LCFF Budget Overview for Parents

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

CDS Code: 1075275

School Year: 2025-26

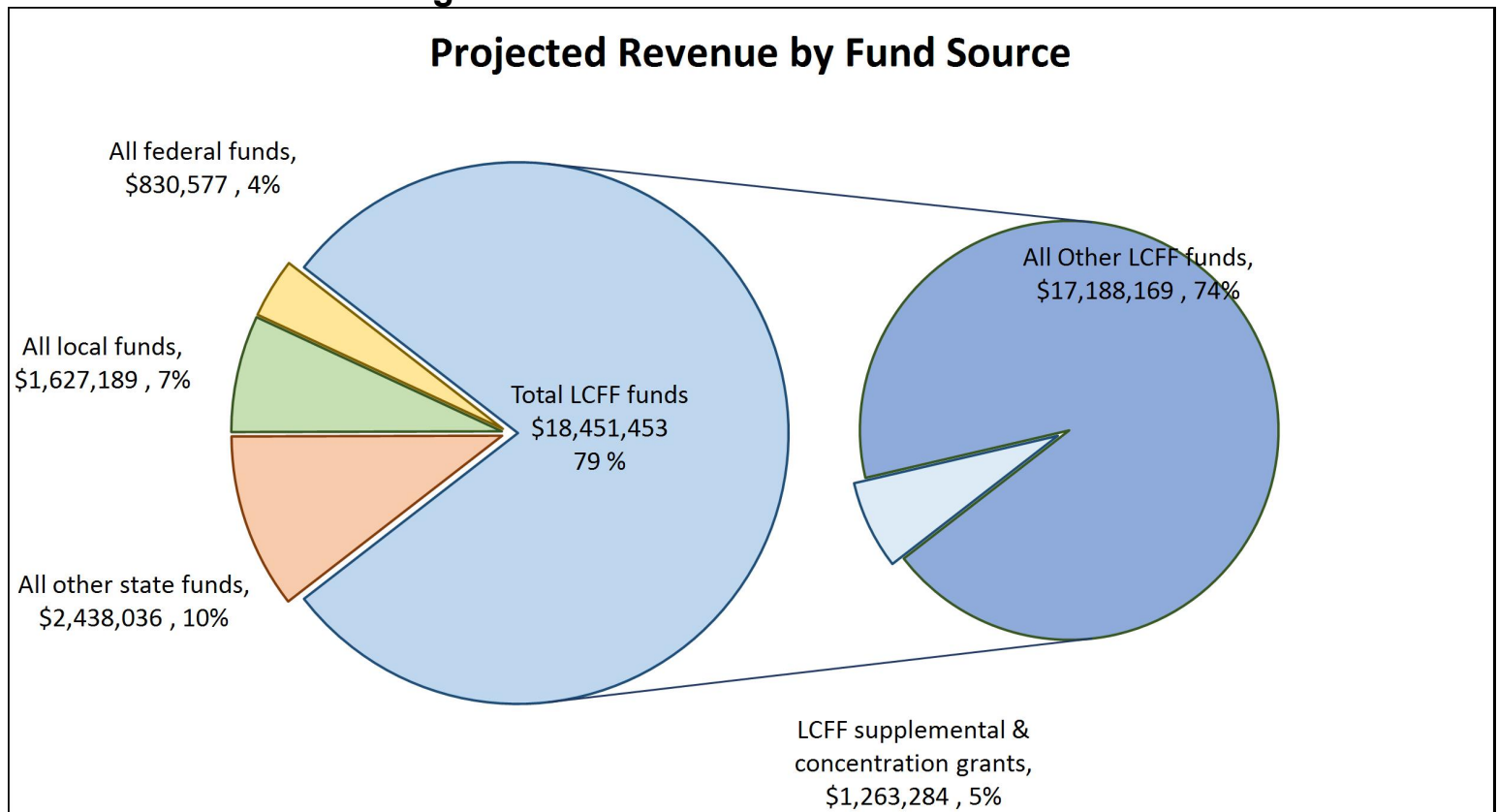LEA contact information:

Dr. Lori Grace

Superintendent

lgrace@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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $830,577 , 4%

All local funds, $1,627,189 , 7%

All other state funds, $2,438,036 , 10%

Total LCFF funds $18,451,453 79 %

All Other LCFF funds, $17,188,169 , 74%

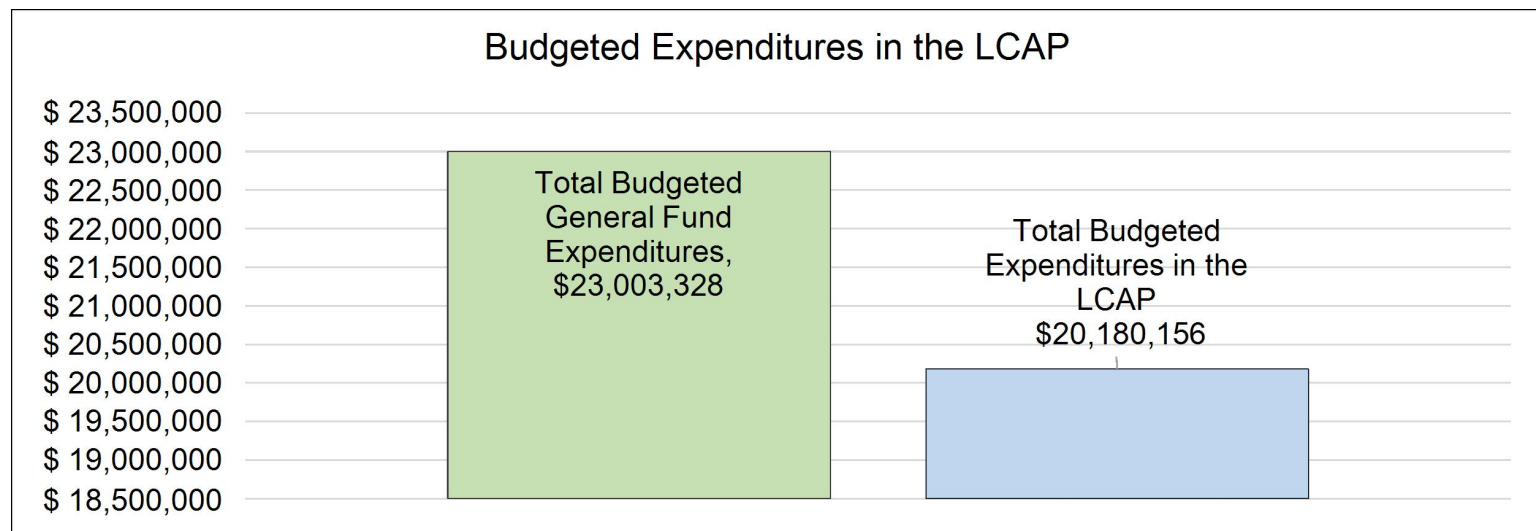LCFF supplemental & concentration grants, $1,263,284 , 5%

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 $23,347,255, of which $18,451,453 is Local Control Funding Formula (LCFF), $2,438,036 is other state funds, $1627189 is local funds, and $830,577 is federal funds. Of the $18,451,453 in LCFF Funds, $1,263,284 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, $23,003,328

Total Budgeted Expenditures in the LCAP $20,180,156

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

The text description of the above chart is as follows: Sierra Unified School District plans to spend $23003328 for the 2025-26 school year. Of that amount, $20,180,156 is tied to actions/services in the LCAP and $2,823,172 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
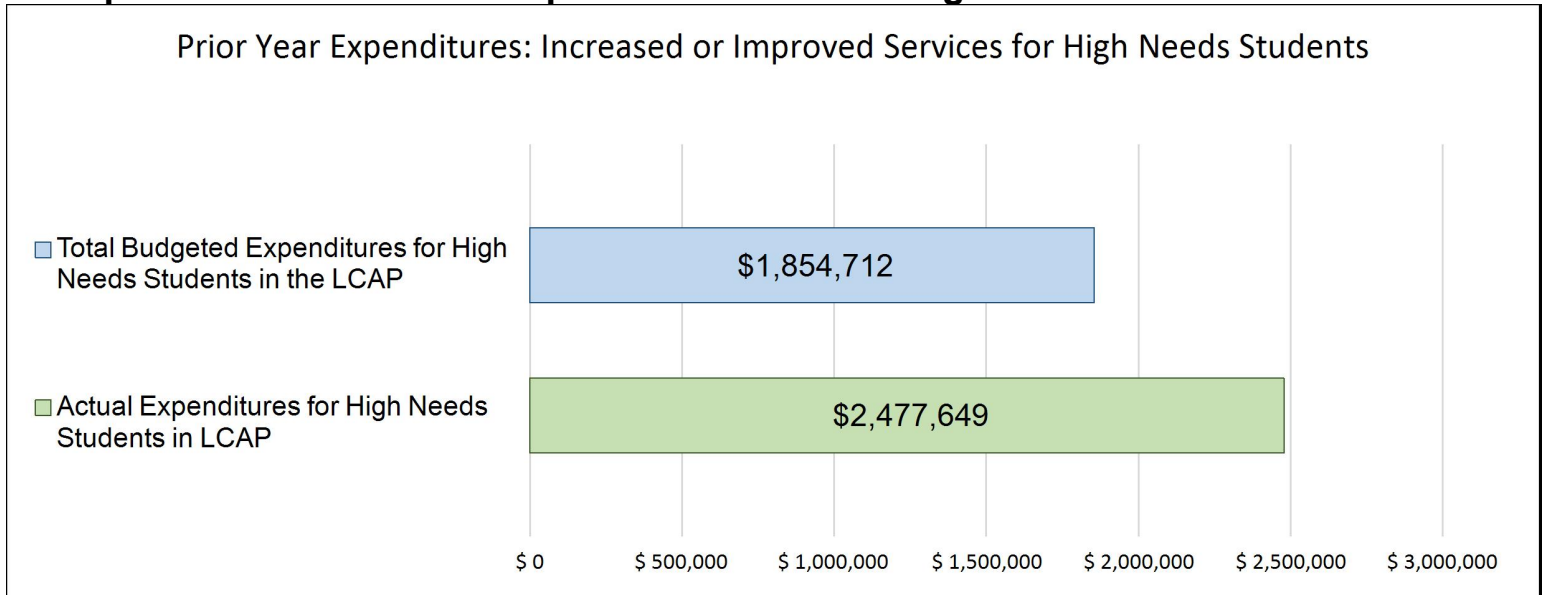
Federal funds: Title I, Title II, Title III, Title IV, Title VI, Mental Health, Special Education, VEA Perkins. State funds: Special Education, Ag Incentive, American Indian Early Education Centers (AIECE), Pre-K Planning, STRS on Behalf. Local funds: Retirement benefits, Retirement Incentives, Transfer to Capital Reserve fund.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sierra Unified School District is projecting it will receive $1,263,284 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 $1,896,776 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,854,712
☐ Actual Expenditures for High Needs Students in LCAP	$2,477,649

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

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 2024-25, Sierra Unified School District's LCAP budgeted $1,854,712 for planned actions to increase or improve services for high needs students. Sierra Unified School District actually spent $2,477,649 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $622,937 had the following impact on Sierra Unified School District's ability to increase or improve services for high needs students:

We spent much more than was budgeted, so there was no negative impact for higher need students. Development of teacher capacity increased student supports.

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	Dr. Lori Grace Superintendent	lgrace@sierrausd.org (559) 855-3662

Plan Summary [2025-26]

General Information

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

Sierra Unified School District (SUSD), located in eastern Fresno County, serves a student population of just under 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 some instability in the community population. 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), and 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 1 school of choice option; Sierra @ Home. Sierra @ Home provides core academic content online and serves students from Kindergarten through 12th grades. Within the Sierra Unified attendance area, there are two Thompson Districts (small, rural districts that feed into our high school) consisting of students grades TK-8. In grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School.

Sierra High School, 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. 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 2024-2025 school year. An enrollment count of 1,251 students; 55.32% White, 21.5% Hispanic, 14.55% American Indian, and 8.63% other student groups. Enrollment of other student populations includes

45.08% Low-Income, 16.07% Students with Disabilities, 1.11% English Learners, and 1.99% Homeless and Foster Youth. The staff and students of Sierra Unified continue to prove their strength of character, determination, and support of one another to continue and grow from their shared experiences.

No schools received Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance 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 the progress of actions taken to meet the 5 Goals set in this LCAP document.

Based on the 2024 Dashboard RED results included the following subgroups: ELA: American Indian; Math: American Indian and Students with Disabilities; Chronic Absenteeism: American Indian, Hispanic, and Socioeconomically Disadvantaged; Suspension Rate: Hispanic.

ORANGE results for the 2024 Dashboard include the following subgroups: ELA: Students with Disbilities; Math: White; Suspension Rate: American Indian, Foster Youth, Homeless, Socioeconomically Disadvantaded, Students with Disbilities.

YELLOW results for the 2024 Dashboard include the following subgroups: ELA: Hispanic, Socioeconomically Disadvantaged, White; Math: Hispanic, Socioeconomically Disadvantaged; Chronic Absenteeism: Students with Disbilities, White; Supension Rate: White.

Based on 2023 LCAP Dashboard results, the District is required to identify any school within the District that received the lowest performance level on one or more state indicators, as well as any student group within the District that received the lowest performance level on one or more state indicators.

District-wide, we are required to address ELA and Math for Students with Disabilities and Math for Native American students (Goal 1, Action 1.9). We are required to address Chronic Absenteeism for Hispanic students (Goal 4, Action 4.1). We are required to address the Suspension Rate for American Indian students, Foster Youth, Hispanic students, Homeless students, Students with Two or More Races, Low-Income students, Students with Disabilities, and All Students (Action 3.12).

Additionally, we are required to address the following indicators at sites:
Foothill Elementary: ELA for Students with Disabilities (Goal 1, Action 1.9), Suspension Rate for American Indian students, Hispanic students, Low-Income students, and Students with Disabilities (Goal 3, Action 3.12).
Sierra High School: Suspension Rate for American Indian Students, Low-income students, Students with Disabilities, White Students, and All students (Goal 3, Action 3.12).
Sierra Junior High: Math for Low-Income students (Goal 1, Action 1.9), Chronic Absenteeism for Hispanic students, Low-Income students, Students with Disabilities, White Students and All students (Goal 4, Action 4.1), Suspension Rate for Hispanic Students, Students with Disabilities and All Students (Action 3.12).

Sierra Alternative High: Suspension Rate for All Students (Action 3.12)

Successes include maintaining our Attendance Rate and decreasing our Chronic Absenteeism Rate for all students by 1.5% for this last school year and decreasing our suspension rate from 8.1% to 7.5% overall for all students.

Challenges include a decrease in our College and Career Indicators from 43.2% to 35.7% for all students.

We have expended all of our Learning Recovery Emergency Block Grant funds as of June 30, 2025. If additional LREBG funds are distributed with the adopted 25-26 budget, we will do a needs assessment to determine the use of those funds.

Reflections: Technical Assistance

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

The LEA met Direct Technical Assisstance (DTA) eligibility from performance for these student groups: Hispanic (2019, 2023, 2024 Dashboards), American Indian (2022, 2023, 2024 Dashboards), SWD (2019, 2022, 2023 Dashboards). Utilizing the work of a team of district staff with the support of the coutny office, a Differentiated Assistance (DA) team continued the focused work through improvement of Summative CAASPP Assessment results with a goal of meet or exceeds standards by 3% for All students, American Indian students, and Students with Disabilities in ELA and Math. This practice, along with reviewing testing practices and routines and staff utilizing data cycles throughout the year will help us increase scores. The LEA continues to check-in on progress with the Direct Technical Assisstance (DTA) team.

Both Students with Disabilities and Native American students are identified for DA for ELA and Math. Hispanic American Indian students are identified for Chronic Absenteeism. Students with Disabilities, American Indian students, and Hispanic students are identified for Suspension Rate. To address these areas, Sierra Unified is working under the guidance of the Fresno County Office of the Superintendent of Schools to identify areas of improvement and develop strategies to implement toward work in improving currently identified areas. The Special Education Coordinator 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 the delivery and engagement of instruction to the 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 Special Education Coordinator has been reviewing local benchmark data and assessing student progress using supplemental programs, like Unique Curriculum 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.

Lastly, Goal 1 of the LCAP addresses the work being done to improve State Assessment scores. The work of the Differentiated Assistance Team has found that test participation rates, student motivation, and consistent assessment routines have assisted in making improvements to our scores. Additionally, the team has implemented data cycles within each school site. After each benchmark assessment, teachers analyze the data and record the outcomes. From there, they work within their grade levels and departments to discuss next steps in their teaching practices to address areas of success and areas of support.

Actions that address these areas are Goal 1, Action 1.9 for CAASPP testing, Goal 4, Action 4.1 for Chronic Absenteeism, and Goal 3, Action 3.12 for Suspension Rate.

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: May 5, 2025 Sierra Junior/Senior High School staff, May 20, 2025 Foothill Elementary staff How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages teachers' input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from teachers was the following: training for instructional and behavioral aides on de-escalation strategies, clear and efficient communication to staff and parents, and wanting more professional development
Principals	When: May 5, 2025 Sierra Junior/Senior High School, May, 5 2025 Foothill Elementary How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages principals' input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from principals was the following: improvement of student accountability and improvement of student attendance
Administrators	When: May 5, 2025, Sierra Junior/Senior High School, May 20, 2025 Foothill Elementary

Educational Partner(s)	Process for Engagement
	How: LCAP Presentation/Discussion/Input sessions and ongoing conversation in cabinet meetings What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages administrators' input, and discusses current LCAP goals and actions, current performance data, and district and site needs.
Other School Personnel	When: May 27, 2025 California School Employees Association (CSEA) How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from staff was the following: the need for updated technology and clear outline of academic counseling support for our students
Certificated Local Bargaining Unit	When: May 14, 2025 How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from staff was the following: no input was given
Classified Local Bargaining Unit	When: May 27, 2025 California School Employees Association (CSEA) How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from staff was the following: create an internship program for students that supports jobs within the District, the need for updated technology, and a clear outline of academic counseling support for students.

Educational Partner(s)	Process for Engagement
Parents	When: May 15, 2025 How: LCAP Presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages parents' input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from parents was the following: more support and resources for teachers, training for substitute teachers at onboarding, visible actions that show 21st Century Skills, reading and math support for students, updated technology, and rigorous curriculum.
Students	When: May 15, 2025 Sierra Junior/Senior High School Students How: LCAP Draft presentation/Discussion/Input sessions What: The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback: support in the area of counseling, the want/need for more engaging classes, mental health supports more easily accessible, culture and climate across campus
SAC	When: May 15, 2025 Sierra Junior/Senior High School Students How: LCAP Presentation/Discussion/Input sessions What: LCAP draft presented to the Student Advisory Committee in advance of the meeting. Meeting time utilized for analysis and review of proposed LCAP goals and actions for the 2024-2027 LCAP.The Director of Curriculum & Instruction and Chief Business Official communicates the importance and intent of LCAP, encourages students' input, and discusses current LCAP goals and actions, current performance data, and district and site needs. No questions or comments were provided to the Superintendent and no written response was needed. Feedback from students was the following: more support with college applications and academic counseling (appropriate classes), want more engaging classes, more support with dual enrollment classes, mental health support, parent information nights

Educational Partner(s)	Process for Engagement
PAC	When: May 15, 2025 How: LCAP Presentation/Discussion/Input session What: LCAP draft presented to the Parent Advisory Committee in advance of the meeting. Meeting time utilized for analysis and review of proposed LCAP goals and actions for the 2024-2027 LCAP.
PAC: Draft LCAP Presentation for Comments	When: May 29, 2025 How: The PAC was engaged through an in-person meeting What: The revised draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. No questions or comments were provided to the Superintendent and no written response was needed.
DELAC	Not required
DELAC: Draft LCAP Presentation for Comments	Not required
Mid-Year Report	When: February 10, 2025 How: Presentation to the Governing Board What: The Director of Curriculum & Instruction and Chief Business Official presented the LCAP midyear report and Budget Overview for Parents to the Board.
SELPA Consultation	When: September 26, 2024, October 24, 2024, November 21, 2024, February 27, 2025, March 27, 2025, April 24, 2025, May 22, 2025 How: SELPA Operations Committee Meeting What: The SELPA offered consultations on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews, Operations Committee Meetings, Superintendent Governance Council, FCSS LCAP and Compliance Workshops/Office Hour Meetings.
Public Comment	When: May 29-June 23, 2025 How: The notice of public comment was posted at the District Office with a draft of the LCAP available both digitally and paper copy and the opportunity was given to provide comments or questions and

Educational Partner(s)	Process for Engagement
	receive a written response from the Superintendent. No questions or comments were provided to the Superintendent and no written response was needed. What: LCAP draft document was available online and at school sites and the District office.
Public Hearing	When: June 9, 2025 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2024-25 LCAP presented to the Board of Trustees at a regular Board meeting
Board Adoption	When: June 23, 2025 How: The Board adopted the 2025-26 Local Control Accountability Plan (LCAP) in a regular public board meeting. What: LCAP, Local indicators and Budget were presented and adopted.

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

Parents and students felt strongly that we need to increase our academic couseling support for both students and parents to promote knowledge around the 4 year plan and courses that prepare students for college/career readiness. Staff and parents felt strongly about professional learning opportunities related to growth in the areas of ELA and Math. Staff and Administrator felt that there needed to be a continued focus on attendance intiatives across all campuses.

Reflecting on feedback received from educational partners (students, staff, parents, community members, and administration) via Sierra Unified's LCAP survey, community meetings, and LCAP presentations, Sierra Unified will be addressing the Goals and Actions below relating to the feedback provided.

Goal 1: 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 1.3 State Standardized Assessment Outcomes (Math, ELA, Science). Action 1.4 Monitoring Student Growth and Achievement Gaps.
Goal 2: 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 A-G Completion Rate. Action 2.8 College and Career Index. Action 2.9 Dual Enrollment.
Goal 4: Attendance. Action 4.1 Monthly Tracking of Student Attendance. Action 4.2 Student interventions and supports.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	Missassignments:0.3% Vacancies: 0% Data Year: 2022-2023 Report Year: 2023-2024 Data Source: SARC	Missassignments:0% Vacancies: 0% Data Year: 2023-2024 Report Year: 2024-2025 Data Source: SARC		Missassignments .5% Vacancies 0.%	The LEA is at 0% for miss-assignments and vacancies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% sufficient materials Data Year: 2023-2024 Data Source: Board resolution on "Sufficiency of Instructional Materials"	100% sufficient materials Data Year: 2024-2025 Data Source: Board resolution #10-24/25-William's Act on "Sufficiency of Instructional Materials"		Sufficient core instructional materials are available as reported to the Board	The LEA is on target with 100% sufficient materials.
1.3	State Standardized Assessments (CAASPP): Math	Met or exceeded Standards All Students: 28.76% White: 34.76% Native American: 17.04% Hispanic: 22.00% LI: 17.06% SWD: 12.38% EL: 9.89% FY: * (<11) Sierra Junior High LI: 18.47% Data Year: 2022-2023 Data Source: DataQuest	Met or exceeded Standards All Students: 29.91% White: 35.87% Native American: 9.09% Hispanic: 28.37% LI: 21.22% SWD: 6.18% EL: 10.25% FY: * (<11) Sierra Junior High LI: 22.2% Data Year: 2023-2024 Data Source: Data Quest/FCSS Data Dashboard (CDE)		Met or Exceeded Standards: All students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in both year 2 and year 3 for a total increase in the 3-year plan of 11%.	Met or exceeded Standards All Students: +1.15% White: +1.11% Native American: -7.95% Hispanic: +6.37% LI: +4.16% SWD: -6.2% EL: +0.36% FY: * (<11) Sierra Junior High LI: +3.73%
1.4	State Standardized Assessments	Met or Exceeded Standards	Met or Exceeded Standards		Met or Exceeded Standards: All	Met or Exceeded Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAASPP): English/Language Arts	All Students: 38.06% White: 44.35% Native American: 20.23% Hispanic: 31.33% LI: 27.21% SWD: 16.19% EL: 11.05% FY: * (<11) Foothill Elementary SWD 17.39% Data Year: 2022-2023 Data Source: DataQuest	All Students: 38.65% White: 43.68% Native American: 15.73% Hispanic: 38.03% LI: 29.07% SWD: 13.54% EL: 10.29% FY: * (<11) Foothill Elementary SWD 15.6% Data Year: 2023-2024 Data Source: DataQuest/FCSS Data Dashboard (CDE)		students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in both year 2 and year 3 for a total increase in the 3-year plan of 11%.	All Students: +0.59% White: -0.67% Native American: -4.5% Hispanic: +6.7% LI: +1.86% SWD: -2.65% EL: -0.76% FY: * (<11) Foothill Elementary SWD: -1.79%
1.5	State Standardized Assessments (CAASPP): Science	Met or Exceeded standards All Students: 30.18% White: 45.31% Native American: 20.16% Hispanic: 18.88% LI: 19.32% SWD: 8.70% EL: 2.35% FY: * (<11) Data Year: 2022-2023 Data Source: DataQuest	Met or Exceeded standards All Students: 30.70% White: 44.89% Native American: 21.12% Hispanic: 19.58% LI: 20.73% SWD: 9.00% EL: 2.36% FY: * (<11) Data Year: 2023-2024		Met or Exceeded Standards: All students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in both year 2 and year 3 for a total increase in the 3-year plan of 11%.	Met or Exceeded standards All Students: +0.52% White: -0.42% Native American: +0.96% Hispanic: +0.70% LI: +1.41% SWD: +0.30% EL: +0.01% FY: * (<11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: DataQuest			
1.6	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	2.85 of 5 points Data Year: 2022-2023 Data Source: State Reflection Tool	3.4 of 5 points Data Year: 2023-2024 Data Source: State Reflection Tool		3.50 of 5 Points or greater	Showed growth of .55 points.
1.7	English Learner academic progress as measured by ELPAC	Overall Score of 3+: 50.27% Data Year: 2022-2023 Data Source: ELPAC Report	Overall Score of 3+: 47.41% Data Year: 2023-2024 Data Source: ELPAC Report		Percentage of English Learner performance outcomes as measured by the Overall Score of 3 or 4 on ELPAC summative will be 53%	Showed decline of about 3%.
1.8	EL Reclassification Rate	0% Data Year: 2022-2023 Data Source: CALPADS reports 2.16 and 8.1	0% Data Year: 2023-2024 Data Source: CALPADS reports 2.16 and 8.1		10% of EL students will be reclassified as indicated by their RFEP status.	EL reclassification rate currently at 0%
1.9	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	Full Implementation Data Year: 2023-2024 Data Source: Dashboard Fall 2024	Full Implementation Data Year: 2024-2025 Data Source: Dashboard Fall 2025		Full Implementation	Full Implementation

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The actions outlined 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, ongoing 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 no miss-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 the 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 Standarized 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 the effectiveness of instructional practices. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.4 Monitoring of Student Growth and Achievement Gaps
The LEA utilized all planned PLC days as calendared for professional development, assesment review, and teacher planning. The district level assessments were revised utilizing model teachers to work with all teachers to mirror question types to those found on State Assessments.

Action 1.5 After-School Program
The LEA's students took part in planned extended learning opportunities after school, for which the district was able to provide staffing for all students in grades TK-12 to participate in after-school academic intervention and support sessions. The format of the After-School programs changed significantly in 2023-2024 with a continued emphasis on academic support. The LEA continues staffing at the elementary schools for intervention and as support for Students with Disabilities.

Action 1.6 Development of Teacher Capacity
This action provided professional development for teachers. The areas shifted with a more narrow focus on early literacy skills, untilizing CORE to provide job embedded coaching around the Science of Reading. Universal Design for Learning (UDL) was continued (4-12). Additionally, there was a focus on assesment literacy (4-8).

Action 1.7 Director of Curriculum and Instruction

The Director of Curriculum and Instruction position was retained and provided support for the district's teachers in the areas of professional development, assesment revision, and course and curriculum development.

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 and social/emotional needs of the students. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.9 Differentiated Assistance through FCOE
The District works with Fresno County office of education through DA based on the identified areas or need from the CDE dashboard. These areas include academics and suspension rates of students with disabilities and American Indian students. As well as the area of support in attendance for Hispanic students. The focus of the DA team's work in 2024-25 is academics, with an emphasis on data analysis and testing routines for each site.

Action 1.10 English Learner Academic Support
The paraprofessional continues to receive support from the Director of Curriculum & Instruction in ensuring all English Learners are provided with support through integrated and designated ELD classes.

Action 1.11 Professional Development for Math and ELA
Professional development around Building Thinking Classrooms was provided this school year. A significant shift in instructional practices was not observed as a result of this professional development. Teacher surveys indicate a desire for more professional develoment around math content. A contract is planned for next year with SWUN math to provide K-6 teachers with job embedded professional developement around math content standards as well as the new framework.

Action 1.12 Math Tutors for Junior High Students
A contract with AmeriCorp attempted to provide Math Turors for middle school students, however staffing was challenging. Cuts to federal programs for the 2025-26 school year have eliminated the ability to utilize AmeriCorp moving forward. This action will be shifted to utilizing a teacher released for three periods to support students in organization skills, time management, as well as content deficits in Jr. High. This position will be funded throught the MTSS grant through this next year.

Overall Success: Significant progress was made this year in supporting teachers to align local assessments to state assessments. We saw a significant increase of teacher analysis of student assessment results following benchmark assessments and the planning to shift instruction as a result of this analysis. Professional development in the area of early literacy has resulted in instructional shifts in grades K-3 that are observable. Early iReady results indicate an increase in student literacy based on these shifts in practice.

Overall Challenges: Significant staff turnover in the areas of principal, Superintendent, Director of Curriculum & Instruction, Facilities and Maintenance, and Human Resources. This turnover required a good portion of the year to be spent on learning the existing system and structures of the district. Additional challenges include the loss of one-time funding requiring staff reductions.

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

Action 1.2 Standards-Aligned Curriculum and Materials
We had carryovers from restricted funds from 23-24 that were utilized in 24-25: Arts and Music, Instructional Materials Block Grant ($351,996) and Lottery ($149,756) We also allocated Prop 28 funds to materials in the amount of $180,588.

Action 1.5 After-School Program
We had a carryover of ELOP funds that increased the expenditures ($159,297)

Action 1.6 Development of Teacher Capacity
We had carryovers of funds that were allocated to this action: Educator Effectiveness grant ($4,150), Multi-Tiered Systems of Support (MTSS) ($132,306), Early Math Grant ($264,387), Ethnic Studies ($3,700)

Action 1.11 Professional Development for Math and ELA
We had carryovers of Educator Effectiveness Block Grant ($259,016).

Action 1.12 Math Tutors for Junior High Students
We could not find tutors through AmeriCorps, so we employed a teacher in the Student Success Room at Junior high to support those students, using Learning Recovery Emergency Block grant funds ($93,258)

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

The actions outlined 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
Effectiveness of Action(s): Effective
Metric:1.1 Appropriately assigned and fully credentialed teachers
Data Statement: There were no misassignments or vacancies during the 2023-24 school year as reported in 2024-2025 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, which gave students access to a collaborative and equitable learning and working environment, with proficient teachers and support staff in place.

Action 1.2 Standards-Aligned Curriculum and Materials
Effectiveness of Action(s): Effective
Metrics: 1.2 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. In the State assessment tool that asked stakeholders about the implementation of standards for all students, we improved with a score of 3.4 out of 5.

Analysis Statement: The LEA's purchase and maintaining of instructional curriculum and materials ensured that all students benefitted from access, promoting student achievement and the ability to access instruction. For students who do not have access to the internet at home, the district provided Chromebooks to students and internet access on the buses. We also provided hotspots for home use if internet access was not available.

Action 1.3 State Standardized Assessment Outcomes
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3-1.4 State Standardized Assessments (CAASPP) Math and ELA
Data Statement: All students have seen growth of 1.15% in Math, with an emphasis in growth in Hispanic students at 6.37% and Low Income students at 4.16% for the 2024-25 school year. There has been little overall growth in Math for all students at 0.59%, with an emphasis in growth in Hispanic students at 6.7% for Math. Native American and Students with Disabilities subgroups showed a decrease in scores in both ELA and Math (-4.5% and -2.65% for ELA and -7.5% and -6.2% for Math).
Analysis Statement: While we continue to increase our scores slightly we believe the work that is being done is somewhat effective towards meeting this goal. The district is monitoring the completion status to ensure that we are successful in reaching the 95% participation rate so that, in turn, it will give each school a chance to reach their full capacity.

Action 1.4 Monitoring of Student Growth and Achievement Gaps
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3-1.4 State Standardized Assessments (CAASPP) Math and ELA
Data Statement: All students have seen growth of 1.15% in Math, with an emphasis in growth in Hispanic students at 6.37% and Low Income students at 4.16% for the 2024-25 school year. There has been little overall growth in Math for all students at 0.59%, with an emphasis in growth in Hispanic students at 6.7% for Math. However, we have seen a drop in scores for Native American students (-7.95% in Math and -4.5% in ELA).
Analysis Statement: While we haven't seen as much growth as anticipated, we do still believe the work that is being done is somewhat effective towards meeting this goal. The district is monitoring the completion status for all students to ensure that we are successful in reaching the 95% participation rate. With the drop in scores for our Native American students, the school sites continue to monitor attendance rates for this specific population of students to ensure that students are motivated to come to school and have that sense of connectedness.

Action 1.5 After-School Program
Metrics: 1.3-1.4 State Standardized Assessments (CAASPP) Math and ELA
Effectiveness of Action(s):Somewhat Effective
Data Statement: All students have seen growth of 1.15% in Math, with an emphasis in growth in Hispanic students at 6.37% and Low Income students at 4.16% for the 2024-25 school year. There has been little overall growth in Math for all students at 0.59%, with an emphasis in growth in Hispanic students at 6.7% for Math. However, we have seen a drop in scores for Native American students (-7.95% in Math and -4.5% in ELA).

Analysis Statement: Intervention staff continues to support the elementary afterschool program in the 2024-2025 school year with an emphasis on academics so that it is an extension of the school day. We are seeing that this is somewhat effective in closing gaps that will in turn show growth in assessment scores. This will continue for the 2025-2026 school year.

Action 1.6 Development of Teacher Capacity
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3-1.4 State Standardized Assessment outcomes, Monitoring of student growth and achievement gaps
Data Statement: Majority of student groups have seen growth in students scoring at/above as compared from the 2022-23 results to the 2023-24 results.
Analysis Statement: Teachers were provided 6 professional development days and additional support from FCSS for job embedded coaching in early literacy skills, Universal Design for Learning (UDL), and assessment literacy in grades 4-8. This brought continuity and teacher development throughout the year that correlated to growth in assessment scores.

Action 1.7 Director of Curriculum and Instruction
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3 State Standardized Assessment outcomes, 1.4 Monitoring of student growth and achievement gaps
Data Statement: Both subgroups, SWD and Native American students, showed a significant decline in Math (NA 7.95% and SWD 6.2%) and ELA (NA 4.5% and SWD 2.65%). In an effort to monitor student growth and achievement gaps, the work of realigning our district benchmark assessments to align with state testing blueprints, student growth has shown a steady increase.
Analysis Statement: In addition to to monitoring state standardized assessments and student growth, teachers were provided 2 teacher workdays within the year for professional development and to review local benchmark assessment data, realign curriculum pacing guides to meet student needs and apply the course of study for the upcoming session.

Action 1.8 Continuation High School
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3 State Standardized Assessment outcomes, 1.4 Monitoring of student growth and achievement gaps, 2.2 Graduation Rates
Data Statement: The continuation high school graduation rate continues to show growth from 92.9% in 2023 to 93.8% in 2024. We believe the completion of high school credits and earning of a diploma in an alternative setting does contribute to the students overall success.
Analysis Statement: Completion of high school credits and earning a high school diploma are services provided by a continuation high school. Students engaged in completing their coursework are more likely to contribute to the overall success of the district by having access to materials at a pace and in an environment that allows them to succeed.

Action 1.9 Differentiated Assistance
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3, 1.4, 1.5 State Standardized Assessment outcomes, Monitoring student growth and achievement gaps
Data Statement: All students have seen growth of 1.15% in Math, with an emphasis in growth in Hispanic students at 6.37% and Low Income students at 4.16% for the 2024-25 school year. There has been little overall growth in Math for all students at 0.59%, with an emphasis in growth in Hispanic students at 6.7% for Math. There has also been little overall growth in Science for all students at 0.52%. However, we have seen a drop in scores for Native American students (-7.95% in Math and -4.5% in ELA).

Analysis Statement: The work that the differentiated assistance team has done has aided in the growth that we have seen in scores. With the help of the team, school sites have established testing routines that are consistent throughout benchmark assessments and state testing. They have also held rallies to motivate students for testing. This has shown to be somewhat effective in assessment outcomes.

Action 1.10 English Learner Academic Support
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.7 English Learner academic progress as measured by the ELPAC, 1.8 EL Reclassification
Data Statement: EL reclassification rate is at 0%, but the overall proficiency of EL students is 9.09%.
Analysis Statement: While the EL reclassification rate has remained at 0%, our EL population is small and concentrated in elementary and somewhat transitory (meaning they don't stay for multiple school years in the district). Our EL aide continues to work to support them.

Action 1.11 Professional Development for Math and ELA
Effectiveness of Action(s): Somewhat Effective
Metrics/Student Groups: LEA-Wide Students with Disabilities for ELA and Math, Native American for Math, Students with Disabilities at Foothill for ELA, and Low-Income students at Sierra Jr. High for Math
Data Statement: Both subgroups, SWD and Native American students, showed a significant decline in Math (NA 7.95% and SWD 6.2%) and ELA (NA 4.5% and SWD 2.65%). SUSD has contracted with FCSS for professional development in data literacy, Universal Design for Learning (UDL), and Math.
Analysis statement: FCSS provided 4 days of professional development and 8 days of job embedded coaching around data literacy, UDL, and Math in an effort to address the decline of scores within our subgroups.

Action 1.12 Teacher Support for Jr. High Students
Effectiveness of Action(s): Somewhat Effective
Metrics: 1.3-1.4 State Standardized Assessments (CAASPP) Math and ELA
Data Analysis: All students have seen growth of 1.15% in Math, with an emphasis in growth in Hispanic students at 6.37% and Low Income students at 4.16% for the 2024-25 school year. There has been little overall growth in Math for all students at 0.59%, with an emphasis in growth in Hispanic students at 6.7% for Math. There has also been little overall growth in Science for all students at 0.52%. However, we have seen a drop in scores for Native American students (-7.95% in Math and -4.5% in ELA).
Analysis statement: Due to staffing challenges we were not able to employ AmeriCorp tutors for Jr. High Math students. Instead we served and will continue to serve Jr. High students with one properly credentialed teacher to provide support for 3 class periods. While it was not originally effective, the LEA worked to find an effective solution.

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

As a result of this analysis and the analysis of the data provided, changes to Action 1.12 and Metric 1.9 will be expected.

Action 1.12 Teacher Support for Jr. High Students

Change: this action was previously for Math Corp Tutors, due to funding and staffing tutors will not continue. Instead, support will be provided by a credentialed teaccher.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers	Ensure properly credentialed teachers with no mis-assignments or vacancies., including all costs of the District Office.	$6,754,443.00	No
1.2	Standards-aligned curriculum and materials	Provide standards-aligned, district/state approved instructional materials.	$176,208.00	No
1.3	State Standardized Assessment outcomes	Use of Aeries Analytics and other software to analyze trends in student outcomes and effectively plan instruction based on those outcomes.	$14,759.00	No
1.4	Monitoring of student growth and achievement gaps	Monitor student growth and close the achievement gaps through the use of District Learning Assessments (DLAs) in Math and ELA. Utilize formative, teacher-designed assessments between DLAs to inform instruction. Provide two non-student work days to review assessment data, and adjust instruction.	$10,000.00	No
1.5	After-School Program	Increase student performance by providing an after-school program running from 3:00-6:30 pm. Based on student and parent feedback, we will be offering more enrichment activities at the junior high after school program.	$1,038,937.00	No
1.6	Development of teacher capacity	The District will seek opportunities to develop and deliver adult learning in the areas of instructional use of technology, strategies for differentiation of	$74,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Director of Curriculum, Instruction, and Technology	The Director of Curriculum, Instruction and Technology will provide support to the teaching staff in order for their focus to remain on the classroom instruction and progress of students.	$163,293.00	Yes
1.8	Continuation High School	Provide an alternative academic setting (WASC accredited alternative education campus) for students to progress in their academic path towards graduation.	$228,879.00	Yes
1.9	Differentiated Assistance through FCOE	Work in partnership with Fresno County Office of Education utilizing Differentiated Assistance support. Sierra Unified is working under the guidance of the Fresno County Office of the Superintendent of Schools to identify areas of improvement and develop strategies to implement toward work in improving currently identified areas. The focus of the DA team's work in 2024-25 will be academics, with an emphasis on data analysis and testing routines across all sites. The DA improvement work meets the requirements for both DA and DTA technical asssistance.	$0.00	No
1.10	English Learner Academic Support	Provide a paraprofessional to support English learners students in both integrated and designated ELD classes.	$19,168.00	Yes
1.11	Professional Development for Math and ELA	As part of a comprehensive needs assessment, SUSD looked into LEA-level data for ELA and Math for the the Students with Disabilities subgroup and Math data for the Native American subgroup as they are in the lowest performance level (red) in these areas on the 2023 CA Dashboard. The results of the needs assessment indicated these student groups share a common need of common curriculum and benchmark assessment practices across the District. This common need will be addressed with professional development through a contract with the Fresno County Office	$31,900.00	No

Action #	Title	Description	Total Funds	Contributing
		of the Superintendent of Schools for ELA and Math-specific training to support content instruction. As part of a site level needs assessment at Foothill Elementary, including a review of ELA data, the Students with Disabilities group was found to need common, schoolwide curriculum and benchmark assessment practices. This common need will be addressed by aligning curriculum and benchmark assessments with the help of professional development on analysis of state testing data and Universal Design for Learning (UDL). As part of a site level needs assessment at Sierra Jr. High, including a review of Math data, the Low-income student group was found to need common, schoolwide curriculum and benchmark assessment practices. This common need will be addressed by aligning curriculum and benchmark assessments with the help of professional development on analysis of state testing data and Universal Design for Learning (UDL). This action will address the following lowest-performing level (red) indicators on the 2023 Dashboard: LEA-Wide Students with Disabilities for ELA and Math, Native American for Math, Students with Disabilities at Foothill Elementary for ELA, and Low-Income students at Sierra Junior High for Math		
1.12	Additional support for junior high students	Providing a teacher released for three periods to support students in organization skills, time management, as well as content deficits in Jr. High.	$36,375.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 11 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rate	All Students: 45.0% (45/100) White: 53.0% (34/64) Native American: 11% (<11) Hispanic: 37.0% (<11) LI: 31.3% (<11) SWD: 9.1% (<11) EL: * (<11) FY: * (<11) Data Year: 2022-2023 Data Source:	All Students: 36.5% (42/115) White: 41.2% (28/68) Native American: 23.1% (3/13) Hispanic: 38.1% (8/21) LI: 32.7% (32/98) SWD: 0% (0/19) EL: * (<11) FY: * (<11)		All Students 51%. Student groups will show a 2% increase over prior year for a 3-year total increase of 6%	All Students: -8.5% White: -11.8 Native American: +12.1 Hispanic: +1.1% LI: +1.4% SWD: -9.1% EL: * (<11) FY: * (<11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Additional Reports	Data Year: 2023-2024 Data Source: Dashboard Additional Reports			
2.2	High School Graduation Rate	All Students: 98.0% (101/103) White: 97.0% (64/66) Native American: 100% (9/9) Hispanic: 100% (19/19) LI: 93.8% (32/34) SWD: 82.0% (11/13) EL: 0% (0) FY: 0% (0) Data Year: 2022-2023 Source: CALPADS 1.23 UPDATED: All Students: 86.6% (97/112) White: 86.1% (62/72) Native American: (<11) Hispanic: 82.6% (19/23) LI: 85.3% (81/95) SWD: 63.6% (7/11) EL: (<11) FY: (<11) Data Year: 2022-2023 Source: Dashboard Additional Reports	All Students: 93.9% (108/115) White: 91.2% (62/68) Native American: 92.3% (12/13) Hispanic: 100% (21/21) LI: 94% (92/98) SWD: 84.6% (16/19) EL: 0% (0) FY: 0% (0) Data Year: 2023-2024 Source: Dashboard Additional Reports		One-year graduation rate All students 95%, student groups increase by 2% over prior year	All Students: +7.3% White: +5.1% Native American: (<11) Hispanic: 0% LI: +0.2% SWD: +2.6% EL: (<11) FY: (<11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Advanced Placement participation rate	All students (11-12): 30.9% (53) White: 53.6% (22) Native American: 6.2% (1) Hispanic: 26.4% (9) LI: 17.6% (9) SWD: 0% EL: 0% FY: 0% Data Year: 2022-2023 Data Source: Aeries SIS	All students (11-12): 23.6% (48/203) White: 26.8% (42/157) Native American: 11.8% (4/34) Hispanic: 23.7% (9/38) LI: 13.4% (11/82) SWD: 0.4% (2/43) EL: 0% FY: 0% Data Year: 2023-2024 Data Source: Aeries SIS		All Students (11-12) 35%, student groups increase by 2% over prior year	All students (11-12): -7.3% White: -26.8% Native American: +5.6% Hispanic: -2.7% LI: -4.2% SWD: +0.4% EL: 0% FY: 0% Due to our small size, comparing these variables is not completely accurate due to the change of student totals each year.
2.4	AP Passage Rate	All Students: 58.4% (31/53) White: 58.3% (12/22) Native American: 0% Hispanic: 50.0% (5/10) LI:50.0% (5/10) SWD: 0% EL: 0% FY: 0% Data Year: 2022-2023 Data Source: Aeries SIS	All students: 58.3% (28/48) White: 59.5% (25/42) Native American: 50% (2/4) Hispanic: 33.3% (3/9) LI: 63.6% (7/11) SWD: 0% EL: 0% FY: 0% Data Year: 2023-2024 Data Source: Aeries SIS		All Students scoring a 3 or greater: 60%	All students: -0.1% White: +1.2% Native American: (<11) Hispanic: -16.7% LI: +13.6% SWD: 0% EL: 0% FY: 0% Due to our small size, comparing these variables is not completely accurate due to the change of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						student totals each year.
2.5	Early Assessment Program(EAP)- ELA	11th Graders scoring 3-4: 38.61% Data Year: 2022-2023 Data Source: CAASPP Test Results website	11th Graders scoring 3-4: 51.89% Data Year: 2023-2024 Data Source: CAASPP Test Results website		Increase by 3% in year 1, 4% in both year 2 and year 3 for a 3 year total increase of 11%.	EAP for ELA has shown significant growth at 13.28%.
2.6	Early Assessment Program(EAP)- Math	11th Graders scoring 3-4: 14.85% Data Year: 2022-2023 Data Source: CAASPP Test Results website	11th Graders scoring 3-4: 24.3% Data Year: 2023-2024 Data Source: CAASPP Test Results website		Increase by 3% in year 1, 4% in both year 2 and year 3 for a 3 year total increase of 11%	EAP for Math has shown significant growth at 9.45%.
2.7	Broad course of study	Students enrolled in advanced courses: 27.1% (48/177) Students enrolled in VAPA courses: 61.8% (222/359) Students enrolled in CTE courses: 45.9% (165/359) Data Year: 2023-2024 Data Source: Aeries SIS	Students enrolled in advanced courses: 22.7% (42/185) Students enrolled in VAPA courses: 70.8% (250/353) Students enrolled in CTE courses: 58.6% (207/353) Data Year: 2024-2025 Data Source: Aeries SIS		Students enrolled in advanced academic courses: 30% (Grades 11-12) Students enrolled in VAPA Courses: 60% (Grades 9-12) Students enrolled in CTE Courses: 50% (Grades 9-12)	Students enrolled in advanced courses: -4.4% Students enrolled in VAPA courses: +9.0% Students enrolled in CTE courses: +12.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Other Outcomes-College and Career Index (CCI)	All Students: 43.2% (48/111) White: 50.7% (36/71) Native American: (<11) Hispanic: 34.8% (8/23) LI: 43.6% (41/94) SWD: 18.2% (2/11) EL: (<11) FY: (<11) Data Year: 2023 Data Source: Dashboard Additional Reports	All Students: 35.7% (41/115) White: 42.6% (29/68) Native American: 23.1% (3/13) Hispanic: 33.3% (7/21) LI: 32.7% (32/98) SWD: 18.2% (2/11) EL: (<11) FY: (<11) Data Year: 2024 Data Source: Dashboard Additional Reports		Students meeting "Prepared" (based on cohort data) All Students: 50% , student groups increase by 2% over prior year	All Students: -7.5% White: -8.1% Native American: Hispanic: -1.5% LI: -10.9% SWD: 0% EL: (<11) FY: (<11)
2.9	Dual Enrollment/High School Experience Program Participation	All Students 12th grade: 58.3% (28/48) White: 58.3% (21/36) Native American: * (<11) Hispanic: 50.0% (4/8) LI: 56.1% (23/41) SWD: 100% (1/1) EL: (<11) FY: (<11) Data Year: 2022-2023 Data Source: Dashboard Additional Reports	All Students 12th grade: 26.8% (11) White: 31% (9) Native American: 0% Hispanic: 14.3% (1) LI: 28.1% (9) SWD: 50% (1) EL: (<11) FY: (<11) Data Year: 2023-2024 Data Source: Dashboard Additional Reports		All 12th Grade students 60%, student groups increase by 2% over prior year	All Students 12th grade: -31.5% White: -27.3% Native American: (<11) Hispanic: -35.7% LI: -28% SWD: -50% EL: (<11) FY: (<11) Dual Enrollment has decreased overall and with each subgroup.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	A-G Completion and CTE Pathway Completion rate	All Students: 41.4% (46/111) White: 48.6% (35/71) Native American: (<11) Hispanic: 30.4% (7/23) LI: 40.0% (38/94) SWD: 9.1% (1/11) EL: (<11) FY: (<11) Data Year: 2022-2023 Data Source: CALPADS 15.1 and Fall 1, 8.1a UPDATED All Students: 10.7% (12) White: 13.9% (10) Native American: (<11) Hispanic: 4.3% (1) LI: 10.5% (10) SWD: 0% EL: (<11) FY: (<11) Data Year: 2022-2023 Data Source Dashboard Additional Reports	All Students: 10.4% (12/115) White: 13.2% (9/68) Native American: 7.7% (1/13) Hispanic: 9.5% (2/21) LI: 10.2% (10/98) SWD: 0% (0/19) EL: * FY: * Data Year: 2023-2024 Data Source: Dashboard Additional Reports		All students 40% or greater, student groups increase by 2% over prior year	All Students: -0.3% White: -0.7% Native American: (<11) Hispanic: +5.2% LI: -0.3% SWD: 0% EL: (<11) FY: (<11)

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 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
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. Original credit courses were offered to students at grade level and student progress was monitored to ensure learning was taking place. There were no substantive differences in the implementation of this action.

Action 2.2 Academic Counseling and Support Services
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) who work to support academic growth and school participation of students. Additionally, these individuals provide opportunities for students to connect to school through the 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. Additional counseling services will be eliminated that were provided through the Learning Recovery Emergency Block Grant. The district has received Comprehensive Youth Behavioral Health Grant funds that have been utilized to hire a Social-Emotional Counselor to be split between the Elementary and Jr. High campuses.

Action 2.3 Response to Intervention (RTI)
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 for 7th and 8th grade students will include a part-time teacher on release to support students with organization, motivation, and study skills. This teacher will work with students identified as "at promise" who have received two or more failing grades in the previous semester in grades 6, 7, or 8. For the 2025-26 school year there will only be one AmeriCorp tutor in TK at no cost to the district.

Action 2.4 Response to Extension (REI)
This action is utilized to provide a response to extension (REI) of learning for students in grades 2-6 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. There were no substantive differences in the implementation of this action.

Action 2.5 Increase Student Engagement and Support

The use of paraprofessionals provided support to increase student engagement and academic support of Low-Income students, and pushed into 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 the implementation of this action.

Action 2.6 Office Hours
Low-Income student groups are provided with opportunities that support access and participation in higher-level academic coursework 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 higher-level courses and programs. This action included Elementary-level Summer School for the 2024-2025 academic year using ELO Grant funds. There were no substantive differences in the implementation of this action.

Action 2.7 Elementary Summer School
This action is to provide Elementary Students with intervention and enrichments opportunities beyond the school year with instruction delievered by elementary teachers, intervention specialists, and instructional aides for support.

Action 2.8 PSAT Participation
Sierra Unified continued to provide no-cost opportunities for students in Grade 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 increased their opportunity to access higher education. The only substantive difference is that it is no longer offered in Grade 8, only Grade 10.

Action 2.9 Dual Enrollment and High School Enrichment
Dual enrollment courses continued to be made available at Sierra High School in partnership with Clovis Community and Reedley Colleges. The provision of access to dual enrollment courses increases the likelihood that all students will be able to take advantage of early opportunities that minimize travel and the cost of a college education. Currently, our Welding instructor is available for in-person instruction, all other classes are offered online through the college and their assigned teaching staff. Significant collaboration has occured to begin to create a pathway to an AA degree with Clovis Community.

Action 2.10 Director of Education Services
Sierra Unified provides a district-level position of Special Education Program Coordinator to oversee professional development and training, delivery of services, monitoring of the MTSS program and to 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 who maintains the schedule of the Special Education Department.

Action 2.11 Library Services
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 the implementation of this action.

Action 2.12 Instructional Technology

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

Action 2.13 Students with Disabilities
Instructional Paraprofessionals were provided to assist teachers in the implementation of student IEPs to ensure equity and access to district programming and a free appropriate education. There are no substantive differences in the implementation of this action.

Overall Successes: Significant revision of pathway configuration is being accomplished to support increased pathway completers in CTE. Innovative use of staff positions continue to be critical in order to support intervention and course offerings in grades 7-12. Continued intervention support at the elementary level allowed for support beyond the school day in the areas of Math and ELA.

Overall Challenges: The district faced lower than expected enrollment numbers and loss of one-time funding as a challenge. This change in allocated funding made it necessary for staff reductions.

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

Action 2.2 Academic Counseling and Support Services
We utilized Learning Recovery Emergency Block Grant (LREBG) funds to add an additional Counselor ($125,900)

Action 2.3 Response to Intervention (RTI)
We utilized Learning Recovery Emergency Block Grant (LREBG) funds to add additional support for RTI with a Teacher on Special Assignment ($128,839)

Action 2.7 Access Academic and Student Support
We utilized the remaining ESSER funds to fund Summer School for junior high and high school ($112,400)

A description of the effectiveness or ineffectiveness of the specific actions to date 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 (Sierra@Home)
Effectiveness of Action(s): Somewhat Effective
Metric: A-G Completion Rate, High School Graduation Rate
Data Statement: There was an overall decrease of 8.5% for A-G Completion Rates, but an increase of 7.3% for High School Graduation Rate. There is a need for additional counseling support for Parents and Students around A-G completion, but with the increase in Graduation Rate this action is somewhat effective.

Analysis Statement: The alternative learning opportunity provided to students is encouraging credit recovery and giving students the opportunity to earn additional credits to successfully support A-G completion rate and graduation rate. 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% and A-G completion rate to grow.

Action 2.2 Academic Counseling and Support Services
Effectiveness of Action(s): Somewhat Effective
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: The mentoring received through these services aids in encouraging student engagement and participation in activities and programs that facilitate academic and social growth. Each of these factors into school success; low-income students maintained their Advanced Placement Passage Rate (50%) in 2023-24. 92.3% of Native American students graduated in 2024-2025.
Analysis Statement: Utilizing the additional targeted support of the Native American Education Coordinator and Advocate to support the 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.

Action 2.3 Response to Intervention (REI)
Effectiveness of Action(s):Somewhat Effective
Metric: Advanced Placement participation rate, Broad Course of Study (advanced academic courses), Dual Enrollment/High School Experience Program Participation
Data Statement: Data shows that the goal of 50% of all 12th-grade students participating in Dual Enrollment classes decreased significantly in 2023-24 to 26.8%. AP Participation was below the desired outcome of 37% in 2023-24, but the AP passage rate far exceeded the desired outcome of 40% scoring a 3 or greater by 58.3% of students scoring 3 or higher.
Analysis 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.

Action 2.4 Response to Extension (REI)
Effectiveness of Action(s): Somewhat Effective
Metric: A-G Completion, Graduation Rate, Early Assessment Program (EAP), Advanced Placement (AP) Participation, Dual Enrollment/High School Enrichment Participation
Data 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 significant increases in the percent of students that Met/Exceed the standard over the previous assessment year (ELA 51.89%, Math 24.3%). AP Participation and Dual Enrollment participation among the 11th and 12th grade students is down, however AP passage rates continue to stay steady.
Analysis 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 and High School readiness.

Action 2.5 Increase Student Engagement and Support
Effectiveness of Action(s): Somewhat Effective

Metric: CAASPP outcomes, High School Graduation Rate, Broad Course of Study, Local Measures
Data Statement: Students engage in their own learning must be supported and encouraged by opportunity and guidance in order to achieve favorable outcomes. In continuing student engagement we see steady scores through CAASPP Math 29.91%, ELA 38.65, and Science 30.70%. High School Graduation Rate has also increased to 93.9%.
Analysis Statement: 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. Measuring the state assessment outcomes and Gradution rates this shows to be somewhat effective.

Action 2.6: Office Hours
Effectiveness of Action(s): Somewhat Effective
Metric: A-G Completion, High School Graduation rate, AP participation, Dual Enrollment/High School Experience, A-G Completion and CTE Completion, CTE Participation (Goal 5), State Assessment outcomes (Goal 1)
Data Statement: A-G Completion rates are down 8.5%, High School Graduation Rates are up 7.3%, Dual Enrollment is down 31% with less students participating, both A-G and CTE Completion is down by 0.3%, but state assessments show an increase of 1.5% in Math and 0.59% in ELA.
Analysis Statement: The provision of Office Hours at Sierra Jr/Sr High School allows for students to independently seek support and assistance from teachers and counselors 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 less likely to experience learning loss over the summer break. A-G Completion and CTE Pathway Completion rates are down slightly from previous year. This could be do to inconsistency in the coding of classes from our SIS and in reporting to CALPADS. An intensive look at this might lead to changes in coding to then increase numbers. This shows that this is somewhat effective.

Action 2.7: Elementary Summer School
Effectiveness of Action(s): Effective
Metric: State Standardized Assessments Math and ELA (Goal 1), Response to Intervention RTI (Goal 2)
Data Statement: While we do see an increase in state assessment scores, 1.5% increase in Math and .59% increase in ELA, we still see a significant amount of students below grade level.
Analysis Statement: While there is a teacher for every grade level in Elementary Summer School, there is also an intervention teacher providing addtional support with the help of instructional aides. Offering additional support to these students through our Elementary Summer School program, will decrease any academic gaps. Therefore, this shows to be effective.

Action 2.8 PSAT Participation
Effectiveness of Action(s): Somewhat Effective
Metric: SAT Participation, SAT Performance Outcomes
Data Statement: It should be noted that in the 2021-22 academic year, the SAT was not a requirement for California College entrance, in response to school closures during COVID-19, and has had an effect on the overall participation in the SAT. The junior class had 12.5% of students take the SAT on campus.

Analysis Statement: Providing an opportunity to students to experience the Preliminary SAT (PSAT) increases the likelihood that students will participate in the SAT exam. Students in Grade 10 are provided with on-campus, school-day access to participate in the PSAT at no cost to their families.

Action 2.9 Dual Enrollment and High School Enrichment
Effectiveness of Action(s): Not Effective
Metric: Dual Enrollment/High School Experience Participation
Data Statement: Student exit outcomes of 12th-grade students, Sierra Unified has 26.8% of its enrolled 12th graders completing at least 1 semester college-level course through our designated partner schools.
Analysis 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. Offering dual enrollment courses was not effective due to the lack of enrollment and students completing the courses. However, counselors will provide more information to families on dual enrollment opportunities and work to support students to increase these numbers in the future.

Action 2.10 Special Education Program Coordinator
Effectiveness of Action(s): Effective
Metric: Broad Course of Study, High School Graduation Rate
Data Statement: Through monitoring of student class schedules the Program Coordinator is able to verify students accessibility, inclusion and participation in a broad course of study with the graduation rate at 93.9%, an increase from the previous year.
Analysis Statement: Sierra Unified provides a district-level position of Special Education Program Coordinator to oversee professional development and training, delivery of services, monitoring of the MTSS program and to 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 who maintains the schedule of the Special Education Department. This shows to be effective.

Action 2.11: Library Services
Effectiveness of Action(s): Effective
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 library technicians 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
Effectiveness of Action(s): Somewhat Effective
Metric: Access to Instructional Materials (Goal 1)
Data Statement: Sierra Unified is 1:1 with student Chromebooks in Grades 2-12. The Technology Support Specialist position allows for the District to provide consistently working technology systems to support student learning and student access to curriculum when necessary.
Analysis Statement: A Technology Support Specialist is provided to maintain consistent access of school technology to students and teachers as a way of accessing instructional materials.

Action 2.13 Students with Disabilities
Effectiveness of Action(s): Somewhat Effective
Metric: CAASPP scores Math and ELA (Goal 1), A-G Completion Rate, Dual Enrollment, A-G Completion and CTE Pathway Completion rate
Data Statement: CAASPP scores for Math and ELA for SWD have decreased by 6.2% in Math and 2.65% in ELA, Dual Enrollment by 50%, and A-G Completion rate to 0%.
Analysis Statement: While we have not seen growth in the above metrics for SWD, we are hopeful that our ongoing partnership with the county office and the work of Differentiated Assistance will show a steady increase in these numbers.

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

As a result of this analysis and the analysis of the data provided, changes to Metric 2.10 and Action 2.8 will be expected.

Metric 2.2 High School Graduation Rate
Change: The baseline data source will change from CALPADS 1.23 to Dashboard Additional Reports.

Metric 2.10 A-G Completion and CTE Pathway Completion Rate
Change: The baseline data source will change from CALPADS 15.1 and Fall 1, 8.1a to Dashboard Additional Reports. This will show a decrease, however in comparing 2023 Dashboard (10.7%) to 2024 Dashboard (10.4%) it is a decrease of 0.3%.

Action 2.8 PSAT Preparation
Change: Participation in the PSAT will only be offered in Grade 10, not Grade 8 and 10.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Learning Opportunities	Provide online and blended learning opportunities for students in grades K-12 in alternative education settings to facilitate their achievement of academic success.	$483,897.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Counseling and Support Services	Provide academic counseling and support services (Native American Liaison and Native American Education Advocate) to promote academic participation, growth and school connectedness.	$414,012.00	No
2.3	Response to Intervention (RTI)	Provide targeted and systematic approach to learning intervention and support in grades TK-9 (Academic Intervention Specialist and support staff, and AmeriCorps tutors)	$206,667.00	No
2.4	Response to Extension (REI)	Provide a structured program of advanced learning opportunities available to a broad range of students in grades 2-6 during the school day.	$308,939.00	No
2.5	Increase student engagement and support	Provide instructional para-professionals to increase engagement and support for students of the Low-Income student groups to maximize course access and academic growth.	$626,947.00	Yes
2.6	Office Hours and AP/SAT Support	Provide Office Hours (grades 7-12) before, during and after school as well as support for AP classes	$65,280.00	Yes
2.7	Elementary Summer School	Provide Elementary Summer School	$94,684.00	No
2.8	PSAT particpation	Provide access to the PSAT exam for all students in 10th grade by financing and hosting the exam.	$1,500.00	No
2.9	Dual Enrollment and High School Enrichment	Provide one on-campus instructor to teach a Dual Enrollment class.	$21,949.00	No
2.10	Special Education Program Coordinator	Provide a Special Education Program Coordinator to provide professional training, oversight of service delivery, monitoring of the Multi-Tiered	$189,858.00	No

Action #	Title	Description	Total Funds	Contributing
		System of Support (MTSS) program and support teachers of students with disabilities.		
2.11	Library Services	Provide Library Technicians to provide access to instructional technology, literacy skills and library science by all students.	$90,959.00	No
2.12	Instructional technology	Provide a Technology Support Specialist to maintain inventory, keep devices running, and troubleshooting access to digital curriculum for students and staff.	$98,989.00	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 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.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

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

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 foster 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities maintained in good repair	Foothill Elem - Fair 84.94% Sierra Jr/Sr High - Poor 81.77% Alternative Education - Fair 87.49% Data Year: 2023-2024 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 89.16% Sierra Jr/Sr High - Fair 83.39% Alternative Education - Good 90.34% Data Year: 2024-25 Data Source: Facilities		All sites rating of Fair or higher	Foothill Elem: +4.22% Sierra Jr/Sr High: +1.62% Alternative Education: +2.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Inspection Tool (FIT)				
3.2	Attendance Rate	All Students 90.39% White 90.68% Native American 88.93% Hispanic 89.65% LI: 89.61% SWD: 87.49% EL (<11) FY (<11) Data Year: 2022-23 Data Source: Aeries SIS	All Students 90.97% White 91.61% Native American 89.22% Hispanic 89.64% LI: 90% SWD: 87.31% EL (<11) FY (<11) Data Year: 2023-2024 Data Source: Aeries SIS		All students 92% or higher, all student groups increase by 2%	All Students: +0.58% White: -0.93% Native American: +0.29% Hispanic: -0.01% LI: +0.39% SWD: -0.18% EL (<11) FY (<11)
3.3	Suspension Rate	SUSD: 8.1% (1414) Foothill: 4.8% (706) Sierra High: 11% (419) Sierra Junior High: 15% (207) Sierra @ Home: 0% (121) Sierra Alternative High: 10.5% (38) White: 7.7% (783) Native American 12.8% (187) Hispanic: 7.7% (323) LI: 9.7% (719) SWD: 13.8% (254) EL: * FY *	SUSD: 7.5% (1485) Foothill: 4.9% (688) Sierra High: 8.4% (404) Sierra Junior High: 13.3% (210) Sierra @ Home: 0.7% (144) Sierra Alternative High: 17.9% (39) White: 6.1% (783) Native American 12.5% (192) Hispanic: 8.1% (307)		All students 6%, student groups decrease by 2%	SUSD: -0.60% Foothill: +0.1% Sierra High: -2.6% Sierra Junior High: -1.7% Sierra @ Home: +0.7% Sierra Alternative High: +7.4% White: -1.6% Native American: -0.3% Hispanic: +0.4% LI: +0.2% SWD: -0.2% EL: (<11) FY: (<11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LEA-wide: Homeless 16%, Two or More Races 8.1% Foothill Elem: NA 16.66%, Hispanic 29.12%, LI 25.70%, SWD 17.39% Sierra High: All students 45.24%, NA <11, LI 26.67%, SWD <11, White 55.10% Sierra Junior High: All students 44.89%, Hispanic 36.58%, SWD 12.00% Data Year: 2022-2023 Data Source: DataQuest	LI: 9.9% (687) SWD: 13.6% (221) EL: 16.7% (18) FY: 8.3% (24) LEA-wide: Homeless 13.3%, Two or More Races 6.8% Foothill Elem: NA 9.7%, Hispanic 6.7%, LI 5.8%, SWD 16.7% Sierra High: All students 8.4%, NA 11.3%, LI 11.9%, SWD 16.7%, White 7.2%% Sierra Junior High: All students 13.3%, Hispanic 8.7%, SWD 20.6% Data Year: 2023-2024 Data Source: DataQuest			LEA-wide: Homeless -2.7%%, Two or More Races -1.3%% Foothill Elem: NA -6.96%, Hispanic -22.42%, LI -19.9%%, SWD -0.69% Sierra High: All students -36.84%, Native American: NA, LI -14.77%, White -47.9% Sierra Junior High: All students -31.59%, Hispanic -27.88%, SWD +8.6%%
3.4	Expulsion rate	SUSD: 0% (1,414) Data Year: 2022-2023 Data Source: DataQuest	SUSD: 0% (1,485) Data Year: 2023-2024 Data Source: DataQuest		All students 0.5% or less	Expulsion rate remains the same at 0%.
3.5	Sense of Safety and School Connectedness	Safety Students: 46%	Safety Students: 61%		Improve to 60% in each area for	Safety Students: +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents: 58% Teachers: 77% Connectedness Students: 50% Parents: 59% Teachers: 88% Data Year: 2023-2024 Data Source: CA Healthy Kids Survey	Parents: 71% Teachers: 86% Connectedness Students: 58% Parents: 65% Teachers: 92% Data Year: 2024-2025 Data Source: CA Healthy Kids Survey		students, 60% for parents, 85% for staff	Parents: +13% Teachers: +9% Connectedness Students: +8% Parents: +6% Teachers: +4%
3.6	Junior High Dropout Rate	0% Data Year: 2022-2023 Data Source: CALPADS Fall1 8.1	0% Data Year: 2023-2024 Data Source: CALPADS Fall1 8.1		0.5% or less	Jr. High dropout has remained the same.
3.7	High School Dropout Rate	0% Data Year: 2022-2023 Data Source: CALPADS Fall1 8.1 UPDATE All Students: 8.2% Data Year 2022-2023 Data Source FCSS Dashboard/CDE	All Students: 4% Data Year: 2023-2024 Data Source: FCSS Dashboard/CDE		1% or less	All Students: -4.2%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 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 wellmaintained 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. There were no substantive differences in the implementation of this action.

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 the implementation of this action.

Action 3.3 Social-Emotional Learning Support
The LEA provided specialized support services targeting the social-emotional wellness of low income students, through the All 4 Youth agency, which provides access to mental health clinicians and behavioral aides who work directly with students on behavior regulation. Additionally, this action allows for continued training of staff members in areas of trauma-informed practices, verbal de-escalation and Positive Discipline. There were no substantive differences in the implementation of this action.

Action 3.4 School Psychologists
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. An additional Psychologist was added with Learning Recovery Emergency Block Grant funds.

Action 3.5 School Health Staff
The LEA provides a school LVN at Foothill Elementary. A Registered Nurse is employed at SJSHS to oversee the work of the LVN. There were no substantive differences in the implementation of this action.

Action 3.6 Administration, Management, and Office Staff
The LEA provides administration and management to support the operations of the 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. There were no substantive differences in the implementation of this action.

Action 3.7 Extra Curricular Activities
The LEA provides for student participation in extra-curricular activities to provide opportunities for school connection and social growth. To provide these opportunities, staff and after-school transportation were made available to improve accessibility for students of low-income

families who may find it difficult to transport students to and from school for extra activities. There were no substantive differences in the implementation of this action.

Action 3.8 Eagle's Nest
The LEA provides before-school care staffed by trained individuals who offer a safe and engaging environment for student learning. There were no substantive differences in the implementation of this action.

Action 3.9 Communications
The LEA maintains a website that is updated regularly 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. There were no substantive differences in the implementation of 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. While we didn't have parent information nights, we did partner in providing resources to families on our website and through weekly newsletters from administration in the 2024-25 school year.

Action 3.11 Noontime Assistants
The LEA provides noontime assistants at Foothill Elementary School as a response to the need to reduce suspension rates and increase supervision during the lunch recess. There were no substantive differences in the implementation of this action, however substitute teachers worked to fill vacancies in this position. The action was full implemented.

Action 3.12 Student Behavior Expectations
The LEA is providing a review of the model of Positive Behavioral Interventions and Supports (PBIS) to increase the level of engagement and connectedness by students.

Overall Successes: Communications was a focus for the school year district wide. Weekly communications were sent from both elementary and Jr. High/High school to parents as well as a weekly communication from the Superintendent. Social media presence was increased across Facebook, Instagram, and Nextdoor platforms. Facility improvements are planned as a result of passage of Measure U, the first bond measure to pass in district history.

Overall Challenges: Although parents have expressed gratitude for the increased communication, many parents have indicated they still desire the direct communication from teachers as well. Aging facilities will continue to be a challenge in particular with small staff budget.

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

Action 3.4 School Psychologists

We utilized Learning Recovery Emergency Block Grant funds to add an additional psychologist ($125,900)

Action 3.11 Noontime Assistants
We had a lot of turnover in the Noontime Assistants and were not fully staffed all year, in addition to hiring lower-paid staff (substitute teachers or new staff).

A description of the effectiveness or ineffectiveness of the specific actions to date 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
Effectiveness of Action(s): Effective
Metric Facilities maintained in good repair
Data Statement: According to the 2024-2025 Facilities Inspection Tool (FIT) Report, Sierra Unified reported a rating of Fair for Foothill Elementary and Sierra Jr/Sr High, and Good for Alternative Education. The rating percentage for all 3 sites did increase from 2023-24 to 2024-25. Each campus showed approximately a 3% increase over the last year.
Analysis Statement: The use of a year-round maintenance and custodial staff was effective in allowing Sierra Unified to address the needs of the facilities on a consistent basis without major disruptions to the academic time when students are present.

Action 3.2 School Transportation
Effectiveness of Action(s): Somewhat Effective
Metric: Attendance Rate, Student School Connectedness Survey
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 and from school. When students attend school regularly, there is a correlation to attendance and school connection and a sense of belonging.
Analysis Statement: The Student School Connectedness Survey demonstrates that over the course of the academic year, students increase in their self-perception of a sense of belonging and connection. In turn, this drives students to want to come to school and our transportation department serves the vast majority of our families in getting them to school and on time. 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. The action was somewhat effective as we only saw a slight increase in all students, Native American, and Low-Income for attendance rate.

Action 3.3 Social-Emotional Learning Support
Effectiveness of Action(s): Somewhat Effective
Metric: Suspension Rate, Expulsion Rate, Drop-out Rate, CAASPP ELA & Math Results, Chronic Absenteeism
Data Statement: Suspension rates for the All Students Group in Sierra Unified group decreased by approximately 0.5% with Sierra Jr. High and Sierra High showing decreases site-wide of 2.6% and 0.6% respectively. Foothill showed a minimal increase of 0.1% while Sierra

Alternative increased by 7.4%. LEA-wide, some student groups decreased, including White (1.6%), Native American (0.3%) and Students with Disabilities (0.2%), while Hispanic and Low Income students increased minimally. The LEA expulsion rate remained at 0% as did the High School and Jr. High drop out rates.

Analysis Statement: A comprehensive review of quantitative data suggests that Action 3.3 has been somewhat effective. Effectiveness was attributed to 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, allows the district to support the work of our school psychologists and provide service to a larger number of students. A detailed evaluation of program implementation and outcomes highlights that the ability to recognize and respond to students experiencing emotional or social trouble assisted in reducing suspensions at some sites, and allowed for the district to maintain a 0% expulsion and dropout rate.

Action 3.4 School Psychologists
Effectiveness of Action(s): Effective
Metric: Suspension Rate, Expulsion Rate, Drop-out Rate, Student School Connectedness Inventory
Data Statement: On-site school psychologists provide individual and small group counseling around sense of connection and coping strategies 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 reduce the need for an increase in direct services. For Suspension Rate, Expulsion Rate, Drop Out Rate, we saw a decline in percentages overall. For our Helathy Kids Survey, an increase of 8% of students, 6% of parents, and 4% of teachers feel connected to school. This action was effective in maintaining 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.
Analysis Statement: 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.

Action 3.5 School Health Staff
Effectiveness of Action(s): Effective
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.While our attendance rate slowly increases, we are still well below the 95% goal for attendance rate and have dropped 1.5% for Chronic Absenteeism.
Analysis Statement: This action has been effective in providing an LVN at Foothill Elementary, and an RN at Sierra Junior/Senior High, 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
Effectiveness of Action(s): Somewhat Effective
Metric: Healthy Kids Survey

Data 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.

Analysis 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. This was effective with office staff providing a customer-focused environment that supports the work of administration for smooth operations.

Action 3.7 Extra-Curricular Activities
Effectiveness of Action(s): Somewhat Effective
Metric: Student School Connectedness Survey and CA Healthy Kids (Climate) Survey, CAASPP outcomes
Data Statement: On avergae, students in Grades 5, 7, 9, and 11 indicate a 58% sense of connection to school and people of the school when completing the CA Healthy Kids Survey in May 2025. When students (Grades 3-11) responded to the Student School Connectedness Survey the indication, over 3 surveys in 2024-25, measuring student connection shows an average measure of 86.5%. Growth in Connection is shown where the Fall Survey indicated an overall sense of connection measured at 87% and the Spring Survey showed the same measure with little decrease at 85.4%. The data indicates that the 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.
Analysis Statement: All CAASPP results have shown a somewhat effective outcome related to this action. Student participation and engagement in their learning show a direct correlation to their sense of belonging and connection to their school and the people in their school.

Action 3.8 Eagle's Nest
Effectiveness of Action(s): Effective
Metric: School Climate Survey
Data Statement: This action was effective in providing students in Kindergarten to Sixth Grades enrolled at Foothill Elementary access to Eagle's Nest for extended services. It was indicated that according to 79% of parents feel their student is safe and connected to school; 93% indicate that the school has an adult on campus that their student trusts, and 93% feel that the campus has a welcoming environment. 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.
Analysis Statement: 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.

Action 3.9 Communications
Effectiveness of Action(s): Effective
Metric: Healthy Kids Survey and LCAP Survey
Data Statement Overall 71% 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 student class or program placement and what the parent's expected role is

in their child's education. 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. In the 2024-2025 school year, there is an average 97% of parents using the parent portal acrross all school sites.

Analysis Statement: Sierra Unified and its staff provide communication that keeps families informed about activities and school events. This is effective in that schools respond promptly to phone calls, messages and emails.

Action 3.10 Parent Education
Effectiveness of Action(s): Not Effective
Metric: Survey Results
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. Although this action was not effective or implemented in 2024-2025, it will be implemented in 2025-2026.

Action 3.11 Noontime Assistants
Effectiveness of Action(s): Effective
Metric: On-campus suspensions, Students Sense of Safety
Data Statement: Foothill Elementary experienced a 4.9% suspension rate in 2023-2024, although the on-campus suspension rate went up slightly. The use of extra supervision at the lunch period allows for the 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. The elementary experienced an extrememly high turnover rate in Noontime Assistants in the 24-25 school year, however the position was filled with either a full-time staff member or substitute teacher in that position.
Analysis Statement: This was effective with the use of noontime assistants for supervision of the playground and lunchroom activities at Foothill Elementary School increases safety for all students and decreases the rate of on-campus suspensions due to unsafe behaviors. 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.

3.12 Student Behavior Expectations
Effectiveness of Action(s): Somewhat Effective
Metric: Suspension Rates
Data Statement: While the overall percentage of suspension rates have decreased district wide from 8.1% to 7.5%, there was still an increase in suspension percentage at Foothill of 0.1%, Sierra@Home at 0.7% and Sierra Alternative at 7.4%. There was a decrease in suspension percentage at Sierra High with 2.6% and Sierra Jr. High at 1.7%. To further analyze the data, the following sites and subgroups showed increases and decreased of suspension rates: LEA-wide: Homeless +2.7%%, Two or More Races +1.3%%; Foothill Elem: NA

+6.96%, Hispanic +22.42%, LI +19.9%%, SWD +0.69%; Sierra High: All students +36.84%, LI +14.77%, White +47.9%; Sierra Junior High: All students +31.59%, Hispanic +27.88%, SWD -8.6%%.

Analysis Statement: This was somewwhat effective. A review for staff and students of the model of Positive Behavior Interventions and Support (PBIS) of expectations and consequences for students with follow-up in the area of social-emotional support to see a decrease of suspension numbers.

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

As a result of this analysis and the analysis of the data provided, changes to Metric 3.7 will be expected.

Metric 3.7 High School Dropout Rate
Change: The baseline data source will change from CALPADS Fall 1, 8.1 to FCSS Dashboard (CDE). This will show a decrease, however in comparing 2023 Dashboard (8.2%) to 2024 Dashboard (4%) it is a decrease of 4.2%.

Action 3.3 Social Emotional Learning
Change: Suspension Rate and Chronic Absenteeism was added as an additional metric

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Provide clean, safe and well-maintained facilities. To achieve this, the District provides for year-round custodial, operations and maintenance staff as well as a School Resource officer and Campus Aides.	$3,353,275.00	No
3.2	School transportation	Provide safe student transportation to and from school and school-activities by qualified and well-trained individuals.	$1,810,953.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Social-Emotional Learning support	Provide Behavior Aides and additional mental health supports through All 4 Youth.	$505,346.00	Yes
3.4	School Psychologists	Provide two full-time, on-site school psychologists to serve the needs of students and provide for the 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. The on-site school psychologists provide oversight and training of classified staff deployed into classrooms.	$233,898.00	No
3.5	School Health Staff	Provide schools with a School Nurse who oversees an LVN to take care of students with health needs on campus.	$211,900.00	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.	$1,599,066.00	No
3.7	Extra-Curricular Activities	Provide extra-curricular activities for students to keep them engaged in school.	$371,408.00	Yes
3.8	Eagle's Nest	Provide a welcoming and safe environment for students who require before and after school care as a service for families. Additionally, a well-trained and engaged staff are available for student learning.	$42,004.00	No
3.9	Communications	Provide a 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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		weekly with parents regarding upcoming and significant events, while also being utilized for emergency communications.		
3.10	Parent education	Provide parent education opportunities in the form of focused topic forums, family engagement nights, a parent information page on the website and newsletters.	$10,000.00	No
3.11	Noon time Assistants	Provide noon-time instructional assistants to support the safety of all students during lunch break.	$58,120.00	No
3.12	Student Behavior Expectations	As part of a comprehensive needs assessment, SUSD looked into LEA-level data for the All students, Native American, Foster Youth, Hispanic, Homeless, Two or more races, Low-income, and the Students with Disabilities student groups as they are in the lowest performance level (red) in the Suspension indicator on the 2023 CA Dashboard. The results of the needs assessment indicated these student groups share a common need of increased connectedness to the adults at school and their peers. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS). Based on the 2023-2024 CA Dashboard we have gone from eight student groups in the red, lowest performing level of the suspension indicator, to just one group (Hispanic Students) in the red. As part of a site level needs assessment at Foothill Elementary, including a review of suspension data, a common need among Native American, Hispanic, Low-income, and the Students with Disabilities subgroups of increased connectedness to the adults at school and their peers was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS). As part of a site level needs assessment at Sierra High School, including a review of suspension data, a common need among All students, Native American, Low-income, Students with Disabilities, and the White subgroups of increased connectedness to the adults at school and their	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		peers was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS). As part of a site level needs assessment at Sierra Jr. High, including a review of suspension data, a common need among All students, Hispanic, and the Students with Disabilities subgroups of increased connectedness to the adults at school and their peers was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS). As part of a site level needs assessment at Sierra Alternative High, including a review of suspension data, the All-student group was found to need increased connectedness to the adults at school and their peers.. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS). This action will address the following lowest-performing level (red) indicators on the 2024 Dashboard: LEA-wide Hispanic students for Suspension Rate, American Indian students and Hispanic students at Foothill Elementary, Hispanic and Students with Disabilities at Sierra High, None at Sierra Junior High, and All students at Sierra Alternative High for Suspension Rate.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
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 Hispanic, American Indian, and Socioeconomically Disadvantaged students district-wide.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In 2023, Sierra Unified was assigned support through the Differentiated Assistance program with Fresno County Superintendent of Schools office for Chronic Absenteeism rates for Hispanic students district-wide. Additionally, All Students, Hispanic students, Low-Income students, Students with Disabilities, and White students at Sierra Junior High had the lowest performance level (red) on the CA Dashboard.

In 2024, Sierra Unified continued to receive support from Fresno County Superintendent of Schools (FCSS) through Differentiated Assistance (DA) for Chronic Absenteeism rates for Hispanic, American Indian, and Socioeconomically Disadvantaged students.

In response to high levels of chronic absenteeism, Sierra Unified has developed this goal to decrease the chronic absenteeism rate across all grades and all student groups. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate	All: 33.7% White: 31.7% Native American: 42.1% Hispanic: 41.8% LI: 41.5% SWD: 33.7% FY: 30.8%	All: 32.2% White: 27.4% Native American: 41.5% Hispanic: 39.7% LI: 40.3% SWD: 46.8%		3% decrease for all groups in year 1, 5% decrease in both year 2 and year 3 for a total decrease in the 3 year plan of 13%.	All: -1.5% White: -4.3% Native American: -0.6% Hispanic: -2.1% LI: -1.2% SWD: +13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 37.5% Sierra Junior High: All Students 31.50%, Hispanic 34.00%, LI 34.90%, SWD 51.40%, White 27.80% Data Year: 2022-23 Data Source: DataQuest	FY: 38.5% EL 35.3% Sierra Junior High: All Students 33.00%, Hispanic 31.1%, LI 41.5%, SWD 64.7%, White 31.00% Data Year: 2023-2024 Data Source: DataQuest			FY: +7.7% EL: -2.2% Sierra Junior High: All Students +1.5%, Hispanic -2.9%, LI +6.6%, SWD +13.3%, White +3.2%

Goal Analysis [2024-25]

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

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

The 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 Hispanic students district-wide and Hispanic students, Low-Income students, Students with Disabilities, White students and All Students at Sierra Junior High."

Action 4.1 Monthly Tracking of Student Attendance
The monthly tracking was completed by the Chief Business Official and reported to the board.

Action 4.2 Student Interventions and Supports
Teachers and staff members will make intentional daily contact with students assigned to their caseload. A tiered intervention system for student attendance was implemented that included home visits. Attendance awards and incentives were provided at both sites by Administration throughout the year.

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.

Overall Successes: A constant stream of communication both globally and individually for parents as well as incentives resulted in increased attendance rates at the elementary.

Overall Challenges: Secondary requires monthly comparison data as secondary rates declined at the comprehensive middle and high school. Additionally a better use of independent study is needed at secondary.

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 differences.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 Hispanic students district-wide and Hispanic students, Low-Income students, Students with Disabilities, White students and All Students at Sierra Junior High."

Action 4.1 Monthly Tracking of Student Attendance
Effectiveness of Action(s): Somewhat Effective
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 decrease our chronic absenteeism rate from the target of 3%. There was a decrease overall in chronic absenteeism of 1.5%, 4.3% for white students, 2.1% for Hispanic students, 2.2% for EL students both overall and at the Jr. High school. There was an increase in chronic absenteeism rate for students with disabilities of 13.1%, Foster Youth of 7.7%, All Students (Jr. High) at 1.5%, Low Income (Jr. High) at 6.6%, Students with Disabilities (Jr. High) at 13.3%, and White Students (Jr. High) at 3.2%.
Analysis Statement: The LEA's goal to establish a monthly tracking system for student attendance was somewhat effective in reducing 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. With regards to the increase in chronic absenteeism at the junior high school, through our MTSS system a teacher will be checking in on students with 2 or more F's to provide support. This can ensure that students are feeling supported and successful and in turn motivated to come to school.

Action 4.2 Student Interventions and Supports
Effectiveness of Action(s): Effective
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. The overall feeling of safety and connectedness between students, parents, and staff

has increased significantly. These supports were effective in reducing the attendance rate by 0.58%, but the chronic absenteeism still increased by 1.5%.

Analysis Statement: Students who demonstrated lower positive attendance rates were shown to have lower academic achievement and less of a social connection to school and the school environment. 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, student's academic achievement began to improve as evidenced by weekly grade checks and overall quarterly grades.

Action 4.3 Parent and Community Communication/Education
Effectiveness of Action(s): Effective
Metrics: Chronic Absenteeism Rate, California Healthy Kids Survey (Parents) Goal 3
Data Statement: There was growth in our Healthy Kids Survey results with an increase of 8% of students feeling more connected to school, 6% of parents feeling more connected to school, and 4% of staff feeling more connected to school than the previous year. There was also growth with an increase of 15% of students, 13% of parents, and 9% of staff feeling safer at school this year compared to last.

Analysis Statement: Engaging parents through heightened awareness of how absences impact their child's ability to engage in school and learn is part of Goal 4 in an effort to build a partnership for student success in school. Written communication to inform parents of the effects of absenteeism was 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.

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

Goal 4 description was updated to reflect the most recent CA Dashboard data on Chronic Absenteeism and the subgroups that are in the red performance level for this group.

Action 4.2 was updated to reflect teachers and staff providing support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Tracking of Student Attendance	Sites will engage in monthly attendance data reviews to reduce 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. LEA-level As part of a comprehensive needs assessment, SUSD looked into LEA-level data for student groups American Indian, Hispanic, and Socioeconomically Disadvantaged as they are in the lowest performance level (red) in the Chronic Absenteeism indicator on the 2024 CA Dashboard. The results of the needs assessment indicated this subgroup needs knowledge and motivation regarding the importance of school attendance. To address this need, the SARB process will be revamped to have hearings for Chronically Absent students on a regular basis to reestablish consequences to parents for excessive absenteeism districtwide. School level As part of a site level needs assessment at Sierra Jr. High, including a review of Chronic Absenteeism data, a common need among Socioeconomically Disadvantaged, Students with Disabilities, and White subgroups of chronic absenteeism. This common need will be addressed by additional information to parents and check-ins with students regarding their attendance, in addition to the strengthened SARB process. This action will address the following lowest-performing level (red) Chronic Absenteeism indicators on the 2024 Dashboard: LEA-Wide Hispanic students, American Indian, and Socioeconomically Disadvantaged Socioeconomically Disadvantaged, Students with Disabilities, and White students at Sierra Jr. High	$4,455.00	No
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-	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		90%. The purpose of the meeting is to review attendance as well as both academic and behavioral outcomes for the prior week. Establishing a relationship with the student to foster connectedness and a sense of belonging is the primary goal. All students districtwide will be assigned a staff member who will check in weekly with the students to let them know someone cares that they are at school.		
4.3	Parent and Community Communication/Education	Clear communication that engages the input of our community and parents will provide us with an 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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE participation rate	Grade 9-12 students: 63.5% (230/362) White: 73.4% (169/230) Hispanic: 47.0% (69/147) Native American: 40.4% (19/47) LI:54.3% (56/103)	Grade 9-12 students: 65.3% (235/360) White: 65.9% (180/273) Hispanic: 60% (39/65)		68% of all 9-12 students, all student groups will increase by 3%	Grade 9-12 students: +1.8% White: -7.5% Hispanic: +13% Native American:+23% LI: -0.9% SWD: -13.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 53.8% (28/52) EL: * FY: * Data Year: 2022-2023 Data Source: Aeries Query	Native American: 63.4% (39/61) LI: 53.4% (86/161) SWD: 40.1% (18/44) EL: * FY: * Data Year: 2023-2024 Data Source: Aeries Query			EL: * FY: *
5.2	CTE Pathway Completion Rate	All Students: 16.7% (78) White: 15.5% (55) Hispanic: 30.1% (20) Native American: 5.0% (20) LI: 2.9% (69) SWD: 4.0% (50) EL: * FY: * Data Year: 2022-2023 Data Source: California Dashboard Additional Reports	All Students: 21.7% (25) White: 27.9% (19/68) Hispanic: 19% (4/21) Native American: 15.4% (2/13) LI: 22.4% (22/98) SWD: 15.8% (3/19) EL: * FY: * Data Year: 2023-2024 Data Source: California Dashboard Additional Reports		All students 25%, all student groups increase by 3%	All Students:+5% White: +12.4% Hispanic: -11.1% Native American: +10.4% LI: +19.5% SWD: +11.8% EL: * FY: *

Goal Analysis [2024-25]

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

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

The 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 and job-skills-focused instruction. There were no substantive differences in the planned action compared to the actual implementation.

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. There were no substantive differences in the planned action compared to the actual implementation.

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. There were no substantive differences in the planned action compared to the actual implementation.

Action 5.4: Career Technical Education Pathways
The LEA utilized current jobs data to compare proposed pathway expansion. An analysis of current pathway enrollment as well as shifts in pathway definition lead to the realignment and streamlining of 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. Job fairs were held at Sierra High School, Sierra Junior High and Foothill Elementary.

Overall Successes: The focus for CTE is improvement rather than expansion in the current school year. Pathways are being analyzed to streamline and improve the content and completion by students. Promotional materials are being developed to increase student knowledge around each pathway.

Overall Challenges: Small district enrollment will always be the challenge in developing robust pathways. A high school of 250 students with 5 CTE pathways requires teachers teach in multiple pathways.

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

Action 5.1: Career Technical Education Program
We had carryover of Career Technical Education Incentive Grant (CTEIG) funds from 23-24 ($62,992)

A description of the effectiveness or ineffectiveness of the specific actions to date 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
Effectiveness of Action(s): Somewhat Effective
Metric: CTE Participation Rate
Data Statement: The 2023-2024 participation measured by the All Students group (65.3%) shows a 1.8% increase from the 2022-23 academic year.
Analysis Statement: The ability to staff the CTE program with qualified individuals was effective in increasing participation of students.

Action 5.2: Bi-Annual Meetings
Effectiveness of Action(s): Effective
Metric: CTE Participation
Data Statement: This action was effective in increasing participation rates, 65.3% of students in the All Students group.
Analysis Statement: Regular and purposeful engagement of education partners kept CTE programs running smoothly and growing to meet the needs of students and their interests.

Action 5.3: Student Job-skills Survey
Effectiveness of Action(s): Somewhat Effective
Metric: CTE Participation
Data Statement: Regular surveying of student interests and skills has been somewhat effective in increasing enrollment of students in CTE courses with the 1.8% increase in participation.
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
Effectiveness of Action(s): Somewhat Effective
Metric: CTE Pathway Completion
Data Statement: Pathway Completion increased for the All Student Group, White, Native American, Low-Income, and SWD groups. However, pathway completion decreased for Hispanic students.
Analysis Statement: This action was somewhat effective, as indicated by the data. The School board approved the addition of a Floraculture 2 class for the 2024-25 year for students looking to explore the field of floriculture, which added many more female students than previously.

The overall pathway completiion has increased for almost all subgroups, but decreased for Hispanic. This action was somewhat effective in showing growth from the baseline.

Action 5.5: Career Exploration
Effectiveness of Action(s): Somewhat Effective
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 multiple avenues of exploration throughout the year. This action was effective in increasing participation in CTE courses.CTE Participation rate increased by 1.8% overall.
Analysis Statement: Students experienced 4 on-campus Career Fairs over the school year at three sites. 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, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Target for Year 3 Outcome was updated to reflect 68% of all 9-12 students, all student groups will increase by 3%, instead of 60% of all 9-12 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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Technical Education Program	Provide a quality CTE program funding fully-certificated teachers, and program operations that allow all students access to career readiness and job-skills focus.	$807,810.00	No
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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		agendas with sign-in sheets will be submitted and held in the front office of the school site as evidence of this action.		
5.3	Student job-skills survey	A survey will be developed and administered to students in grades 9-11 annually. The purpose of this survey will be to measure the correlation between the job skills most desired by students, and our current course offerings.	$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.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1263284	$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
7.949%	0.000%	$0.00	7.949%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Development of teacher capacity **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. We conducted a root cause analysis to identify the most likely root causes for this performance gap. Using that information, we	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,	Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	determined there is a need to increase the skill set of all math and ELA teachers in providing differentiated instruction that meets the needs of our low-income students. **Scope:** LEA-wide	educators will be provided opportunities for professional 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 deliver solid instruction and support for students, it is anticipated that students of low income 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 the improvement of math development and language arts applications, it is expected that all curricular areas will benefit as educators gain an understanding of how best to meet the needs of all students in the classroom. While the focus of this action is designed to meet the needs of Low Income students, it is expected that all students will benefit as the educators that deliver their instruction and learning experiences grow professionally in their approach to student learning, and therefore this action will be provided on an LEA-wide basis. We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on information gathered from stakeholder feedback from teachers and administrators. Based on the prior years' experience, teachers and administration have identified gaps and requested professional development in an effort to raise student achievement and believe this local approach will be most effective.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Director of Curriculum, Instruction, and Technology **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. We conducted a root cause analysis to identify the most likely root causes for this performance gap. Using that information, we determined there is a need to increase the skill set of all math and ELA teachers in the development of interim monitoring assessments to identify performance gaps, review data, and further build teacher capacity to increase student performance based on this data. **Scope:** LEA-wide	To address this need, SUSD will utilize the Director of Curriculum, Instruction, and Technology to provide 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 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, and routinely reviewing data to look for student behavior, attendance, and performance trends to support Low-Income students. 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, Instruction, and Technology to	Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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. We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on the root cause analysis findings. The findings noted that there was little alignment between, curriculum, benchmark assessment and CAASPP scores. In turn, it is a priority to align these to raise academic achievement across all areas. Though we considered bringing in outside professional development agencies, we believe that an internal alignment will be the most effective first step.	
1.8	**Action:** Continuation High School **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. Additionally, Graduation Rate data indicate that our Low-Income students graduate at a lower rate than the All Student group. A root cause analysis was performed during our local needs assessment and ed partner feedback indicates that an alternative educational environment is needed for our	To provide greater access and flexibility for Low-Income students and their families, Sierra Unified provides 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 diplomas. Sierra Unified realizes that our Low-Income students seek alternative settings for their education to complete their high school diploma. Our experience shows that 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	Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income) Metric 2.2 High School Graduation Rate (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who work best in non-traditional settings. **Scope:** Schoolwide	higher rates of graduation among students who have traditionally not achieved graduation status. This action is specifically designed for Low-income students, however because all students will benefit from this action, it will be available LEA-wide.	
2.5	**Action:** Increase student engagement and support **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. We conducted a root cause analysis to identify the most likely root causes for this performance gap. Using that information, and feedback from teachers, we determined that LI students have a need for additional staff presence to increase engagement and provide instructional support. **Scope:** LEA-wide	To meet this need for LI students, 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 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 paraprofessionals, 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 students will increase their achievement on CAASPP ELA and Math assessments through the use of paraprofessionals, as the program has been designed to meet their specific needs. However, since all students that are not	1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		meeting proficiency would benefit from the support, this action will be implemented LEA-wide. We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on our experience in utilizing in-person direct support to provide targeted direct instruction to students. Not having these adults present in the classroom leads to an increased ratio of adult to student support which can hinder the level of learning in the classroom environment.	
2.6	**Action:** Office Hours and AP/SAT Support **Need:** Sierra Unified District's Low-income students have lower A-G Completion rates (36.5% for All Students, 32.7% for LI) and Graduation Rates (93.9% for All Students, 94% for LI). Our needs assessment indicates that our Low-Income students lack consistent access to academic support throughout and beyond the school day and would benefit from additional, flexible, and accessible academic support opportunities to increase course competition rates. **Scope:** Schoolwide	To work at closing the gap and increasing course completion for Low-Income students, Office Hours and AP/SAT support will be provided before, during and after school to offer tutoring to secondary students at all levels of ability. 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 the necessary tutoring opportunity and those students will realize the opportunity for greater success in classes. While this action is designed to meet the needs of Low-Income students, this action will be implemented schoolwide.	2.1 A-G Completion Rate (All Students/ Low-Income) 2.2 High School Graduation Rate (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Social-Emotional Learning support **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. Ed partner feedback indicating that Low-income students often miss instruction for emotional health related reasons and need additional support services for increased emotional wellness, enabling students to return to class ready to learn following the provision of these supports. **Scope:** LEA-wide	To meet this identified need, social-emotional wellbeing 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, as well as 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 deescalation and calming techniques. 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. Although this action is designed to specifically address the identified social/emotional and mental health needs of our low-income students, these services may benefit any student. Therefore, this action will be implemented on an LEA-wide basis. We believe this action is the most effective use of the funds to support increased LI academic achievement based on our experience and the	1.3 State Standardized Assessment (CAASPP) Math 1.4 State Standardized Assessment (CAASPP) ELA 3.3 Suspension Rates 4.1 Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		effectiveness in utilizing in-person direct support to provide just-in-time, direct social-emotional support to students.	
3.7	**Action:** Extra-Curricular Activities **Need:** CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. We conducted a root cause analysis to identify the most likely root causes for these performance gaps. Our internal needs assessment data reflect that Low-Income students have unique barriers to participation in extracurricular activities, including sports activities, due to financially related limitations. Experience tells us that with increased participation in extracurriculars, our LI students would be more engaged in school. We believe our LI students need access to these opportunities to increase engagement and academic performance. **Scope:** LEA-wide	To increase LI student engagement to support academic outcomes, SUSD will provide engaging extracurricular activities including but not limited to FFA, clubs, competitions, athletics, and performing arts activities, making school and learning relevant by connecting with the interests of low-income students. SUSD will also provide additional transportation options for extracurricular activities which maximize the instructional minutes for low-income students by limiting the amount of time prior to dismissal. This action is designed to meet the needs most associated with Low-Income students. However, because we expect that all students struggling academically may benefit, this action is provided on an LEA-wide basis. It is our expectation that increasing engagement and limiting missed academic instruction will result in increasing student achievement in ELA and math for Low-Income students. We believe this action is the most effective use of the funds to support increased LI academic achievement based on our district experience in our student population and the extracurricular activities that our students find exceptionally motivating and have a history of high levels of participation.	1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** English Learner Academic Support **Need:** English Learner performance on the ELPAC and the EL Reclassification Rate indicate that our English Learners are not making adequate language acquisition progress. We conducted a root cause analysis to identify the most likely root causes of this under-performance. Our local needs assessment, including ed partner feedback, identified a need to further support our English Learner population in progressing in their English Learner progress. **Scope:** Limited to Unduplicated Student Group(s)	To support English Learners in making adequate progress, SUSD will provide paraprofessionals to provide additional support in Integrated and Designated ELD. Paraprofessionals will support ELD through increased engagement and providing increased opportunities and support for student skill development and differentiated support based on the needs of each student. The targeted supports are intended to increase the percentage of students moving from levels 1 and 2 to Levels 3 and 4 on the ELPA and to increase the reclassification rate.	1.7 English Learner academic progress as measured by the ELPAC 1.8 EL Reclassification Rate

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

N/A

Additional Concentration Grant Funding

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

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.

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15893268	1263284	7.949%	0.000%	7.949%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,350,638.00	$1,464,728.00	$149,023.00	$215,767.00	$20,180,156.00	$16,797,293.00	$3,382,863.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Properly credentialed teachers	All	No			All Schools		$5,966,888.00	$787,555.00	$6,754,443.00				$6,754,443.00	
1	1.2	Standards-aligned curriculum and materials	All	No			All Schools		$0.00	$176,208.00	$151,190.00	$25,018.00			$176,208.00	
1	1.3	State Standardized Assessment outcomes	All	No			All Schools		$0.00	$14,759.00	$14,759.00				$14,759.00	
1	1.4	Monitoring of student growth and achievement gaps	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	After-School Program	All	No			Specific Schools: Foothill Elementary		$875,740.00	$163,197.00		$1,038,937.00			$1,038,937.00	
1	1.6	Development of teacher capacity	Low Income	Yes	LEA-wide	Low Income	All Schools		$70,478.00	$3,800.00	$73,278.00	$1,000.00			$74,278.00	0
1	1.7	Director of Curriculum, Instruction, and Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		$163,293.00	$0.00	$163,293.00				$163,293.00	0
1	1.8	Continuation High School	Low Income	Yes	School wide	Low Income	Specific Schools: Sierra Alternative High School		$217,369.00	$11,510.00	$228,879.00				$228,879.00	0
1	1.9	Differentiated Assistance through FCOE	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.10	English Learner Academic Support	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners			$19,168.00	$0.00	$19,168.00				$19,168.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.11	Professional Development for Math and ELA	All	No			All Schools		$0.00	$31,900.00		$31,900.00			$31,900.00	
1	1.12	Additional support for junior high students	All	No			Specific Schools: Sierra Junior High		$36,375.00	$0.00			$36,375.00		$36,375.00	
2	2.1	Alternative Learning Opportunities	All	No			Specific Schools: Sierra @ Home		$482,547.00	$1,350.00	$483,897.00				$483,897.00	
2	2.2	Academic Counseling and Support Services	All	No			All Schools		$414,012.00	$0.00	$329,887.00	$50,745.00		$33,380.00	$414,012.00	
2	2.3	Response to Intervention (RTI)	All	No			Specific Schools: Foothill Elementary		$206,667.00	$0.00	$84,095.00			$122,572.00	$206,667.00	
2	2.4	Response to Extension (REI)	All	No			Specific Schools: Foothill Elementary		$308,939.00	$0.00	$308,939.00				$308,939.00	
2	2.5	Increase student engagement and support	Low Income	Yes	LEA-wide	Low Income	All Schools		$626,947.00	$0.00	$498,630.00	$97,008.00		$31,309.00	$626,947.00	0
2	2.6	Office Hours and AP/SAT Support	Low Income	Yes	School wide	Low Income	Specific Schools: Sierra Junior High, Sierra High School 7-12		$65,280.00	$0.00	$65,280.00				$65,280.00	
2	2.7	Elementary Summer School	All	No			All Schools Specific Schools: Foothill Elemetary TK-6		$94,605.00	$79.00		$94,684.00			$94,684.00	0
2	2.8	PSAT particpation	All	No			Specific Schools:		$0.00	$1,500.00	$1,500.00				$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Sierra Junior High, Sierra High, Sierra @ Home, Sierra Alternative High 10th grade									
2	2.9	Dual Enrollment and High School Enrichment	All	No			Specific Schools: Sierra High School 11-12		$21,949.00	$0.00	$21,949.00				$21,949.00	
2	2.10	Special Education Program Coordinator	All	No			All Schools		$189,858.00	$0.00	$189,858.00				$189,858.00	
2	2.11	Library Services	All	No			All Schools		$75,423.00	$15,536.00	$90,959.00				$90,959.00	
2	2.12	Instructional technology	All	No			All Schools		$98,989.00	$0.00	$98,989.00				$98,989.00	
2	2.13	Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.1	Facilities	All	No			All Schools		$2,092,556.00	$1,260,719.00	$3,353,275.00				$3,353,275.00	
3	3.2	School transportation	All	No			All Schools		$1,322,676.00	$488,277.00	$1,810,953.00				$1,810,953.00	
3	3.3	Social-Emotional Learning support	Low Income	Yes	LEA-wide	Low Income	All Schools		$487,346.00	$18,000.00	$476,840.00			$28,506.00	$505,346.00	0
3	3.4	School Psychologists	All	No			All Schools		$233,898.00	$0.00	$233,898.00				$233,898.00	0
3	3.5	School Health Staff	All	No			All Schools		$210,177.00	$1,723.00	$211,900.00				$211,900.00	
3	3.6	Administration, management and office staff	All	No			All Schools		$1,518,164.00	$80,902.00	$1,599,066.00				$1,599,066.00	
3	3.7	Extra-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools		$244,908.00	$126,500.00	$371,408.00				$371,408.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Eagle's Nest	All	No			Specific Schools: Foothill Elementary		$42,004.00	$0.00	$42,004.00				$42,004.00	
3	3.9	Communications	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.10	Parent education	All	No			All Schools		$0.00	$10,000.00			$10,000.00		$10,000.00	
3	3.11	Noon time Assistants	All	No			Specific Schools: Foothill Elementary		$58,120.00	$0.00	$58,120.00				$58,120.00	
3	3.12	Student Behavior Expectations	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.1	Monthly Tracking of Student Attendance	All	No			All Schools		$0.00	$4,455.00	$4,455.00				$4,455.00	
4	4.2	Student interventions and supports	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.3	Parent and Community Communication/Education	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.1	Career Technical Education Program	All	No			Specific Schools: Sierra Junior High and Sierra High		$652,917.00	$154,893.00	$579,726.00	$125,436.00	$102,648.00		$807,810.00	
5	5.2	Bi-annual meetings	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.3	Student job-skills survey	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.4	Career Technical Education Pathways	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.5	Career Exploration	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15893268	1263284	7.949%	0.000%	7.949%	$1,896,776.00	0.000%	11.934 %	**Total:**	$1,896,776.00
								LEA-wide Total:	$1,583,449.00
								Limited Total:	$19,168.00
								Schoolwide Total:	$294,159.00

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, Instruction, and Technology	Yes	LEA-wide	Low Income	All Schools	$163,293.00	0
1	1.8	Continuation High School	Yes	Schoolwide	Low Income	Specific Schools: Sierra Alternative High School	$228,879.00	0
1	1.10	English Learner Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$19,168.00	
2	2.5	Increase student engagement and support	Yes	LEA-wide	Low Income	All Schools	$498,630.00	0
2	2.6	Office Hours and AP/SAT Support	Yes	Schoolwide	Low Income	Specific Schools: Sierra Junior High, Sierra High School 7-12	$65,280.00	0
3	3.3	Social-Emotional Learning support	Yes	LEA-wide	Low Income	All Schools	$476,840.00	0
3	3.7	Extra-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	$371,408.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,267,253.00	$22,830,420.00

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	$6,924,004.00	$7,277,306.00
1	1.2	Standards-aligned curriculum and materials	No	$176,208.00	$862,360.00
1	1.3	State Standardized Assessment outcomes	No	$14,759.00	$14,759.00
1	1.4	Monitoring of student growth and achievement gaps	No	$10,000.00	$10,000.00
1	1.5	After-School Program	No	$1,038,937.00	$1,198,234.00
1	1.6	Development of teacher capacity	Yes	$74,278.00	$478,821.00
1	1.7	Director of Curriculum, Instruction, and Technology	Yes	$159,151.00	$159,169.00
1	1.8	Continuation High School	Yes	$228,685.00	$228,671.00
1	1.9	Differentiated Assistance through FCOE	No	$0.00	$0.00
1	1.10	English Learner Academic Support	Yes	$18,997.00	$18,997.00
1	1.11	Professional Development for Math and ELA	No	$31,900.00	$259,016.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Math tutors for junior high students	No	$11,000.00	$93,258.00
2	2.1	Alternative Learning Opportunities	No	$481,532.00	$481,500.00
2	2.2	Academic Counseling and Support Services	No	$412,190.00	$538,080.00
2	2.3	Response to Intervention (RTI)	No	$203,947.00	$332,996.00
2	2.4	Response to Extension (REI)	No	$302,586.00	$302,582.00
2	2.5	Increase student engagement and support	Yes	$728,155.00	$716,699.00
2	2.6	Office Hours and AP/SAT Support	Yes	$65,280.00	$65,280.00
2	2.7	Elementary Summer School	No	$94,684.00	$207,084.00
2	2.8	PSAT particpation	No	$1,500.00	$1,500.00
2	2.9	Dual Enrollment and High School Enrichment	No	$21,949.00	$21,949.00
2	2.10	Special Education Program Coordinator	No	$184,379.00	$185,658.00
2	2.11	Library Services	No	$89,289.00	$86,663.00
2	2.12	Instructional technology	No	$99,498.00	$99,076.00

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)
2	2.13	Students with Disabilities	No	$0.00	$0.00
3	3.1	Facilities	No	$3,377,761.00	$3,466,151.00
3	3.2	School transportation	No	$1,780,672.00	$1,794,561.00
3	3.3	Social-Emotional Learning support	Yes	$420,399.00	$438,604.00
3	3.4	School Psychologists	No	$231,242.00	$355,818.00
3	3.5	School Health Staff	No	$209,162.00	$208,798.00
3	3.6	Administration, management and office staff	No	$1,572,625.00	$1,571,520.00
3	3.7	Extra-Curricular Activities	Yes	$371,408.00	$371,408.00
3	3.8	Eagle's Nest	No	$42,095.00	$41,826.00
3	3.9	Communications	No	$20,000.00	$20,000.00
3	3.10	Parent education	No	$10,000.00	$0.00
3	3.11	Noon time Assistants	No	$68,043.00	$53,835.00
3	3.12	Student Behavior Expectations	No	$0.00	$0.00
4	4.1	Monthly Tracking of Student Attendance	No	$4,455.00	$4,455.00

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)
4	4.2	Student interventions and supports	No	$0.00	$0.00
4	4.3	Parent and Community Communication/Education	No	$0.00	$0.00
5	5.1	Career Technical Education Program	No	$786,483.00	$863,786.00
5	5.2	Bi-annual meetings	No	$0.00	$0.00
5	5.3	Student job-skills survey	No	$0.00	$0.00
5	5.4	Career Technical Education Pathways	No	$0.00	$0.00
5	5.5	Career Exploration	No	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1215198	$1,854,712.00	$2,477,649.00	($622,937.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Development of teacher capacity	Yes	$74,278.00	478821	0	0
1	1.7	Director of Curriculum, Instruction, and Technology	Yes	$159,151.00	159169	0	0
1	1.8	Continuation High School	Yes	$228,685.00	228671	0	0
1	1.10	English Learner Academic Support	Yes	$18,997.00	18997	0	0
2	2.5	Increase student engagement and support	Yes	$545,020.00	716699	0	0
2	2.6	Office Hours and AP/SAT Support	Yes	$65,280.00	65280	0	0
3	3.3	Social-Emotional Learning support	Yes	$391,893.00	438604	0	0
3	3.7	Extra-Curricular Activities	Yes	$371,408.00	371408	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15600521	1215198	0	7.789%	$2,477,649.00	0.000%	15.882%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

  o Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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