6 students following the regular school day. Contributing status was changed to non-contributing LCFF funds. All services currently provided under this action will remain.

Action 1.6 This action is designed specifically to address the needs of Low Income student group and will be expanded to include activities to support increased achievement in English Language Arts as 2022 outcomes indicated a decline in overall student achievement. The action is identified as a wide action.

Action 1.7 This action calls upon the review of CAASPP data outcomes as a driving force used to guide areas of focus for student learning. Additionally, adult learning and the application to student learning is providing service specifically to address Low Income students, but will serve all student learning as a wide action.

Action 1.8 Sierra Unified will continue to offer a continuation high school experience for students needing an alternative setting to complete credits and finish work toward a high school diploma. Low Income students are the identified group that this action is designed for, but the district will provide the action LEA-wide.

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	The District will provide all students with a high quality education with equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career.

An explanation of why the LEA has developed this goal.
Development of this broad goal is to track the performance and participation of students in various areas of their course work to determine the District's fulfillment in providing equitable access for students to meet College and Career ready indicators as well as ensure that work is being done to prepare students to leave our secondary campuses with the defined 21st Century Skills of critical thinking, creativity, collaboration, communication and citizenship. Student populations with 10 or less students representing the group will have data represented as an (*) to protect privacy of an individual's identity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	All Students: 24% (24) White: 24% (17) Native American: 0% (10) Hispanic: 33% (6) SED: 13% (6) SWD: 0% (12) EL: 0% (0) FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	All Students: 34.6% (36) White: 42.6% (29) Native American: 7.7% (1) Hispanic: 26.7% (4) SED: 32.3% (30) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports	All Students: 24.3% (28) White: 29.2% (21) Native American: 0% (0) Hispanic: 18.2% (<10) SED: 20.6% (21) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year 2021-2022 Data Source: Dashboard Additional Reports		All Students 30% Student groups will show a 2% or more increase over the baseline. Data Year: 2022-2023 Data Source: CA Schools Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	55% (11 students) Data Year: 2020-2021 Source: CALPADS Fall 1, 2.9	10% (2 students) Data Year 2021-2022 Source: CALPADS SELA ODS Extract*	13% (2 students) Data Year: 2022-2023 Data Source: CALPADS reports 2.16 and 8.1		20% students will be reclassified as indicated by RFEP status. Data Year: 2023-2024 Data Source: CALPADS Reports 2.16 and 8.1
High School Graduation Rate	One-year graduation rate All Students: 90% (100) White: 90% (70) Native American: * (10) Hispanic: 100% (18) SED: 88.8% (45) SWD: 83% (12) EL: 0% FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Report	One-year graduation rate All Students: 91.3% (104) White:92.6% (68) Native American: 92.3% (12) Hispanic: 86.7% (15) SED: 92.5% (93) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Report	One-year graduation rate All Students: 94.2% (97) White: 95.5% (64) Native American: 86.7% (13) Hispanic: 94.4% (17) SED: 88.9% (32) SWD: 85.1% (8) EL: 0% (0) FY: 0%(0) Data Year: 2021-2022 Data Source: CALPADS 1.23		One-year graduation rate All Students 95% Student groups will show a 2% or more increase over the baseline. Data Year 2022-2023 Data Source: CA Schools Dashboard
4-Year Adjusted Cohort Graduation Rate	4-Year Adjusted Cohort Graduation Rate All Students: 87.1% (101) White: 87.3% (71)	4-Year Adjusted Cohort Graduation Rate All Students: 90.4% (104) White: 91.3% (69)	4-Year Adjusted Cohort Graduation Rate All Students: 86.1% (100) White: 87.5% (63)		4-year Adjusted Cohort Graduation Rate All Students 92% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Native American: 63.6% (11) Hispanic: 100% (17) SED: 86.7% (30) SWD: 72.7% (11) EL: * FY: * Data Year: 2019-2020 Data Source: Dashboard Additional Reports/Data Quest	Native American: 91.7% (12) Hispanic: 86.7% (15) SED: 92.5% (93) SWD: 58.3% (12) EL: * FY: * Data Year: 2020-2021 Data Source: Dashboard Additional Reports/Data Quest	Native American: 81.3% (13) Hispanic: 86.4% (20) SED: 84.2% (87) SWD: 50% (<10) EL: * (<10) FY: * (<10) Data Year 2021-2022 Data Source:Dashboard Additional Reports		Student groups will show a 2% increase if not meeting the 92% target. Data Year 2022-2023 Data Source: Dashboard Additional Reports
SAT Participation Rate	All students 27% (11-12 grade) 42 White: 30% (31) Native American: 17% (4) Hispanic: 25% (6) SED: 16% (9) SWD: 0% (0) EL: * FY: * Data Year: 2018-2019 Data Source: Aeries SIS	All Students: 21% (11-12 grade) 35 White: 23% (23) Native American: 7% (1) Hispanic: 17% (5) SED: 5% (3) SWD: 0% (0) EL: * FY: * Data Year: 2019-2020 Data Source: Aeries SIS	All Students: 37% (11-12 grade) 56 White: 39% (42) Native American: 27% (3) Hispanic: 31% (10) SED: 29% (12) SWD: 0% (0) EL: * FY:* Data Year 2020-2021 Data Source: Aeries SIS		All students 25% or greater. Student Groups show a 2% or greater increase over the baseline data. Data Year: 2022-2023 Data Source: Aeries SIS
SAT performance outcomes	ELA: 569 Math: 567 Benchmarks met: ELA: 87.9%	ELA: 531 Math: 498 Benchmarks met: ELA: 87.5%	ELA: 658 Math: 626 Benchmarks met: ELA: 100%		ELA 590 Math 565 Benchmarks met: ELA: 85% or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 72.7% Data Year: 2018-2019 Data Source: Aeries SIS	Math: 50% Data Year 2019-2020 Data Source: Aeries SIS	Math: 60% Data Year 2020-2021 Data Source: Aeries SIS		Math: 70% or better Data Year: 2021-2022 Data Source: Aeries SIS
Advanced Placement participation rate	All students (11-12): 34.97% (57) White: 40.52% (47) Native American: 13.3% (2) Hispanic: 21.43% (6) SED: 12.07% (7) SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students (11-12): 21.85% (33) White: 21.29% (23) Native American: 6.67% (1) Hispanic: 30.77% (8) SED: 20.8% (26) SWD: -- (16) EL: -- FY: -- Data Year: 2020-2021 Data Source: Aeries SIS	All Students (11-12 grade): 35% (54) White: 37% (40) Native American: 9% (1) Hispanic: 38% (12) SED: 24% (10) SWD: 0% (0) EL: * FY: * Data Year: 2021-2022 Data Source: Aeries SIS		All Students (11-12) 37% Student groups will show a 2% or greater growth in participation over 2020-2021 academic year. Data Year: 2022-2023 Data Source: Aeries SIS
AP Passage Rate	All Students scoring a 3 or greater: 48% White: 83.3% Native American: 0% Hispanic: 12.5% SED: 8.3% SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students scoring a 3 or greater: 36% White: 50% Native American: 0% Hispanic:38% SED: 88% SWD: -- EL: -- FY: -- Data Year: 2020-2021	All students scoring a 3 or greater: 35% (19) White: 30% (12) Native American: * Hispanic: 50% (5) SED 50% (5) SWD: * EL: * FY * Data Year: 2021-2022		All Students scoring a 3 or greater:40% Student groups will show a 2% or greater increase over baseline data. Data Year: 2022-2023 Data Source: Aeries SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Aeries SIS	Data Source: Aeries SIS		
Early Assessment Program(EAP)- ELA *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment	11th Grade Students scoring Level 3-4: 53.9% Data Year: 2020-2021 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 57.14% Data Year: 2021-2022 Data Source: CAASPP Test Results website		57% 11th Grade students will score a Level 3-4 on CAASPP ELA. Data Year: 2022-2023 Data Source: CAASPP Test Results website
Early Assessment Program(EAP)- Math *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment	11th Grade Students scoring Level 3-4: 18.57% Data Year: 2020-2021 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 20.48% Data Year: 2021-2022 Data Source: CAASPP Test Results website		30% 11th Grade students will score a Level 3-4 on CAASPP Math. Data Year: 2022-2023 Data Source: CAASPP Test Results website
Broad course of study	Students enrolled in advanced academic courses: All 49.49% (74) Students enrolled in VAPA courses: All 56.4% (223) Students enrolled in CTE courses:	Students enrolled in advanced academic courses: All: 50% (50) Grades 11-12 Students enrolled in VAPA courses: All: 61% (197) Grades 9-12	Students enrolled in advanced academic courses: All: 41% (77) Grades 11-12 Students enrolled in VAPA courses: All: 53% (223) Grades 9-12		Students enrolled in advanced courses: All 52% Grades 11-12 VAPA courses: All 58% Grades 9-12 CTE courses: All 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All 50% (151) Data Year: 2020-2021 Data Source: Aeries SIS	Students enrolled in CTE courses: All: 53% (167) Grades 9-12 Data Year: 2020-2022 Data Source: Aeries SIS	Students enrolled in CTE courses: All 47% (198) Grades 9-12 Data Year: 2022-2023 Data Source: Aeries SIS		Grades 9-12 Data Year: 2023-2024 Data Source: Aeries SIS
College and Career Index (CCI)	Students meeting "Prepared" (based on cohort data) All Students: 40% (100) White: 44% (70) Native American: -- (10) Hispanic: 33% (18) SED: 22% (45) SWD: -- (12) EL: -- FY: * Data Year: 2019-2020 Data Source: Dashboard Additional Reports	*See Substantive Differences section regarding this data point. Data Year: 2020-2021 Data Source: Dashboard Additional Reports	*See Substantive Differences section regarding this data point. Data Year: 2021-2022 Data Source: Dashboard Additional Reports		Students meeting "Prepared" (based on cohort data) All Students: 50% Student groups will show 2% or more growth over baseline data Data Year: 2022-2023 Data Source: Dashboard
Dual Enrollment/High School Experience Program Participation	Grade 12 Students: 13% (13) White: 17% (12) Native American: * (10) Hispanic: 5.5% (1)	Grade 12 Students: 49% (51) White: 60.3% (41) Native American: 23% (3) Hispanic: 27% (4)	Grade 12 Students: 49.6% (57) White: 59.7% (43) Native American: * (<10) Hispanic: 54.5% (12)		Grade 12 Students 50% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: -- (45) SWD: -- (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	SED: 48% (45) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports	SED: 47.1% (48) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: Dashboard Additional Reports		Data Source: Dashboard Additional Reports
A-G Completion and CTE Pathway Completion rate (based on cohort data)	All Students: 6% White: 4.9% Native American: 0% Hispanic: 0.9% SED: 0.9% SWD: 0% Data Year: 2019-2020 Data Source: CALPADS 15.1 and Fall 1, 8.1a	All Students: 7.7% (8) White: 10.3% (7) Native American: 7.7% (1) Hispanic: 0% (15) SED: 8.6% (8) SWD: * (10) EL: * (1) FY: * (1) Data Year 2020-2021 Data Source: Dashboard Additional Reports	All Students: 12.2% (14) White: 15.3% (11) Native American: 0% (0) Hispanic: 9.1% (<10) SED: 11.8% (12) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: Dashboard Additional Reports		All Students: 8% or greater Student groups will show a 2% or greater growth over baseline data Data Year: 2022-2023 Data Source: Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Learning Opportunities	Provide online and blended learning opportunities for students in alternative education settings and for high school students needing credit recovery for A-G courses in order to complete their high school education .	$458,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Counseling and Support Services	Low Income students have lower graduation rates and lower A-G completion and historically lower (2022=28.4% marking a 1% increase over All Student group) CTE pathway completion rates than the All Student group in Sierra Unified. To encourage the continued academic growth and participation and school connectedness of students of low income, a need arises to provide academic counseling and support services. A significant number of Native American students enrolled in Sierra Unified are identified in the low income population (67.4%). These counseling and support service positions are provided in an on-going effort to support the improvement of academic and career education outcomes. SUSD has made available to all students, academic counseling services and the Native American Coordinator and Native American Education Advocate. The Native American Education Advocate works with students K-6 to encourage participation in school and arranges for whole class/school events that tie culture to learning. The Native American Mentor along with the academic counselors work with 7-12 graders to encourage academic participation and provide opportunities for exposure to college and career experiences. The on-going services and supports will allow for early detection and support for students, encourage participation in higher-level course work at the secondary level and result in an increase in the percentage of students of low income meeting requirements for college admission and the completion of career pathways. Through the services in this action, it is expected that Low Income students will increase A-G completion and graduation rates as the program has been designed to meet their needs. However, since all students could benefit from the academic counseling, this action will be implemented district-wide.	$389,984.00	No
2.3	Response to Intervention (RTI)	Continue to provide a targeted and systemic approach to learning intervention and support in grades TK-6 that will result in an increase in the percentage of secondary-level student taking honors and advanced placement courses. In 2022-2023, services will be	$200,202.00	No

Action #	Title	Description	Total Funds	Contributing
		implemented in Grade 7 to further support student growth and address academic gaps in the transition year between elementary and junior high. Additionally, we will provide an informed response to learning loss and the recovery of skills following the COVID-19 school closures. This action includes an Academic Intervention Specialist, support personnel and Americorps Reading (K-3 grades) and Math (4-6 grades) tutors.		
2.4	Response to Extension (REI)	Continue to provide a structured program of inquiry-based, advanced learning opportunities, available to a broad range of students, during the school-day in grades 2-6 to encourage high achievement and development of high-level thinking and application skills. Extension services include visual and performing arts teachers as well as a credentialed extension activities teacher.	$304,049.00	No
2.5	Increase student engagement and support	Our Low-Income students are performing lower on CAASPP assessments in ELA and Math as compared to the All-Student group. In response to CAASPP data indicating low academic achievement, and to meet the need of learning recovery following the pandemic, SUSD will provide instructional para-professionals to increase engagement and support for students of the Low Income student groupsto maximize course access and academic growth. The increase of para-professional staff will allow in-class support to teachers in the delivery of instruction and to support students in monitoring and encouraging proper engagement in the instruction. Evidence shows that student engagement in learning activities is key to increasing achievement. Paraprofessionals will be pushed into classrooms to assist teachers with the facilitation of instruction and support the student in the inclusive classroom environment alongside peers. In some cases, where students are better served in a smaller group setting, students will be pulled from class or provided a support period after a lesson to be supported in the development of an academic skill. The use of para-professionals to support learning through engagement will assist the teacher and students in achievement of the	$552,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning goals by providing increased opportunities and support for student skill development and differentiated support based on the needs of each student. The effectiveness of these instructional supports, through the use of para-professionals, will be evidenced from student achievement from the classroom level up through the monitoring of daily progress, formative content assessments, local benchmarks and state assessments, specifically in the areas of Math and English Language Arts. We expect that Low Income will increase their achievement on CAASPP assessments through the use of paraprofessionals, as the program has been designed to meet their specific needs. However, since all students that are not meeting proficiency would benefit from the support, this action will be implemented LEA-wide.		
2.6	English Learner academic support	ELPAC data shows there is a need to move our English Learner (EL) students out of Level 2 and into Levels 3 and 4 on the ELPAC assessment. An internal needs assessment reveals adding a paraprofessional to support English learners will help address this need. Therefore, SUSD will provide a paraprofessional to support English Learner students in both integradted and designated ELD classes. Using a dedicated paraprofessional will allow more opportunities for individualized differentiated instruction and supplemental support one-on-one or in small groups, to assist students in acquiring English. It is expected that this additional targeted support will result in increased percentages of students moving into Levels 3 and 4 on ELPAC.	$17,913.00	Yes
2.7	Access Academics and Student Support	Sierra Unified District's Low income students demonstrate an opportunity gap that results in students not taking part in higher-level coursework that will prepare them for college and career as evidenced by the monitoring of the students' course load and CTE Participation rate (Goal 5). To work at closing the gap and increasing participation of Low Income group in advanced coursework, Office Hours will be provided before, during and after-school to offer tutoring and support	$185,507.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to secondary students at all levels of ability. SAT test prep sessions, support of learning for Dual Enrollment and Advanced Placement courses are areas that teachers will be able to support and engage participation. These offerings are in addition to support opportunities in all academic courses. Added to this action is the provision of Elementary Summer School utilizing on-going grant funds. It is expected that by providing more opportunities for academic support at different points of the day, Low Income group students will have greater access to advanced classes and those students will realize opportunity for greater success in classes. Designed specifically to provide these support opportunities the office hours will lead to an increase in student participation in advanced coursework and increased student achievement. While this action is designed to meet the needs of Low Income students, this action will be implemented school-wide.		
2.8	PSAT particpation	Sierra Unified will continue to encourage students to reach for college and career as their goal beyond high school. It is recognized that our unduplicated student populations are less likely to participate in college ready assessments. By providing access to the PSAT exam, by way of financing and hosting the exam on-campus, to all students in Grades 8 and 10 we hope to increase our student participation in the SAT exam and increase their opportunities to access a higher education.	$1,500.00	No
2.9	Dual Enrollment and High School Enrichment	Sierra Unified and Sierra High School will continue to provide opportunities for students to enroll in and take college-level courses through the Dual Enrollment and High School Enrichment programs provided by community colleges. This opportunity increases the access for all junior and senior-level students to participate in college courses which in turn increases the possibility of students continuing on an academic path. Sierra High School is able to provide 1 on-campus instructor. The advantage to students in our district includes providing access to an opportunity that may otherwise exclude some	$39,101.00	No

Action #	Title	Description	Total Funds	Contributing
		student populations that may not have the means to travel to college campuses or have support to extend their learning.		
2.10	Director of Education Services	Sierra Unified School District utilizes the position of the Director of Education Services to provide professional training, oversight of service delivery, monitoring of the Multi-Tiered System of Support (MTSS) program and support to teachers of students with disabilities (SWD) to increase student access to a broad course of study. This position affords the District to best serve its students in equity and access to all programs offered at our sites. To assist with the administrative and scheduling side of the Special Education Department an administrative support person is provided. It is believed that the focused work and support of these positions will provide for increased academic achievement and personal development of the students being served.	$185,711.00	No
2.11	Library Services	Access to instructional technology, literacy skills and library science by all students is made available daily through the use of library technicians. Teachers and students engage in the use of the library and learn the organizational skills unique to a library, along with appropriate social interactions	$92,472.00	No
2.12	Instructional technology	Provide for student development of 21st Century Learning Skills and access to digital curriculum through the provision of student Chromebooks. Sierra Unified provides a Technology Support Specialist to maintain inventory, keep devices running, and troubleshooting for students and staff.	$93,511.00	No
2.13	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's individual academic and social-emotional needs. Funding for this action can be found in Action 1.1.		

Goal Analysis [2022-23]

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 actions outlined in Goal 2 supported progress toward meeting the goal, "The District will provide all students with a high quality education with equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career."

Action 2.1: This action allowed the district to continue to provide alternative approaches to learning for students and their families in the form of online and/or blended learning experiences. This action provided students with the opportunity to recover credits and access A-G courses necessary for successful completion of high school. Origianal credit courses were offered to student at grade-level and student progress was monitored to ensure learning was taking place. No substantive differences were noted for this action.

Action 2.2 This action allowed for the provision of academic counseling and support services to students in the low income student group who underperform the All Student group in graduation rate, A-G completion and participation in advanced courses, CTE and Dual Enrollment programs. Through the provision made in this action, our Native American students, who have a higher representation within the low income student group, have access to a Native American Education Coordinator (7-12) and a Native American Education Advocate (TK-6) that work to support academic growth and school participation of students. Additionally, these individuals provide opportunity for students connect to school through development of relationships and participation in activities and support to access rigorous, advanced coursework. The Native American Education Coordinator and Advocate were utilized in assisting the work of Goal 4 (Chronic Absenteeism) by mentoring students whose attendance rates were targeted as at-risk. One additional academic counselor is being provided to the secondary schools through the use of Learning Recovery Block Grant funds.

Action 2.3 TK-6 grade students were provided a targeted and systemic approach to learning intervention through the use of an Academic Intervention Specialist, Americorp tutors in Reading (TK-3 grades) and Math (4-6 grades). Services were extended, as planned, to support 7th Grade students instructionally in the areas of English/Language Arts and Math intervention in the 2022-23 academic year. This expansion was achieved with the use of on-going Emergency Recovery monies to provide a teacher on special assignment (TOSA) to coordinate and collect data on the viability of the extension. No substantive differences were applied to this action.

Action 2.4 is utilized to provide extension of learning for students in grades K-6 during the academic school day. This action supported the academic development and support used to encourage high achievement in students and provided the services of full-time visual and performing arts teachers and a credentialed extension activities teacher using the Project-based Learning approach to teaching and learning. No substantive differences were made to this action.

Action 2.5 The use of paraprofessionals provided support to increase student engagement and academic support of Low Income students, and pushed in to the classroom to assist the teacher in the delivery of instruction and monitoring of student engagement in instructional activities. There were no substantive differences in this action.

Action 2.6 Personnel was provided to make available support for English Learners in need of targeted desingated English Language Development. The provision of a paraprofessional assists by providing services needed by the designated student group to gain access and language acquisition in the development of their English language skills. There were no substantive difference made to this action.

Action 2.7 Low Income student group are provided with opportunities that support access and participation in higher-level academic course work that will assist in preparing them for College and Career. This is achieved through the use of Office Hours before, during and after school at Sierra High School. Classroom teachers offer tutoring, support and guidance to aid students access to courses and programs that will assist students' desire to participate and complete higer level courses and programs. This action will include Elementary-level Summer School for the 2022-2023 academic year using ELO Grant funds.

Action 2.8 Sierra Unifed continued to provide no-cost opportunities for students in Grades 8 and 10 to participate in the PSAT on site within the school day. This action allowed the students to be exposed to college entry exams and increase their opportunity to access a higher education. There were no substantive differences in this action.

Action 2.9 Dual enrollment courses continued to be made available at Sierra High School in partnership with Clovis Community and Reedley Colleges. Provision of access to dual enrollment courses increases the likelyhood that all students will be able to take advantage of early opportunities that minimize travel and cost of a college education. Currently, 1 instructor is available for in-person instruction, all other classes are offered online through the college and their assigned teaching staff. Sierra High was not able to offer students in-person access to English 1A, as there was not a college-level qualified individual on campus-this had a small impact on the number of students who participated in Dual Enrollment overall.

Action 2.10 Sierra Unified provides a district-level position of Director of Education Services to oversee professional development and training, delivery of services and monitoring of the MTSS program of supports and support teachers of students with disabilities as a means to increase student access to a broad course of study. This action provides for an administrative support person that maintains the schedule of the Special Education Department. By providing this support it is believed that focused work to support student academic achievement and personal develoment. There were no substantive differences made to this action.

Action 2.11 Library Services were made available at Sierra Jr/Sr High and Foothill Elementary Schools in the form of personnel that were present to support teachers and students needs. There are no substantive differences in this action.

Action 2.12 A Technology Support Specialist maintains the inventory, keeps devices running and assist staff and students with troubleshooting the 1:1 chromebook technology made available to students Grades 2-12 and teacher laptops throughout the district. There are no substantive differences to this action.

Overall Successes: Sierra Unified successfully provided for the academic needs of all students through the provision of intervention support classes (elem) or office hours (secondary) to assist students in need of extra time for learning and obtaining academic growth. At the same time, the district is able to recognize and provide for students excelling and support their learning through project-based experiences that expand thinking and learning beyond the classroom. A wide-range of courses are provided for students at the secondary level to support their interests and encourage them to stretch themselves academically. Opportunities for college and career experiences are made available daily and accessibility is part of the overall vision to ensure students are provided access to courses that will help them be college and career ready upon graduation. The provisions of student counseling allow the district to support students emotional and academic well-being while in attendance in the district.

Overall Challenges: The district faced challenges with maintaining a consistent instructional aide base. These positions are instrumental in supporting the district efforts to increase student engagement in school and learning. When these individuals are gone, and students are waiting for replacements it leaves a gap in student support which can cause disruption to student learning, student success and often the student's sense of security while in the learning environment. Students were provided with the support they needed, but the instability of the personnel caused some difficulties and disruption.

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.

All actions that have personnel expenditures are higher due to a 7% salary increase that was approved during the 22-23 fiscal year. Action 2.1 expenditures were lower than anticipated by $71,200 (14%) due to a reduction in staffing at Sierra@Home. Enrollment went from 115 in 2021-22 to 85 in 2022-23. Action 2.2 increased by $167,106 (49%) due to the addition of a Counselor paid for with Learning Recovery Block Grant funds. Action 2.3 expenditures were higher than anticipated due to the addition of a teacher on special assignment who implemented an intervention program at Sierra Junior High. The additional services of $137,027 (75%) were funded with ESSER III Learning Loss funds. Action 2.5 is higher by $66,448 (14%) due to the additional Instructional Aides that were added in 2022-23. Action 2.7 was higher by $230,235 (353%) due to the addition of summer school for all grades that were paid with carryover ELO funds from 2021-22.

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

The actions outlined in Goal 2 supported progress toward meeting the goal, "The District will provide all students with a high quality education with equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career."

Action 2.1 Alternative Learning Opportunities
Metric: A-G Completion Rate, One-Year High School Graduation Rate
Data Statement: By providing an alternate setting and opportunity for students to complete high school and/or recover credits, Sierra Unified is able to maintain a yearly graduation rate that exceeds 90%.
Analysis Statement: Sierra Unified has achieved a 94.2% 1-year graduation rate, indicating continuous growth over the course of this LCAP, and has realized comporable rates of completion when compared to 2019-20 baseline data for the A-G Completion Rate.

Action 2.2 Academic Counseling and Support Services
Metric: A-G Completion Rate, One-Year High School Graduation Rate, AP Participation Rate, Broad Course of Study, Dual Enrollment Participation, A-G and CTE Pathway Completion
Data Statement: Utilizing the additional targeted support of the Native American Education Coordinator and Advocate to support engagement and participation of our Native American student population is promoting growth in the noted metrics, as a significant number of our Native American students are identified as being part of low-income homes.
Analysis Statement: The mentoring received through these services aid in encouraging student engagement and participation in activities and programs that facilitate academic and social growth. Each of these are factors in school success; low income students demonstrate an increase in Advanced Placement Participation (24%) and A-G/CTE Pathway Completion (11.8%) rates over 2021.

Action 2.3 Response to Intervention (RTI)
Metric: Advanced Placement participation rate, Broad Course of Study (advanced academic courses), Dual Enrollment/High School Experience Program Participation
Data Statement: It is believed that practice and delivery of early intervention at the elementary level will assist in increasing the number of students able to participate and access honors and advanced placement courses at the secondary level.
Analysis Statement: Data shows that our All Students group has achieved 35% participation in Advanced Placement courses demonstrating an improvement of 13% over 2020-21 outcomes, yet reflection a fractional improvement over the baseline. Forty-one percent of students were enrolled in an advanced academic course in 2021-2022 that includes honors-level, Advanced Placement, and Dual Enrollment classes. Reflected in 2021-2022 outcomes, 49.6% of our 12th grade graduates completed 1 or more semester dual enrollment/high school experience class prior to graduation. An increase in participation of 36.6% over the baseline year for 12th grade students.

Action 2.4 Response to Extension (REI)
Metric: A-G Completion, Graduation Rate, Early Assessment Program (EAP), Advanced Placement (AP) Participation, Dual Enrollment/High School Enrichment Participation
Data Statement: Encouraging students to develop and expand on their critical thinking and application skills through the opportunity to participate in extension activities during the school day at the elementary level allows Sierra Unified to meet the unique learning needs of all students and support their individual academic growth.
Analysis Statement: The metrics used to support this action look to high school outcomes and records of achievement for students as a group. Using All Student group data Sierra Unified can see that EAP data from 11th Grade state assessment scores show an increase in the percent of students that Met/Exceed the standard over the previous assessment year (ELA 57.14%, Math 20.48%). Similarly, AP and Dual

Enrollment participation among the 11th and 12th grade students continues to grow and improve demonstrating that supporting students' desire to achieve at a higher level is supported by activities and opportunities at school.

Action 2.5 Increase Student Engagement and Support
Metric: High School Graduation Rate, Broad Course of Study, CAASPP outcomes
Data Statement: Student engagement in their own learning must be supported and encouraged by opportunity and guidance in order to achieve favorable outcomes.
Analysis Statement: Sierra Unified marked 94.2% 1-year graduation rate that is inclusive of students earning a Certificate of Completion designated by fulfillment of their academic goals set forth in their Individualized Education Plan (IEP). Additionally, Sierra hosts a wide-range of academic and elective courses that support student interest, meet A-G requirements, offer a variety of choice and academic rigor allowing students to seek and follow an academic path that encourages engagement in their own learning while also supporting students that seek to stretch and grow outside of a comfort zone.

Action 2.6: English Learner (EL) Academic Support
Metric: EL Reclassification Rate
Data Statement: The reclassification rate continues to demonstrate that English Learners in the district are acquiring the language skills needed to succeed academically.
Analysis Statement: While Sierra Unified experiences noticeable shifts in our EL population from year to year, our students are able to achieve acquisition of language at a rate demonstrating growth. Sierra Unified supports our English Learners with a dedicated para-professional that offers 1:1 designated and targeted supports as needed, and works collaboratively with the classroom teacher to monitor student progress.

Action 2.7: Access Academics and Student Support
Metric: A-G Completion, High School Graduation rate, SAT participation, AP participation, Dual Enrollment/High School Experience, A-G Completion and CTE Completion, CTE Participation (Goal 5), State Assessment outcomes (Goal 1)
Data Statement: The provision of Office Hours at Sierra Jr/Sr High School allows for students to independently seek support and assistance from teachers as needed to support their learning and foster the confidence to participate in upper-level academic courses that may otherwise be unattainable. Students accessing extended learning through the summer school experience will be more likely to experience learning loss over the summer break.
Analysis Statement: All Student outcome data indicates an overall increase in participation rates for the SAT, AP and Dual Enrollment courses. EAP scores show an increase in both ELA and Math assessments, and the total number of students completing A-G and Career Technical Education courses doubled over the 2021 outcome data.

Action 2.8 PSAT Participation
Metric: SAT Participation, SAT Performance Outcomes
Data Statement: Providing an opportunity to students to experience the Preliminary SAT (PSAT) increases the likelihood that students will participate in the SAT for college admissions considerations. Students in Grades 8 and 10 are previded with on-campus, school-day access to particpate in the PSAT at no cost to their families.

Analysis Statement: Senior class members of the 2020-2021 academic year demonstrated that 46.6% of them took part in the PSAT in their 10th grade acadmic year. Of those students, 35.3% are from low income households. Looking at the students who participated in the PSAT during their 10th grade year, 47.1% of them went on to participate in the SAT prior to high school graduation. It should be noted that in the 2020-21 academic year, the SAT was not a requirement for California College entrance, in response to school closures during COVID-19, and may have had an effect on overall participation in the SAT.

Action 2.9 Dual Enrollment and High School Enrichment
Metric: Dual Enrollment/High School Experience Participation
Data Statement: Sierra Unified provides access to Dual Enrollment courses to 11th-12th grade students during the school day to influence an increase in students participating in college after high school.
Analysis Statement: Analyzing student exit outcomes of 12 grade students, Sierra Unified has 49.6% of its enrolled 12th graders completing at least 1 semester college-level course through our designated partner schools.

Action 2.10 Director of Education Services
Metric: Broad Course of Study, High School Graduation Rate
Data Statement: Through monitoring of student class schedules the District is able to verify students accessibility, inclusion and participation in a broad course of study.
Analysis Statement: Students are included and provided support, as evidenced by their class schedules, in the visual and performing arts, agriculture, math, English and a variety of other courses to provide a full educational experience and meet their educational goals.

Action 2.11: Library Services
Metric: Access to Instructional Materials (Goal 1)
Data Statement: Providing personnel to staff the campus libraries allows students a space to gain access to instructional materials and technology that may not be available in the classrooms or at home. Additionally, the elementary Library Technician provides students with understanding of library systems and the organizational skills needed to navigate the space.
Analysis Statement: The provision of a library technician allows the District to support student access to learning experiences in a space that is an extension of the classroom, supporting student learning and engagement.

Action 2.12 Instructional Technology
Metric: Access to Instructional Materials (Goal 1)
Data Statement: An Technology Support Specialist is provided to maintain consistent access of school technology to students and teachers as a way of accessing instructional materials.
Analysis Statement: Sierra Unified is 1:1 with student chromebooks in Grades 2-12, the employ of a technology specialist allows for the District to provide consistently working tech systems to support student learning and student access to curriculum when necessary.

The actions outlined in Goal 2 supported progress toward meeting the goal, "The District will provide all students with a high quality education with equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career."

Changes made to Metrics in Goal 2:
The following metrics have been updated with the correct Desired Outcome Date:
A-G Completion Rate
EL Reclassification Rate
High School Graduation Rate
SAT Performance Outcomes

A-G Completion Rate: The Desired Outcome rate was reduced from 40% to 30% as a way to reflect on the variability in outcome data since the setting of the Baseline in 2019-2020. In selecting 30% as the desired outcome for the 2022-2023 year, the District has allowed the mark to be attainable in comparison to 3 years of data, and has not reduced the goal so drastically that it will be a false achievement should it be met.
AP Participation: The Desired Outcome rate will be increased to 37% reflecting the Year 1 and Year 2 outcomes having exceeded the original outcome goal of 15%. Using baseline data and Year 1 and 2 outcomes leads the District to believe that 37% is a reasonable goal that expects growth but is within reach with participation data ranging from 21% to 35%.
Dual Enrollment/High School Experience Participation rate: Participation of 12th grade students in dual enrollment courses at Sierra High School far exceeded the Desired Outcomes (40%) for the last 2 years and will therefore be increased to 50%. Make note that at the time of baseline data establishment, Sierra High School had 13 students participating in at least 1 course, and Year 2 outcome reflects 57 students participating in at least 1 course/semester Baseline and Year 1 data were updated. Desired Outcomes received the addition of a data source.
SAT Performance Outcomes: Data Source was added for Year 2 outcomes.

Action 2.2 Academic Counseling and Support Services; the addition of an academic counselor for secondary-level students is provided through the use of Learning Recovery Block Grant funds. This action was changed to non-contributing.

Action 2.3 Response to Intervention (RTI); to provide extended services to the junior high school, a Teacher On Special Assignment (TOSA) was utilized to set up, monitor and grow the development of this support model. The position was funded with on-going Emergencey Recovery dollars. The success in obtaining increased academic growth in ELA and Math by 7th Grade students at Sierra Jr High School, as a result of expanding this service in 2022-2023, has led the District to further extend the academic support offering to 8th Graders in the upcoming academic year.

Action 2.5 Updated the data source to be CAASPP assessment data from English-Language Arts and Math outcomes. Performance outcomes of Low-Income students in comparison to the All Student group were used to determine the achievement gap. Students with

Disabilites and English Learner groups were removed as identified groups as the data does not indicated a CAASPP performance discrepancy.

Action 2.6 This action was changed from Wide Action to Limited Action as it is designed to serve English learner students only.

Action 2.7 Access Academics and Student Support; formerly titled Office Hours and Student Support, the addition of elementary summer school is provided through this action with the use of ELO Grant funding. The metric utilized to indicate effectiveness was changed to the Career Technical Education (CTE) participation rate listed in Goal 5.

Action 2.9 Dual Enrollment/High School Enrichment; Offerings of an in-person, on-site instructor for English 1A was not available to 12th grade students due to the lack of an available, qualified college-level instructor assigned to a teaching position on campus. While this contributed slightly to a decline in our participation numbers, it did not impact availability of the course which some students accessed during their summer time using the High School Enrichment offering.

Action 2.13 Students with Disabilities was added to Goal 2 to ensure support of specialized and targeted instructional support is available to students with an Individualized Education Plan (IEP).

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 provide a culture and campus climate that fosters student achievement through providing a clean, healthy, physically and emotionally safe learning environment; clean and well-maintained facilities, and outreach for parent engagement and communication.

An explanation of why the LEA has developed this goal.

The District presents this broad goal to measure its effectiveness of actions taken to provide a welcoming and safe environment for students to be able to engage in their academics, be social and elevate a sense of community among all those on its campuses. Having learned from recent global and local disasters just how important clear, honest and concise communication needs to be to form relationships between schools and home, we continue to monitor ourselves in welcoming input and 2-way communication from our parents and extended community through community forums, school events and activities, weekly electronic updates and an updated website.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	Foothill Elem - Fair 89.4% Sierra Jr/Sr High - Fair 77.15% Alternative Educ - Fair 83.59% Data Year: 2020-2021 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 85.21% Sierra Jr/Sr High - Fair 76.85% Alternative Educ - Fair 84.4% Data Year: 2021-2022 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 84% Sierra Jr/Sr High - Fair 81% Alternative Education - 88.5% Data Year: 2022-2023 Data Source: Facilities Inspection Tool (FIT)		All school sites rating of 90-95% (Good) or higher Data Year: 2023-2024 Data Source: FIT Report
Attendance Rate Rate is based on attendance up to	All Students 91.9% White 94.5% Native American 82.3%	All Students 85% White 89.6% Native American 67% Hispanic 61.1%	All Students 92.3% White 92.81% Native American 90.11%		All Students 93% or greater with student groups not making the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
March 16, 2020, 128 school days	Hispanic 90% SED 89% SWD 84.3% Data Year: 2019-2020 Data Source: Aeries SIS	SED 84.3% SWD 75.2% EL * FY * Data Year: 2020-2021 Data Source: Aeries SIS	Hispanic 92.18% SED 91.41% SWD 90.13% EL * FY * Data Year 2021-2022 Data Source: CDE Attendance Report P2		overall goal will show a 2% increase. Data Year: 2022-2023 Data Source: CDE Attendance Report P2
Suspension Rate Note: baseline reflects data 2019-March 13, 2020, 128 school days	SUSD: 3.5% (1,333) Foothill: 3.7% (677) Lodge Pole Elem: 0% (18) Oak Mdw Community Day: 66.7% (3) Sierra Jr High: 5% (202) Sierra High: 3% (399) Sandy Bluffs Ed Center: 1.4% (69) Data Year: 2019-2020 Data Source: DataQuest	SUSD: 1.5% (1,340) Foothill: 0.8% (607) Sierra Jr High: 3.2% (190) Sierra @ Home: 0% (469) Sierra High: 1.8% (379) Sierra Alternative High: 3.3% (61) Data Year: 2020-2021 Data Source: DataQuest	SUSD: 6.0% (1,357) Foothill: 3.7% (653) Sierra Jr. High: 14.7% (191) Sierra @ Home: 0% (184) Sierra High: 6.6% (407) Sierra Alternative High: 9.3% (43) White: 4.7% (948) Native American: 8.3% (241) Hispanic: 6.9% (245) SED: 8.3% (810) SWD:8.4% (197) EL: 5.6% (14) FY: 0% (2) Data Year: 2021-2022 Data Source: DataQuest		SUSD 3% All schools and student groups not meeting the 3% goal will show a 2% improvement. Data Year: 2022-2023 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	SUSD: 0% (1,333) Data Year: 2019-2020 Data Source: DataQuest	SUSD: 0% (1,340) Data Year: 2020-2021 Data Source: DataQuest	SUSD: 0% (1, 357) Data Year: 2021-2022 Data Source: DataQuest		All Students 0.5% or less Data Year: 2022-2023 Data Source: DataQuest
Parent Climate Survey	Measuring favorable ratings from parents in the areas: School to Home Communication 76.7% School Culture/Climate 80.25% Parent Engagement 74.19% Data Year: 2020-2021 Data Source: SUSD School Culture/Climate Survey (Parent)	Measuring favorable ratings from parents in the areas: School to Home Communication 64.6% School Culture/Climate 74.9% School Safety 83% School Connectedness 77.6% Parent Engagement 66.3% Data Year: 2021-2022 Data Source: SUSD School Culture/Climate Survey (Parent)	Measuring favorable ratings from parents in the areas: School to Home Communication: 56% School Culture/Climate: 55.3% School Safety: 76% School Connectedness: 85% Parent Engagement: 57% Data Year: 2022-2023 Data Source: CA Healthy Kids Survey (Parent)		Improve to a rating of 85-90% in each area Data Year: 2023-2024 Data Source: CA Healthy Kids Survey (Parent)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Junior High Dropout Rate	0% Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1	0% Data Year: 2020-2021 Data Source: CALPADS Fall1: 8.1a	0% Data Year: 2021-2022 Data Source: CALPADS Fall1: 8.1		0.5% or lower Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1
High School Dropout Rate	0% Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1	0% Data Year: 2020-2021 Data Source: CALPADS Fall 1: 8.1a	0% Data Year: 2021-2022 Data Source: CALPADS Fall 1: 8.1		1% or lower Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1
Student Sense of Safety at School and School Connectedness	Elementary: Connectedness: 88% Safety: 89.6% Junior/Senior High School: Connectedness: 82% Safety: 92.8% Overall: Connectedness: 85.8% Safety: 91.2% Data Year: 2020-2021 Data Source: SUSD School	Elementary: Connectedness: 73.7% Safety: 88.9% Junior/Senior High School: Connectedness: 77.3% Safety: 59.3% Overall: Connectedness: 80.2% Safety: 74.1% *Staff: Connectedness: 79%	Sense of Safety: Overall: 77.9% (Grades 3-12) Overall: 65% (Grades 5, 7, 9 and 11) School Connectedness: Overall: 76% (Grades 3-12) Overall: 62% (Grades 5, 7, 9 and 11) Data Year: 2022-2023 Data Source: Student School Connectedness Inventory *all students Grades 3-12 Data Source: CA Healthy Kids Survey		Overall Combined Connectedness: 88% Safety: 95% Data Year: 2023-2024 Data Source: Student School Connectedness Inventory and CA Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Culture/Climate Survey (student)	Safety: 85.8%

Data Year: 2021-2022
Data Source: SUSD School Culture/Climate Survey (student) and Student Connectedness Inventory | **Students in Grades 5, 7, 9 and 11 | | |
| School Site Council Attendance | Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:

Foothill Elementary 4:4
Sierra Jr/Sr High 2:3
Percentage: 83%

Data Year: 2019-2020
Data Source: Self-reported | Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:

Foothill Elementary 4:4
Sierra Jr/Sr High 3:3
Percentage: 100%

Data Year: 2020-2021
Data Source: Self-reported | Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:

Foothill Elementary 4:4
Sierra Jr/Sr High 1:1
Percentage: 100% (of meetings reported)

Data Year 2021-2022
Data Source: Self-reported | | 90% quorum in combined meeting total

Data Year: 2023-2024
Data Source: reported by Site Administration |

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Provide clean and well-maintained facilities. To achieve this, the District provides for year-round custodial and maintenance staff.	$3,220,420.00	No
3.2	School transportation	Provide safe student transportation to and from school and school-activities by qualified and well-trained individuals.	$1,713,199.00	No
3.3	Social-Emotional Learning support	Our Low-income Students are performing lower on CAASPP assessments in ELA and math as compared to the All-Student group. An internal needs assessment was conducted, and one main root cause identified for lower academic performance of low-income students was the social-emotional needs that resulted in large part from the fire disaster. To meet this identified need, social-emotional well-being supports will be provided to target the needs of our low-income students. The district is utilizing outside agencies such as All 4 Youth, , which provide additional access to mental health clinicians and additional classified behavioral aides. The additional All 4 Youth mental health clinicians are beyond services received at no charge. An on-site SEL counselor is provided at Foothill Elementary School. Ongoing professional development will be provided to classified and certificated staff to support the provision of trauma-informed practices and supports. Social-Emotional Learning is provided to students using specially trained classified staff who will provide direct supports to students via teaching, modeling, small group and individual supports that teach and reinforce verbal and non-verbal de-escalation and calming techniques. These specially designed techniques will help students manage the stressors encountered as a long-term result of the community fire and related impacts. Providing a variety of supports will assist students in self-regulation and coping to reduce time a student is out of class and/or not able to focus on learning, whether at school or at home. These services will be provided at times most convenient for the student and designed to minimize student time away from instruction.	$328,595.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Although this action is designed to specifically address the identified social/emotional and mental health needs of our low-income students, as described above, these services can be of benefit to any student in needs of similar supports as a result of lingering impacts of the Creek Fire. Therefore, this action will be made available to all students and implemented on an LEA-wide basis. As a result of addressing the Creek Fire disaster (Fall of 2020) related mental health and social-emotional needs of low-income students as described, we expect students to be better equipped and prepared to actively participate in learning both in and outside of the classroom. The resulting increased time and attention to academic tasks we expect to result in increased ELA and MATH CAASPP scores for low-income students.		
3.4	School Psychologists	Sierra Unified will be provided 2 full-time, on-site school psychologists to serve the needs of students and provide for development of connectedness and belonging beyond the service of an IEP. These positions, are part of our MTSS structure and work in coordination with behavior aides on their campuses to serve students' behavioral, social, mental and academic needs. These individuals also serve students enrolled at our alternative schools. The on-site school psychologists provide oversight and training of classified staff deployed into classrooms.	$107,552.00	No
3.5	School Health Staff	Sierra Unified provides schools with an LVN and their work is overseen by an RN to provide students with health needs on campus.	$195,933.00	No
3.6	Administration, management and office staff	Provide administrative and management to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment. Office staff provide a customer-focused environment that supports the work of administration in keeping a smooth running facility.	$1,480,156.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Extra-Curricular Activities	Student math and ELA achievement data indicates that Sierra Unified School District's low-income students are performing lower than all students. Internal needs assessment data reflect that low-income students have a unique increased barrier to participation in extracurricular activities, including sports activities, due to financially related limitations. In our experience, increased participation of low-income students in athletics and other extracurricular activities, FFA, clubs, various competitions and performing arts activities increases self-esteem, social status, and academic success as long as it does not significantly reduce the amount of time spent in core classes. For our low-income students to participate in these activities and maximize their time in the classroom we will provide additional transportation services designed and scheduled to limit the amount of time students must leave their school site before dismissal time, thereby increasing instructional time and access to learning and mitigating any financial barriers to participation. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. It is our expectation that providing greater access to instruction time will result in increasing student achievement data in ELA and math for low-income students.	$363,275.00	Yes
3.8	Eagle's Nest	Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families. Additionally, a well-trained and engaged staff are available for student learning.	$44,723.00	No
3.9	Communications	The District has a new website that contains up-to-date information and calendars for the District and all schools. The District utilizes Parent Square, formerly Aeries Communication, as its primary tool to electronically communicate weekly with parents regarding upcoming and significant events, while also being utilized for emergency	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		communications. Personnel for maintenance of the website, regular communications through social media and publicity flyers to promote the school district and its schools is provided through this action.		
3.10	Parent education	Parent Education is a foundation to student learning and connectedness to school. From stakeholder feedback, the District is pursuing the development of parent education opportunities in the form of focused topic forums, family engagement nights, a parent information page on the website and possible newsletter development. Through these efforts we hope to continue to build partnerships, through communication and education, with families as a way to increase student engagement and connection to school.	$10,000.00	No
3.11	Late bus	The previous year's action was merged into Goal 3.7.	$0.00	
3.12	Noon time Assistants	The district will provide noon-time instructional assistants to support the safety of all students during lunch break.	$64,768.00	No

Goal Analysis [2022-23]

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 actions outlined in Goal 3 supported the progress toward meeting the goal, "The District will provide a culture and campus climate that fosters student achievement through providing a clean, healthy, physically and emotionally safe learning environment; clean and well-maintained facilities, and outreach for parent engagement and communication."

Action 3.1 Facilities
The LEA provided clean and well-maintained facilities through the use of year-round custodial and maintenance staff. In 2022-2023, a School Resource Officer was added to the staff to address campus safety throughout the district.

Action 3.2 School Transportation

The LEA was able to provide qualified and well-trained individuals to transport students to and from school Monday-Friday; including late bus runs to support after school programs and activities after school. There were no substantive differences in this action.

Action 3.3 Social-Emotional Learning Support
The LEA provided specialized support seervices targeting social-emotional wellness of students of low income, English Learner and Foster Youth through the All 4 Youth agency, behavioral aides. Additionally, this action allows for continued training of staff members in areas of trauma-informed practices, verbal de-escalation and Positive Discipline. Additional days were added for the services of All 4 Youth counselors, and the addition of an on-site SEL Counselor were made available. The SEL counselor is made possible through the use of Learning Recovery Block Grant funds.

Action 3.4 School Psychologists
The LEA provides for the services of on-site school counselors to support students who demonstrate higher rates of absenteeism, and a lack of connection to school. As part of our Behavioral-MTSS structure school psychologists support student behavioral, social, mental and academic needs, and are called upon to provide oversight of the training of classified staff that are deployed into classrooms to support the integration of students into the classroom environment. This action was made non-contributing.

Action 3.5 School Health Staff
The LEA provides a school LVN at each site. A Registered Nurse is employed to oversee the work of the LVNs. No substantive differences were made.

Action 3.6 Administration, Management and Office Staff
The LEA provides administrative and managment to support the operations of school campus and ensure a physically safe campus and environment that supports student learning. Office staff are utilized to support the work of administration and keep a smooth running facility. No substantive differences were made to this action.

Action 3.7 Extra Curricular Activities
The LEA provides for student participation in extra-curricular activities as a way to provide opportunity for school connection and social growth. To provide these opportunities, staff and transportation were made available to improve accessibility for students of low income families that may find it difficult to transport students to and from school for extra activities. The LEA has removed Action 3.11 (Late Bus) and included it in this action as transportation services is a key component of student participatation and access to these programs.

Action 3.8 Eagle's Nest
The LEA provides after school care staffed by trained individuals that offer a safe and engaging environment for student learning. There were no substantive differences made to this action.

Action 3.9 Communications

The LEA maintains a website that is updated regualarly to keep important events, activities and messages available for families of the district. An integrated communications program, Parent Square (formerly Aeries Communication) was utilized to offer both regular announcements and emergency communications to all families. No substantive differences were made to this action.

Action 3.10 Parent Education
The District has made available funds to engage families in opportunities for learning about important topics regarding their children and their involvement in school, educational partner development, newsletters and development of a parent information page on the district website. This action was not fulfilled.

Action 3.11 Late Bus
The Late Bus is provided to increase access to after school co-curricular and extra-curricular activities that some families many not be able to access due to a lack of transportation. The LEA has moved this action to be included in Action 3.7 Extra Curriculuar Activities

Action 3.12 Noontime Assistants
The LEA provides noontime assistants at Foothill Elementary School as a response to the need to reduce suspension rates and increase supervison during the lunch hour recess. As a response to education partners, this action was put in place to provide monitoring of students' physical behaviors on the playgroung and engage students in appropriate play and activity. This action has been made non-contributing.

Action 3.13 Additonal Direct Services to Students
The LEA experienced an increase in the number of students identified as low income as a result of the Creek Fire evacuations, causing families to leave their homes. This resulted in an increase in available concentration funds to the district. The funds were used to provide an additional full-time custodian to maintain clean and sanitary conditions fo school campuses for student safety. This is the final year of funding of this Action.

Overall Successes: Sierra Unified is able to provide for the continuous improvement of and upkeep of its facilities by maintaining a year-round staff to address the needs for maintenance and repair as indicated on the annual FIT report. The District has maintained a proactive stance to provide personnel and training that lends itself to the support of student and staff social and emotional well-being, including the provision of outside agencies as a resource, school psychologists and school health staff. School transportation to school and from school to home benefit many of our families as we transport approximately 80% of our students. After-school transportation is provided to support student access to after-school activities, co-curricular and extra-curricular participation and tutoring.

Overall Challenges: Parent Education and Communications challenge the district. Through our parent LCAP meetings we received input to support improvement in these areas. It was shared with us that communication should include a brief description of what the committees, groups or activities are as opposed to notifying parents/families that these groups are meeting, need help or are inviting parents to attend. Clarifying the "what" will likely solicit improved communications. Parent Education, from the perspective of parent input, is asking for expert agencies to come and discuss with parents hot-topic items and providing information on warning signs or how-to information that would assist parents in keeping their children safe and healthy.

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.

All actions that have personnel expenditures are higher due to a 7% salary increase that was approved during the 22-23 fiscal year. Action 3.1 was higher by $433,877 (16%) due to the salary increase and addition of maintenance staff. Action 3.2 is higher by $182,186 (11%) due to the salary increase and the increase in fuel costs. Action 3.3 was higher by $51,521 (18%) due to the salary increase and additional Behavior Aides. Action 3.4 was higher by $82,183 (83%) due to the salary increase and the addition of a School Psychologist who performed Social Emotional counseling for students at Foothill Elementary, funded with Learning Recovery Block grant funds.

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

The actions outlined in Goal 3 supported the progress toward meeting the goal, "The District will provide a culture and campus climate that fosters student achievement through providing a clean, healthy, physically and emotionally safe learning environment; clean and well-maintained facilities, and outreach for parent engagement and communication."

Action 3.1 Facilities
Metric Facilities maintained in good repair
Data Statement: According to the annually administered Facilities Inspection Tool (FIT) Report, Sierra Unified realized an increase in the percentage rating of Fair at Sierra Jr/Sr High and Alternative Education campuses.
Analysis Statement: The use of a year-round maintenance and custodial staff allows Sierra Unified to address the needs of the facilities on a consistent basis without major disruptions to the academic time when students are present. Each campus showed approximately a 4% improvement in their FIT rating over 2021-2022. Foothill Elementary maintained its Fair rating, but realized a drop in its percentage of 1%

Action 3.2 School Transportation
Metric: Attendance Rate, Student School Connectedness Inventory
Data Statement: Providing consistent bus transportation to students allows Sierra Unified to achieve an attendance rate of 90% or greater, as this is the only means of transportation for a large number of students to get to school and home from school. When students attend school regularly, there is an correlation to attendance and school connection and the sense of belonging.
Analysis Statement: The Student School Connectedness Inventory demonstrates that over the course of the academic year, students increase in their self-perception of a sense of belonging and connection. In reflection of this same data as it is used in Goal 4 (Chronic Absenteeism) it can be noted that students who experience at-risk chronic attendance who are partnered with a mentor show an increase in attendance, as a connection is made to school in the form of a personal contact or relationship with that mentor.

Action 3.3 Social-Emotional Learning Support
Metric: Suspension Rate, Expulsion Rate, Drop-out Rate
Data Statement: The provision of school site behavioral aides, an on-site SEL counselor and outside services of the All 4 Youth agency, Sierra Unified is able to support the social-emotional learning of its students and support the work of 2 school psychologists in the district.

Analysis Statement: The use of behavioral aides, trained to identify and respond to students through the use of Positive Discipline strategies and trauma-informed practices, allow for the district to specifically address the needs of students in the moment and assist them in processing their feelings and reactions in the moment. The presence of All 4 Youth counselors, some contracted for paid service others available 1-day per week for any student, allow the district to support the work of our school psychologist and provide service to a larger number of students. The ablility to recognize and respond to students experiencing emotional or social trouble allows the district to keep drop-out rates and expulsion rates less that 0.5% in the district. Additionally, the district can address the increased suspension rates among our students.

Action 3.4 School Psychologists
Metric: Suspension Rate, Expulsion Rate, Drop-out Rate Student School Connectedness Inventory
Data Statement: On-site school psychologists provide development of connectedness and belonging with students that is beyond the service of an IEP, and have oversight of training classified staff deployed into classrooms or present in designated supervision areas to reduct the need for an increase in direct services.
Analysis Statement: Allowing for trained para-professionals to be present in classrooms to assist maintenance of the learning environment and appropriately respond to escalation of student behavior is key to providing all students with a safe learning environment. Utilizing the school psychologists to provide this training ensures that consistency in practice and follow-up is achieved for the system. Student School Connectedness Inventory indicates that students, measured 3 times a year, show an increase in their overall sense of belonging and connection to school and people at school over the course of the academic year. Sierra Unified has maintained a less than 0.5% dropout and expulsion rate among its student population. This can be attributed to the provision of appropriately placed individuals to assist and monitor student behavior.

Action 3.5 School Health Staff
Metric: Attendance Rate, Chronic Absenteeism Rate (Goal 4)
Data Statement: Sierra Unified provides health staff on school sites to assist with student health needs and watch for at-risk attendance behaviors related to illness.
Analysis Statement: By providing an LVN at each school campus, staff is provided with support to address student health needs ranging from bumps/bruises to monitoring prescription medication intake. Additionally, the health office is an area where student attendance behavior and patterns of attendance may be monitored. Noticing these patterns allows health staff to support administrative staff in reducing the rate of chronic absenteeism.

Action 3.6 Administration, management and office staff
Metric: Culture/Climate Survey
Data Statement: The purpose of administration and management is to support smooth operations of school campuses that demonstrate physically safe campus environments and an orderly learning space. Office staff provide a customer-focused environment that supports the work of administration for smooth operations
Analysis Statement: Parents indicate, in the School Climate Survey, that only 55% of parents participating in the district-wide survey feel that the school culture is consistent. Areas for specific improvement include parents' desire to feel part of the decision-making process of

important issues and to have their concerns taken seriously. Overall, parents of elementary-aged students scored district culture higher than middle school and high school parents in all measured areas.

Action 3.7 Extra-Curricular Activities
Metric: Student School Connectedness Inventory and CA Healthy Kids (Climate) Survey
Data Statement: Student participation and engagement in their learning shows a direct correlation to their sense of belonging and connection to their school and the people in their school.
Analysis Statement: Students in Grades 5, 7, 9 and 11 indicate a 68% sense of connection to school and people of the school when completing the CA Healthy Kids Survey in February 2023. When students (Grades 3-11) responded to the Student School Connectedness Inventory the indication, over 3 surveys in 2022-2023, measuring student connection shows a measure of 76%. Growth in Connection is shown where Trial 1 indicated an overall sense of connection measured 74.7% and Trial 3 showed the same measure at 77.8%. The data indicates that promotion of opportunities beyond the classroom; academics, arts, athletics and ag can provide students with experiences that will assist in development of connection, and the staff needs to assist in guiding students to those opportunities.

Action 3.8 Eagle's Nest
Metric: School Climate Survey
Data Statement: By providing before and after school care in a supervised facility allows families to know that their children have a safe and welcoming environment to be placed as needed to support families commuting to work during off school hours.
Analysis Statement: Students in Kindergarten to Sixth Grades enrolled at Foothill Elementary are provided access to Eagle's Nest for extended services. Elementary parents indicate an 85% overall connection to school; 91% indicating that the school has adults who really care about students and 89% feel that the staff treat parents with respect. These indicators assist the district in identifying any areas that may need focus when it comes to providing safe and secure environments for their children.

Action 3.9 Communications
Metric: School Climate Survey
Data Statement Sierra Unified and its staff provide communication that keeps families informed about activities and school events. Schools respond promptly to phone calls, messages and emails.
Analysis Statement: Overall 56% of parents participating in the CA Healthy Kids survey support that the communication measure is met by Sierra Unified and its staff. Communication includes the above mentioned notice/invitation to participate and/or getting timely responses to communication coming from home to school, but also includes communication from the school to home regarding expected learning outcomes, student's individual progress between report cards, a students class or program placement and what the parent's expected role is in their child's education. Through Educational Partner meetings, held in May, it was learned from parents that the volume of communication was sufficient, but the content needed to provide increased details and explanation about the event. For example, "What is Site Council and why would I be interested in participating in this meeting?" Through the use of Parent Square and the Aeries Parent Portal parents can monitor their child's academic progress between grading periods, but again, the district needs to provide information about how to access that portal and the information that is available for them to view.

Action 3.10 Parent Education

Metric: All Metrics of the LCAP document
Data Statement: Educating and informing parents on the outcomes of our metrics as they relate to our overall goals while also addressing their need to access information about how to participate and influence their child's education and school involvement can be achieved through intentional planning and delivery of topic specific guest speakers, information nights and presentations.
Analysis Statement: Through educational partner meetings there was an expressed desire for the District to provide opportunities to learn more about how parents can educate their own children in regards to safeguarding them from social and emotional pitfalls present in today's world in relation to social media, drug use, physical and psychological abuse, and even just how to help kids express themselves when they are experiencing emotions they are unfamiliar with.

Action 3.11 Late Bus
Metric: Student Sense of Safety and Connectedness
Data Statement: Late busses provide for the students safety, not arriving to an empty home, and a sense of connection as they extend their opportunities to participate and engage in school activities.
Analysis Statement: The provision of a late bus, after regular school hours, provides students and their families with a transportation option that allows for the students' participation in after-school activities such as academic, art and athletic co-curricular and extra curricular activities. These activities are believed to increase a student's sense of connection to people as they engage beyond their school day. The availability of late busses in our rural community also addresses a sense of safety as many students are able be supervised until their later arrival at home.

Action 3.12 Noontime Assistants
Metric: Suspension Rates
Data Statement: The use of noontime assistants for supervision of the play-yard and lunch room activities at Foothill Elementary School increase safety for all students and decreases the rate of suspensions due to unsafe behaviors.
Analysis Statement: Foothill Elementary experienced a 3.7% suspension rate in 2021-2022. The use of extra supervision at the lunch period allows for intervention of unsafe behavior and immediate redirection or reteaching of appropriate and safe behavior on the playground while also addressing the social interaction side of the situation that builds positive relationships among the student body. Ensuring that the assistants are trained and the training is refreshed at consistent intervals will allow for increased safety of children physically and socially as well as develop a decrease in suspension rates.

Action 3.13 Additional Direct Services to Students
Metric: FIT
Data Statement: As a result of increased low income student rates following the Creek Fire event in September of 2020, Sierra Unified qualified for an increase in concentration funds that were to be directly applied.
Analysis Statement: Sierra Unified no longer qualifies for this funding, and therefore the Action will not be applied in the 2023-2024 LCAP, however the full-time custodian postition will remain in place as it has contributed to the increase of our FIT rating and provides for a safe and clean environment for students.

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 actions outlined in Goal 3 supported the progress toward meeting the goal, "The District will provide a culture and campus climate that fosters student achievement through providing a clean, healthy, physically and emotionally safe learning environment; clean and well-maintained facilities, and outreach for parent engagement and communication."

Changes made to Metrics in Goal 3:
Attendance Rate- the source of information is coming from the California Department of Education's (CDE) Attendance Report for Period 2. This report provides an overall percentage rating of positive attendance for the school district and student demographic groups. The Desired Outcome language reflects the desire to record improvement in each student group in addition to meeting the overall goal. This data source replaces the former Aeries SIS report.

Suspension Rate- the Desired Outcome Title was changed from "All Students" to SUSD to refect that rate of suspension is being reported by both school site rates with an overall District rate of suspension, and was updated to include student demographic data. Desired Outcome language reflects the desire to record improvement at each site and student group if not meeting the desired overall outcome.

Parent Climate Survey-the Parent Climate Survey, locally developed, is replaced by the California Healthy Kids Survey (CHKS) generated by WestEd. This is reflected in the Data Source in Year 2 Outcomes and Desired Outcomes. The name of the Metric was changed from Local Parent Climate Survey to Parent Climate Survey

Student Sense of Safety and School Connection- The measures for these two indicators has moved from school specific indicators to overall outcomes of students surveyed to measure the sense of safety and the sense of connection. Sierra Unified has utilized the Student School Connectedness Survey 3 times a year to measure the indicatiors of safety and connectedness in students of Grades 3-11. Additionally, data from the CHKS is included in this measure and documented separately to show a difference in outcomes between CHKS and Student School Connectedness Inventory. Students in Grades 5, 7, 9 and 11 that participate are reflected in the CHKS survey outcomes.

Staff Sense of Safety and Connectedness- The District intends to add this metric to Goal 3 of the 2024-2025 LCAP. Data will be collected through the California Healthy Kids Survey administered annually in the district.

Action 3.1 The provision of clean and well-maintained facilities through the use of year-round custodial and maintenance staff leads to a safe and clean learning and working environment.

Action 3.2 School transportation is made available to all Sierra Unified students to support access to their education on a daily basis.

Action 3.3 This action was updated. Students of Low-Income group are provided specialized supports through behavior aides and All 4 Youth counselors and the addition of an on-site SEL counselor.

Action 3.4 This action has been made non-contributing. School psychologists are available full-time to students of low-income, English Learner and Foster Youth groups to support student's behavioral, social, emotional and academic needs, and additionally provide oversight to the training of behavior aides deployed to classrooms and designated spaces.

Action 3.5 Sierra Unified makes available LVNs at school sites to assist and monitor student health. An Registered Nurse (RN) is available to oversee the work of the LVNs.

Action 3.6 The district provides and organizational structure of administration, management and office staff to provide for a physically safe campus and learning environment that supports student learning.

Action 3.7 Extra-Curriculuar activities provide students access to social growth and exploration of individual interest. Additionally, participation and engagement can increase the student's individual sense of connection to school that can lead to positive academic growth. The addtion of transportation services (late bus) has been added to this action.

Action 3.8 Eagle's Next provides before and after-school care for students grades K-6 to assist parents with a safe and supervised childcare setting.

Action 3. 9 The use of Parent Square as a platform for communicating school events, activities and emergencies to families allows for the development of a consistent communication system that keeps all informed. The District's website backs up communications by maintaining a District calendar, notices of events and meeting links when necessary.

Action 3.10 Parent Education action was not fulfilled as written in 2022-2023. Information from our community feedback meetings have provided the District with opportunities to research and provide focused topics for discussion in developing a quality Parent Education activity that develops a partnership between parents and school.

Action 3.11 This action has been added to Action 3.7 as it allows access for students to particpate in after-school, extra-curricular activities.

Action 3.12 This action has been made non-contributing. Noontime assistants are made available to Foothill Elementary School to provide supervision promoting student safety and positive behavior that supports social growth in students.

Action 3.13 Sierra Unified no longer qualifies for this funding, and therefore the Action will not be applied in the 2023-2024 LCAP, however the full-time custodian postition will remain in place as it has contributed to the increase of our FIT rating and provides for a safe and clean environment for students.

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
4	Sierra Unified's chronic absenteeism rate is above county and state averages and an effort to decrease this rate for all students K-12 is needed. Targeted groups for this goal include Students with Disabilities, Hispanic, and Socio-economically disadvantaged students; additionally the District is self-monitoring Native American student populations. Identified student groups will decrease chronic attendance rates by 5% from their current rate overall.

An explanation of why the LEA has developed this goal.

In 2019, Sierra Unified was assigned support through the Differentiated Assistance program with Fresno County Superintendent of Schools office. Chronic Absenteeism rates for all students measured in the Orange (Level 2) on the California Schools Dashboard, additionally three student groups were measuring Red (Level 1): Students with Disabilities 31.4%, Hispanic 23.4% and Socioeconomically Disadvantaged (SED) 24.1%.
In response to high levels of chronic absenteeism, Sierra Unified has developed this Focus Goal to decrease chronic absenteeism rate across all grades and all student groups. Specifically, the District will provide support in this area due to our reported rates for Hispanic, Students with Disabilities and SED students, and will monitor the state of Native American populations as a significant number of this student group are identified in the unduplicated counts. Through the use of improvement science strategies and regular reviews of our actions Sierra Unified will make progress toward reducing our Chronic Absenteeism rate by 5%. The metrics and actions listed will assist in establishing regular data tracking of student attendance, the development of targeted student intervention, and parent education with communication to build partnerships between school and home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate

Absenteeism Rate is based on attendance through March 13, 2020 reflecting 128 attendance days. | All: 8.14%
White: 6.4%
Native American: 17.7%
Hispanic: 10.8%
SED: 11%
SWD: 15.7% | Student Demographic-
All: 19.5% (1,321)
White: 14.2%
Native American: 43.6%
Hispanic: 20.2%
SED: 20.4% (1,145)
SWD: 36.1% (202) | All Students: 40.4% (1,337)
White: 35.9%
Native American: 59.1%
Hispanic: 41.3%
SED: 48.4%
SWD: 55.4% | | 5% decrease Chronic Absenteeism rate for all students K-12 from Year 1 Outcomes. 2% decrease in rate of absenteeism in all student groups. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-20 Data Source: Aeries SIS	FY: 37.5% (24) EL: 12.5% (16) School Site Data- SUSD: 19.5% (1,321) Foothill Elem: 17% (582) Sierra Jr High: 12.9% (186) Sierra @ Home: 23.2% (439) Sierra High: 17.3% (376) Sierra Alternative HS: 83% (53) Data Year 2020-2021 Data Source: DataQuest	FY: 42.5% EL: 37.5% School Site Data- SUSD: 40.4% (1,337) Foothill Elem: 48.7% (641) Sierra Jr. High: 28.6% (185) Sierra @ Home: 27.5% (160) Sierra High: 34.6% (396) Sierra Alternative HS: 84.6% (39) Data Year: 2021-2022 Data Source: DataQuest		Data Year: 2022-2023 Data Source: Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Tracking of Student Attendance	Sierra Unified school sites will engage in monthly attendance data reviews to address the need of reducing chronic absenteeism rates throughout the district. To do this, a site and district designee will pull attendance data from the Aeries Analytics System on the last working day of each month, beginning with August to track and monitor monthly absenteeism rates. This data will be shared with site administrators and personnel tasked to the Differentiated Assistance (DA) Team. The DA Team will take action to assign students for attendance monitoring to a staff member who will meet regularly to check-in and encourage positive attendance, behavior and academic performance, while establishing a relationship with the student to	$4,455.00	No

Action #	Title	Description	Total Funds	Contributing
		foster self-awareness in relation to their education. It is expected that with the consistent monitoring of data, student placement with a designated staff member and cooperative conversations on attendance, behavior and academic progress, the district will realize improved positive attendance rates leading to decreased chronic absenteeism rates.		
4.2	Student interventions and supports	Teachers and staff members will make intentional daily contact with students assigned to their caseload with attendance rates between 75-90%. The purpose of the meeting is to review attendance as well as both academic and behavior outcomes for the prior week. Establishing a relationship with the student to foster connectedness and sense of belonging is the primary goal. Evidence of meetings will be indicated on a running record that will be electronically collected and shared with the DA Team each Friday.. Running records will be reviewed for student improvement or for a need of continued work.	$0.00	No
4.3	Parent and Community Communication/Education	Clear communication that engages the input of our community and parents will provide us with a opportunity to educate and inform parents and families of the importance regular attendance has on student performance. Committing to three meetings per academic year, we will utilize our forums to inform, educate, communicate and listen for areas of concern, growth and development in the area of attendance. The Differentiated Assistance Attendance Team will be responsible for the content and calendar of these meetings.	$0.00	No

Goal Analysis [2022-23]

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 actions outlined in Goal 4 supported progress toward meeting the goal, "Sierra Unified's chronic absenteeism rate is above county and state averages and an effort to decrease this rate for all students K-12 is needed. Targeted groups for this goal include Students with

Disabilities, Hispanic, and Socio-economically disadvantaged students; additionally the District is self-monitoring Native American student populations. Identified student groups will decrease chronic attendance rates by 5% from their current rate overall."

Action 4.1 Monthly Tracking of Student Attendance
The LEA successfully completed this action through the use of a designated district employee who ran and posted monthly attendance updates to all sites and members of the Differentiated Team. There were no substantive differences in the planned action compared to the actual implementation.

Action 4.2 Student Interventions and Supports
The LEA successfully completed this action through monitoring student attendance on a monthly basis. Students whose attendance fell into the designated range of 75-90% attendance were partnered with an adult who worked to build a relationship and connection with the student in efforts to get the student's attendance improved. There were no substantive differences in the planned action compared to the actual implementation.

Action 4.3 Parent and Community Communication/Education
The LEA successfully engaged the parents regarding attendance through Monthly Attendance Tips, updated visual representations of attendance rates, and school board presentations. The LEA did not hold specific forums on attendance as planned.

Overall Successes: The greatest success came from putting a number to the 5%-focusing our energy and efforts on a number of students, vs an arbitrary percentage gave the committee a charge and focus. Sierra Unified made a concerted effort in keeping the community and parents informed of our attendance progress each month through the use of visual representations of monthly attendance and year-to-date attendance by posting it to our district webpage. Additionally, the Differentiated Assistance Team committed themselves to testing our theory that relationships at school improve student attendance through targeted mentoring and casual daily contact. In December, this act was expanded to other adults on campus who worked to pilot the idea of improving attendance through relationship building. All actions were informed through a systemization of the data review using weekly huddles and Aeries Analytics to inform next steps.

Overall Challenges: Maintaining consistency with student engagement and running records that document student engagement. The work was focusing on students with poor attendance, so being able to be consistent with our efforts was impacted by absenteeism. Development and continuous refinement of our practice to meet newly discovered needs has led to some minor disconnect of the adults involved as some change is too much change.

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.

No material difference in budgeted and actual expenditures.

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

The actions outlined in Goal 4 supported progress toward meeting the goal, "Sierra Unified's chronic absenteeism rate is above county and state averages and an effort to decrease this rate for all students K-12 is needed. Targeted groups for this goal include Students with Disabilities, Hispanic, and Socio-economically disadvantaged students; additionally the District is self-monitoring Native American student populations. Identified student groups will decrease chronic attendance rates by 5% from their current rate overall."

Action 4.1 Monthly Tracking of Student Attendance
Metrics: Chronic Absenteeism Rate
Data Statement: The consistent monthly tracking of student attendance aided the Team in identifying students for support and mentoring in efforts to turn around negative attendance issues.
Analysis Statement: The LEA's goal to establish a monthly tracking system for student attendance supported the intent of Goal 4, to reduce chronic absenteeism rates. Providing a systemic process for identifying students, viewing and reacting to the monthly data led to routine responses and intervention. Reports are pulled on the last school-day of the month and distributed to the appropriate team members within 5 business days.

Action 4.2 Student Interventions and Supports
Metrics: Chronic Absenteeism Rate, Monitoring Student Growth and Achievement Gaps (Goal 1), Attendance Rate, Suspension Rate and Student Sense of School Connectedness Inventory(Goal 3)
Data Statement: Analysis of student academic performance in relation to their perceived connections to school and school personnel have an impact on overall student performance and progress.
Analysis Statement: Students that demonstrated lower positive attendance rates were shown to have lower academic achivement and less of a social connection to school and the school environment. Through partnering students with a mentor and attempting to connect students to a caring trusted adult who checked in on their progress regularly and showed an interest in their day, bridges a disconnect. Once relationships were established and more regular attendance was achieved, students academic achievement began to improve as evidenced by weekly grade checks and overall quarterly grades.

Action 4.3 Parent and Community Communication/Education
Metrics: Chronic Absenteeism Rate, California Healthy Kids Survey (Parents) Goal 3
Data Statement: Informed parents with awareness and education of the effect of absenteeism are better prepared to work with the school community to support their child's education and attendance.
Analysis Statement: Engaging parents through heightened awareness of how absences impact their child's ablility to engage in school and learn is part of this Goal 4 in an effort to build a partnership for student success in school. Using written communication to inform parents the effects of absenteeism were presented to build an understanding, additionally, visual graphs were updated monthly on the district website to show the public how attendance rates were progressing as the year moved along. Adding a monthly tip on attendance and how to respond to different situations were sent home via Parent Square as one more way to heighten awareness and bring about importance to this issue. While parent forums were not held this year, they are planned for the upcoming academic year, as the work of the Differentiated Team is ready to engage the community on this topic.

The actions outlined in Goal 4 supported progress toward meeting the goal, "Sierra Unified's chronic absenteeism rate is above county and state averages and an effort to decrease this rate for all students K-12 is needed. Targeted groups for this goal include Students with Disabilities, Hispanic, and Socio-economically disadvantaged students; additionally the District is self-monitoring Native American student populations. Identified student groups will decrease chronic attendance rates by 5% from their current rate overall."

Note regarding overall Goal 4: This goal was specifically written to reduce chronic absenteeism by 5% in the baseline year 2019-2020, the year school was in-session 128 days. At the time, Sierra Unified recorded an 8.14% chronic absenteeism rate. In the following years, events beyond our control have led to increasing rates of chronic absence among our students. The Differintiated Assistance Team remains committed to reducing current rates by 5%-this will not be reflective of the baseline, but will help to demonstrate the work that has been done to get back on track through the implementation of an improvement plan and the use of consistent measures to guide the work.

Action 4.1 yielded a more streamlined and efficient process of pulling consistent data for the Student Information System. This data pull changed over the year as the report was refined to reflect our learnings and target information. The district report is broken down by school site and represents a running year-to-date (YTD) total attendance. Student attendance rates are color coded to meet 5 ranges of attendance (100%, 99.9-95%, 94.9-90.1%, 90-80% and 79.9-0%), designated student populations are pulled for targeted support as the focus of our goal, and finally the identified individual students receiving mentoring support are tracked as well. This YTD data and a month-to-month report are shared into a Fresno County developed electronic document that provides a visual representation of the numbers that are shared each month via our district website.

Action 4.2 It was determined through trial and error that weekly student engagements were not enough, and they felt too formal, so this year students were partnered with an adult on campus who made time to touch-base daily with their assigned student. This supported the idea that relationship building and connections to school are key to improving school attendance. The teachers tried out the running record tracker and changes were made to that form to make it more user-friendly, and it now feeds directly into a shared spreadsheet, so the team can see the outcomes of student engagement each week. To keep each other accountable in this system, the Team instituted weekly huddles to review the student data and reflect on the key components of this practice working toward refinement. In January, the Differentiated Assistance Team spread the practice to other adults on campus, coaching them through the use of the tracker tool, conducting huddles and reporting back the learnings. Weekly huddles became bi-monthly huddles as the Team members were now engaging other staff members and getting process feedback that is then reviewed by the DA Team.

Action 4.3 Community formus specific to attendance were not held this year. However, literature was mailed home that included a letter outlining Goal 4 and why our district was designated for assistance, and our work toward improvement, a one-page flyer that illustrated the long-term effects of absenteeism and how it impacts overall academic achievement, a chart defining chronic absenteeism and truancy and how they are calculated. In November 1, 2022, we began sending home a brief attendance tip through Parent Square. On the first school day of every month parents received via text or email a quick tip on how to work toward improvement in attendance. Visual graphs of

monthly attendance progress are posted to the district website to heighten awareness of work toward improvement of attendance and our LCAP goal. Moving forward, we are recognizing that the forums will be essential in building on the work we have done in 2022-23.

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
5	To provide for the continuation and further development of a Top-Tiered Career Technical Education program in Sierra Unified School District.

An explanation of why the LEA has developed this goal.

There is significant interest from stakeholders to develop connections and conditions that will lead to the increase of student enrollment and completion rates in Career Technical Education (CTE) and Regional Occupation Program (ROP) courses offered at Sierra High School. This focused goal meets a current need to increase our student participation levels in the current offerings and consideration of new offerings of our CTE programs at Sierra High School, in order to assist the overall improvement of College and Career Readiness Indicator. There is an opportunity to work concurrently with Sierra @ Home on the development and delivery of future CTE pathway offerings. Additionally, this goal responds to stakeholders' requests to focus on improvement in the areas of CTE and College and Career Readiness.
According to a May 2020 survey of job-seekers, 57% or those individuals seeking a job in the workforce are unable to identify their transferable job skills with a high degree of confidence. The development of a student survey to assess desired job skills versus specific industry or area of work interest will allow the District the flexibility needed to design a program that meets the needs/wants of a diverse population while also allowing for growth of a program to meet the qualifications and readiness of students entering an ever-changing job market.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE participation rate	Grade 9-12 students: 49% (504) White: 51% (291) Hispanic: 44% (69) Native American: 28% (51) SED:40.2% (169) SWD: 28% (47) EL: * (1)	Grades 9-12 students: 50% (459) White: 65% (276) Hispanic: 37.3% (75) Native American: 37.3% (51) SED: 58% (320) SWD: 39% (51) EL: -- (4)	Grades 9-12 students: 53.8% (390) White: 63.2% (223) Hispanic: 49.3% (69) Native American: 56.1% (41) SED: 44.1% (118*) SWD: 34.8% (46) EL: -- (3) FY: -- (0)		Grade 9-12 students: 60% All student groups will demonstrate a 3% or greater increase in participation. Data Year: 2022-2023 Data Source: Aeries Query

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-2020 Data Source: Aeries Query	Data Year: 2020-2021 Data Source: Aeries Query	Data Year: 2021-2022 Data Source: Aeries SIS Query		
CTE Pathway Completion Rate	CTE Pathway Completion All Students: 15% (15) White: 15.7% (11) Hispanic: 11% (2) Native American: * (10) SED: 13% (6) SWD: 0% (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: California Dashboard Additional Reports	CTE Pathway Completion All Students: 29.8% (31) White: 21% (14) Hispanic: 13.3% (2) Native American: 38.4% (5) SED: 32.3% (30) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: California Dashboard Additional Reports	CTE Pathway Completion All Students: 27.0% (31) White: 30.6% (22) Hispanic: 22.7% (5) Native American: 18.8% (<10) SED: 28.4% (29) SWD: 0 (no participants) EL: * FY: * Data Year: 2021-2022 Data Source: California Dashboard Additional Reports		All Students: 25% White: 10% Hispanic: 8% Native American: 5% SED: 15% SWD: 5% EL: * FY: * Data Year: 2022-2023 Data Source: CA Schools Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Technical Education Program	Provide for the continued provision of a quality CTE program funding fully-certificated teachers, and program operations that allow all students access to career readiness and job-skills focus.	$753,724.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Bi-annual meetings	Sierra High School CTE teachers will engage in bi-annual meetings with the advisory panels for each CTE course offered on campus. Additionally, community stakeholders will be engaged in bi-annual community forums that will be scheduled to closely follow the advisory meetings where input will be heard and questions addressed by those involved. Community forums will be hosted by the site principal and course instructors, and agendas with sign-in sheets will be submitted and held in the front office of the school site as evidence of this action.	$0.00	No
5.3	Student job-skills survey	A survey will be developed and administered to students in grades 9-11 annually, beginning in November of 2021. The purpose of this survey will be to measure the job skills most desired by students, and measure our current course offerings to meet the students' needs.	$0.00	No
5.4	Career Technical Education Pathways	Provide relevant career technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education. Potentially, new courses will enter as A-G compliant pathways to maximize students' abilities to meet college and career readiness upon graduation.	$0.00	No
5.5	Career Exploration	Provide all students, at least 2 times each year, an exposure to career/work experiences that build connections between their developing career/job skills to real-world work. These experiences should highlight a variety of industries and include entry-level work as well as skilled-labor, jobs that require additional schooling beyond high school (college or trade-school) and work that is attainable with evidence of strong work ethic and skills. Through the development of community contacts and partnerships, Sierra High School will be able to provide extended career experiences for students to enhance their understanding of the diverse workforce which they can participate.	$0.00	No

Goal Analysis [2022-23]

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 actions outlined in Goal 5 supported the program toward meeting the goal, "To provide for the continuation and further development of a Top-Tiered Career Technical Education program in Sierra Unified School District."

Action 5.1: Career Technical Education Program
The LEA successfully completed this action through the provision of fully-certificated teachers that allowed for increased student access to career-readiness aand job-skills focused instruction.

Action 5.2: Bi-annual Meetings
Bi-annual meetings with record of attendance were held by each CTE pathway. Advisors reviewed course progress and student engagement data as part of the meeting.

Action 5.3 Student job-skills Survey
The LEA gained knowledge of jobs desired by students through the use of interest surveys that included a skills assessment. Courses were proposed and considered by advisory boards, site council members and the school board for addition to the program.

Action 5.4: Career Technical Education Pathways
The LEA utilized current jobs data and student interest surveys to provide new, A-G approved courses and explored future courses to complete exiting incomplete pathways.

Action 5.5: Career Exploration
The LEA successfully completed this action through the provision of classroom and site-wide guest speakers, on-site career exploration fairs and outside field trips and competitions that required students utilize learned skills to demonstrate ability and competency.

Overall Successes: Sierra Unified was able to provide fully certified teachers for each of its existing CTE pathways. Through student interest surveys, the CTE program is able to grow and expand to ensure participation will be high as it responds to the anticipated job market and student interests. Student interest has also driven the development of a new pathway in Media Arts and the first course of Floral Design; all new courses have sought approval to be A-G recognized providing students with expanded opportunities to meet graduation goals while participating in career readiness courses. For students who aren't sure what they are wanting to do after high school, Sierra High has provided them with numerous opportunities to explore and learn about jobs, skills, education requirements from those employed in fields of interest.

Overall Challenges: A more concerted effort to communicate beyond the advisory boards what the school's progress and the students' successes are needed to demonstrate that a career technical education is a viable path for all students as a means of what is planned following high school.

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.

All actions that have personnel expenditures are higher due to a 7% salary increase that was approved during the 22-23 fiscal year. Action 5.1 was also increased by $229,416 of CTEIG funds that were utilized to purchase materials, equipment and travel for the CTE program.

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

The actions outlined in Goal 5 supported the program toward meeting the goal, "To provide for the continuation and further development of a Top-Tiered Career Technical Education program in Sierra Unified School District.".

Action 5.1: Career Technical Education Program
Metric: CTE Participation Rate
Data Statement: By providing funding to this goal, Sierra Unified is able to provide fully-certificated teachers. The ability to staff the CTE program with qualified individuals leads to increased participation of students.
Analysis Statement: The 2021-22 participation measured by the All Students group (53.8%) shows a 4.8% increase over the 2019-20 (baseline) academic year.

Action 5.2: Bi-Annual Meetings
Metric: CTE Participation
Data Statement: Regular and purposeful engagement of education partners kept CTE programs running smoothly and growing to meet the needs of students and their interests.
Analysis Statement: Evidence of this action is seen in increased participation rates, 53.8% of students in the All Students group.

Action 5.3: Student Job-skills Survey
Metric: CTE Participation
Data Statement: Regular surveying of student interests and skill has aided in increased enrollment of students in CTE courses.
Analysis Statement: Through students' surveys we have added non-agricultural based pathways increasing access to CTE courses to more students in response to their desired interests.

Action 5.4: CTE Pathways
Metric: CTE Pathway Completion

Data Statement: Ensuring that courses added to pathways serve the purpose of employability, earning potential and student interest will increase student buy-in and job-readiness.

Analysis Statement: The School board approved the addition of a Media Arts course for the 2022-23 year for students looking to explore the field of communication, marketing and art, and have approved an Advanced Media Arts course for 2023-24 to allow students a complete pathway choice.

Action 5.5: Career Exploration
Metric: CTE Participation
Data Statement: Utilizing on-site Career Fair opportunities, guest speakers from industry-specific businesses and off-site field trips, students are provided mulitple avenues of exploration throughout the year.
Analysis Statement: Students experienced 3 on-campus Career Fairs over the course of the school year. Presenters interacted with students, answered questions, explained the variety of opportunities for work available within their industry and passed out literature where appropriate. Teachers invited topic, pathway-relevant guest speakers to share their experience with students, and others were able to go off campus and interact with industry experts at their work sites.

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 actions outlined in Goal 5 supported the program toward meeting the goal, "To provide for the continuation and further development of a Top-Tiered Career Technical Education program in Sierra Unified School District.".

Changes made to Metrics in Goal 5:
CTE Participation Rate- the Desired Outcome data year was updated to reflect the end of the LCAP period.

CTE Pathway Completion Rate- the Desired Outcome data year was updated to reflect the end of the LCAP period, and the data in the Baseline Year and Year 1 Outcome were updated to reflect the number of students meeting the goal versus the total number of students participating to maintain consistency through the document.

Action 5.1: Internal audits of staff-certification ensured that the appropriate personnel were placed in the CTE program ensuring consistent instruction and access were available to all students. All newly added courses will be adopted as A-G compliant, assisting students in completion of college and career readiness upon graduation.

Action 5.2: In order to meet the bi-annual meeting goal, advisory panels were established for both our Medical and Media pathways to ensure that the pathways meet current industry standard, allow for the development of community partnerships and provide feedback on program goals and outcomes.

Action 5.3: Media Arts routinely utilizes a skills assessment inventory for students to monitor their progress and self-evaluate their areas of need and growth. In the interest of building continuity among all CTE programs it is proposed that every CTE pathway develop and utilize bi-annually a reflective skills analysis as part of their course.

Action 5.4 Sierra High School added a capstone class to its Media Arts pathway to be able to offer an A-G approved Visual and Performing Arts (VAPA) pathway in response to student interest. Additionally a Floral Design course was appproved for implementation and also provides A-G approved VAPA-aligned credit that provides the school with relief to an impacted program. Med Careers and Allied Health courses will seek realignment to focus on coursework on Athletic Training and EMS preparation as a response to student surveys.

Action 5.5 CTE instructors have set up numerous opportunities for their students to engage and interact with current members of the industries they are studying through the invitation of guest speakers to their classrooms. Medical Careers invited American Ambulance to campus where they interacted with students showing their equipment and how the rig is set up. Media Arts hosted Larson Brothers and Josten's Renaissance to share about publications and graphic design elements. Off-site field trips like those to Clovis Health Sciences University, allow students to experience the real-world connection to their classroom instruction and experience. Three times this academic year, Sierra High School hosted a Career Fair. Presenters set up for students to free-flow through their booths and ask questions and explore their work, a few even had skills competitions available for students to show-off their skills. The variety of jobs represented were big industry to owner-operator local businesses; college-degree required to hard-work and good skill required or on-the-job training. Students were exposed to a variety of presenters as the group changed with new businesses taking part each time the fair was offered.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,144,711	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.29%	0.00%	$0.00	7.29%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English Learner, Foster Youth, and/or low income students the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s).
The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English Learner, Foster Youth and/or low income student population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: 1) Identifying it as a contributing action, 2) Clearly articulating how the needs of our foster youth, English Learners and low income students were considered first, including how the action considers those needs through as design, content, method, location or another attribute, and 3) Explaining how the action is effective in meeting the goal and the identified student group(s)' needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. The contributing "wide" actions in this plan are:

Goal 1 Action 6: Development of Teacher Capacity-This action is the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, well-prepared adults are able to be most effective at addressing the needs of students when they themselves have the tools to recognize opportunities for intervention, extension and support in student learning. Being well-prepared includes being knowledgeable and skilled in the use of differentiated instruction, instructional technology, having content-specific knowledge, and mental health and wellness training. The alternatives considered included providing professional learning opportunities in other areas or self-paced, individualized professional learning, however, it was decided that a consistent, uniform, systematic approach to professional learning would best support a cohesive improvement across all sites in the district.

Goal 1 Action 7: Director of Curriculum and Instruction-This action is the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, the focus of a classroom teacher is best spent on the instruction and progress of students academically. To ensure that classroom teachers are able to focus on instruction and student outcomes, the District will provide for the position of Director of Curriculum and Instruction that will support teachers and site principals with the development of interim assessments, use of data to report and address performance gaps and design professional learning that builds on individual capacity of teachers to increase student performance. The alternatives considered for this need were to seek professional development from outside private companies, however this would not have specifically addressed our unique local needs, and cost of services were limiting factors.

Goal 1 Action 8: Continuation High School-This action is the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, an alternative setting may be necessary to meet the needs of students to support completion of their high school requirements and earn their diploma. Settings may include smaller class sizes, individualized instruction, or a flexible schedule and offer an opportunity for individual student success.This provides an opportunity for Sierra Unified to close the gap on the graduation rate between Low Income student group and All students group. The alternatives considered for this need included a Community Day School or utilizing a county court school, however these options seemed punitive and would have removed our students from our community which contradicts our belief that connection to our schools and its people builds success.

Goal 2 Action 5: Increase Student Engagement and Support-This action is the most effective use of the funds to meet this goal for our unduplicatd students because in our experience increasing student engagement in school elevates student performance in academic achievement. To best achieve this, the District will employ the use of qualified paraprofessionals to push into classrooms where they support teacher instruction and student engagment in learning. The alternatives considered for this need included pull-out instruction/remediation to struggling students requiring fewer staff members, however, the push-in model allows paraprofessionals to assist students in the moment of need while the instruction is fresh and therefore is a better utilization of funds to meet student needs.

Goal 2 Action 7: Access Academics and Student Support- This action is the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, closing the opportunity gap between unduplicated student groups and all students

requires academic support and encouragement in order for students to take on higher-level coursework and to see themselves as college and career ready. Support in the form of after school tutoring and academic coaching increases the opportunity for unduplicated students to close the gap and participate in higher level coursework. Alternatives to this action that were considered included were to offer a zero period, however this is hindered by our geography and ability to offer before school transportation in addition to regularly scheduled home to school bus runs that are used by the majority of our students.

Goal 3 Action 3: Social-Emotional Learning Support-This action is the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, providing resources on campus to address the social-emotional needs of our students keeps students engaged on campus and helps develop a sense of belonging and safety while in attendance. Trained paraprofessionals, outside agencies coming to campus, site-assigned psychologists and SEL counselors best provide for our students in the environment of the school campus. Alternatives to this action that were considered included off-site therapists available to families, and utilizing a school psychologist on each school site, however, the District believed in caring for the students on campus in the midst of the school day to minimize disruption in development of routines, familiarity and a homebase as a better way to serve student needs and invest in student health.

Goal 3 Action 7: Extra-Curricular Activities-This action is most the most effective use of the funds to meet this goal for our unduplicated students because, in our experience, providing after school staffing and school to home transportation in order for students to access extra-curricular and co-curricular activities is a measurable way to increase access and participation of our low income student group. Increasing students' ability to engage and participate in all aspects of the learning day lead to increased performance and student connectedness. Alternatives that were considered for this goal include reduction of routes and hours of access, however it was determined that this could cause greater deficits and gaps in participation than those that already exist.

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP)

requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis

Goal 2 Action 6: English Learner Academic Support

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.

The LEA does not receive these funds.

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	No schools have greater than 55% concentration of unduplicated students.	No schools have greater than 55% concentration of unduplicated students.
Staff-to-student ratio of certificated staff providing direct services to students	No schools have greater than 55% concentration of unduplicated students.	No schools have greater than 55% concentration of unduplicated students.

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,401,222.00	$767,045.00	$112,648.00	$225,289.00	$18,506,204.00	$15,632,946.00	$2,873,258.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Properly credentialed teachers	All	$6,591,024.00				$6,591,024.00
1	1.2	Standards-aligned curriculum and materials	All	$140,990.00				$140,990.00
1	1.3	State Standardized Assessment outcomes	All	$14,759.00				$14,759.00
1	1.4	Monitoring of student growth and achievement gaps	All	$10,000.00				$10,000.00
1	1.5	After-School Program	All		$477,951.00			$477,951.00
1	1.6	Development of teacher capacity	Low Income	$73,278.00				$73,278.00
1	1.7	Director of Curriculum and Instruction	Low Income	$153,691.00				$153,691.00
1	1.8	Continuation High School	Low Income	$217,295.00				$217,295.00
2	2.1	Alternative Learning Opportunities	All	$458,400.00				$458,400.00
2	2.2	Academic Counseling and Support Services	All	$279,317.00	$43,431.00		$67,236.00	$389,984.00
2	2.3	Response to Intervention (RTI)	All	$85,282.00			$114,920.00	$200,202.00
2	2.4	Response to Extension (REI)	All	$304,049.00				$304,049.00
2	2.5	Increase student engagement and support	Low Income	$508,933.00			$43,133.00	$552,066.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	English Learner academic support	English Learners	$17,913.00				$17,913.00
2	2.7	Access Academics and Student Support	Low Income	$65,280.00	$120,227.00			$185,507.00
2	2.8	PSAT particpation	All	$1,500.00				$1,500.00
2	2.9	Dual Enrollment and High School Enrichment	All	$39,101.00				$39,101.00
2	2.10	Director of Education Services	All	$185,711.00				$185,711.00
2	2.11	Library Services	All	$92,472.00				$92,472.00
2	2.12	Instructional technology	All	$93,511.00				$93,511.00
2	2.13	Students with Disabilities	Students with Disabilities	$0.00				$0.00
3	3.1	Facilities	All	$3,220,420.00				$3,220,420.00
3	3.2	School transportation	All	$1,713,199.00				$1,713,199.00
3	3.3	Social-Emotional Learning support	Low Income	$328,595.00				$328,595.00
3	3.4	School Psychologists	All	$107,552.00				$107,552.00
3	3.5	School Health Staff	All	$195,933.00				$195,933.00
3	3.6	Administration, management and office staff	All	$1,480,156.00				$1,480,156.00
3	3.7	Extra-Curricular Activities	Low Income	$363,275.00				$363,275.00
3	3.8	Eagle's Nest	All	$44,723.00				$44,723.00
3	3.9	Communications	All	$20,000.00				$20,000.00
3	3.10	Parent education	All			$10,000.00		$10,000.00
3	3.11	Late bus		$0.00				$0.00
3	3.12	Noon time Assistants	All	$64,768.00				$64,768.00
4	4.1	Monthly Tracking of Student Attendance	All	$4,455.00				$4,455.00
4	4.2	Student interventions and supports	All	$0.00				$0.00
4	4.3	Parent and Community	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Communication/Education						
5	5.1	Career Technical Education Program	All	$525,640.00	$125,436.00	$102,648.00		$753,724.00
5	5.2	Bi-annual meetings	All	$0.00				$0.00
5	5.3	Student job-skills survey	All	$0.00				$0.00
5	5.4	Career Technical Education Pathways	All	$0.00				$0.00
5	5.5	Career Exploration	All	$0.00				$0.00

2023-24 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
15704984	1,144,711	7.29%	0.00%	7.29%	$1,728,260.00	0.00%	11.00 %	**Total:**	$1,728,260.00
								LEA-wide Total:	$1,493,052.00
								Limited Total:	$17,913.00
								Schoolwide Total:	$217,295.00

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	**1.6**	Development of teacher capacity	Yes	LEA-wide	Low Income	All Schools	$73,278.00	0
1	**1.7**	Director of Curriculum and Instruction	Yes	LEA-wide	Low Income	All Schools	$153,691.00	0
1	**1.8**	Continuation High School	Yes	Schoolwide	Low Income	Specific Schools: Sierra Alternative High School	$217,295.00	0
2	**2.5**	Increase student engagement and support	Yes	LEA-wide	Low Income	All Schools	$508,933.00	0
2	**2.6**	English Learner academic support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,913.00	0
2	**2.7**	Access Academics and Student Support	Yes	LEA-wide	Low Income	All Schools	$65,280.00	0
3	**3.3**	Social-Emotional Learning support	Yes	LEA-wide	Low Income	All Schools	$328,595.00	0
3	**3.7**	Extra-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	$363,275.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,138,528.00	$19,328,658.00

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	Properly credentialed teachers	No	$6,032,917.00	$6,359,859
1	1.2	Standards-aligned curriculum and materials	No	$137,990.00	$147,159
1	1.3	State Standardized Assessment outcomes	No	$14,759.00	$14,759
1	1.4	Monitoring of student growth and achievement gaps	No	$10,000.00	$10,000
1	1.5	Recovery and Resiliency Program	Yes	$727,312.00	$731,785
1	1.6	Development of teacher capacity	Yes	$67,615.00	$68,115
1	1.7	Director of Curriculum and Instruction	Yes	$144,748.00	$155,622
1	1.8	Continuation High School	Yes	$201,717.00	$217,027
2	2.1	Alternative Learning Opportunities	No	$524,831.00	$453,631
2	2.2	Academic Counseling and Support Services	Yes	$344,717.00	$511,823

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Response to Intervention (RTI)	No	$183,518.00	$339,094
2	2.4	Response to Extension (REI)	No	$270,974.00	$286,905
2	2.5	Increase student engagement and support	Yes	$495,248.00	$561,696
2	2.6	English Learner academic support	Yes	$18,975.00	$18,525
2	2.7	Office Hours and student support to access academics	Yes	$65,280.00	$299,940
2	2.8	PSAT particpation	No	$1,500.00	$1,500.
2	2.9	Dual Enrollment and High School Enrichment	No	$34,657.00	$46,325
2	2.10	Director of Education Services	No	$170,066.00	$189,773
2	2.11	Library Services	No	$90,739.00	$96,516
2	2.12	Instructional technology	No	$91,001.00	$97,216
3	3.1	Facilities	No	$2,732,353.00	$3,166,230
3	3.2	School transportation	No	$1,677,199.00	$1,859,385
3	3.3	Social-Emotional Learning support	Yes	$290,511.00	$342,032

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)
3	3.4	School Psychologists	Yes	$99,992.00	$182,175
3	3.5	School Health Staff	No	$190,788.00	$201,686
3	3.6	Administration, management and office staff	No	$1,396,359.00	$1,500,939
3	3.7	Extra-Curricular Activities	Yes	$252,726.00	$263,275
3	3.8	Eagle's Nest	No	$50,313.00	$50,938
3	3.9	Communications	No	$46,266.00	$48,400
3	3.10	Parent education	No	$10,000.00	$10,000
3	3.11	Late Bus	Yes	$100,000.00	$100,000
3	3.12	Noon time Assistants	Yes	$61,889.00	$59,561
3	3.13	Additional direct services to students	Yes	$95,108.00	$95,108
4	4.1	Monthly Tracking of Student Attendance	No	$4,455.00	$4,455
4	4.2	Student interventions and supports	No	$0.00	0

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)
4	4.3	Parent and Community Communication/Education	No	$0.00	0
5	5.1	Career Technical Education Program	No	$502,005.00	$837,204
5	5.2	Bi-annual meetings	No	$0.00	0
5	5.3	Student job-skills survey	No	$0.00	0
5	5.4	Career Technical Education Pathways	No	$0.00	0
5	5.5	Career Exploration	No	$0.00	0

2022-23 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)
$1,510,851	$1,702,092.00	$1,730,661.00	($28,569.00)	0.00%	0.00%	0.00%

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	1.5	Recovery and Resiliency Program	Yes		0	0	0
1	1.6	Development of teacher capacity	Yes	$67,615.00	$68,115	0	0
1	1.7	Director of Curriculum and Instruction	Yes	$144,748.00	$155,622	0	0
1	1.8	Continuation High School	Yes	$201,717.00	$217,027	0	0
2	2.2	Academic Counseling and Support Services	Yes	$143,693.00	$153,283	0	0
2	2.5	Increase student engagement and support	Yes	$159,838.00	$79,359	0	0
2	2.6	English Learner academic support	Yes	$18,975.00	$18,525	0	0
2	2.7	Office Hours and student support to access academics	Yes	$65,280.00	$69,705	0	0
3	3.3	Social-Emotional Learning support	Yes	$290,511.00	$342,032	0	0
3	3.4	School Psychologists	Yes	$99,992.00	$109,049	0	0
3	3.7	Extra-Curricular Activities	Yes	$252,726.00	$263,275	0	0
3	3.11	Late Bus	Yes	$100,000.00	$100,000	0	0

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)
3	3.12	Noon time Assistants	Yes	$61,889.00	$59,561	0	0
3	3.13	Additional direct services to students	Yes	$95,108.00	$95,108	0	0

2022-23 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)
$14,610,082	$1,510,851	0	10.34%	$1,730,661.00	0.00%	11.85%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  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.

- **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 the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    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)

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

    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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