

LCFF Budget Overview for Parents

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

CDS Code: 1075275

School Year: 2022-23

LEA contact information:

Jordan Reeves

District Superintendent

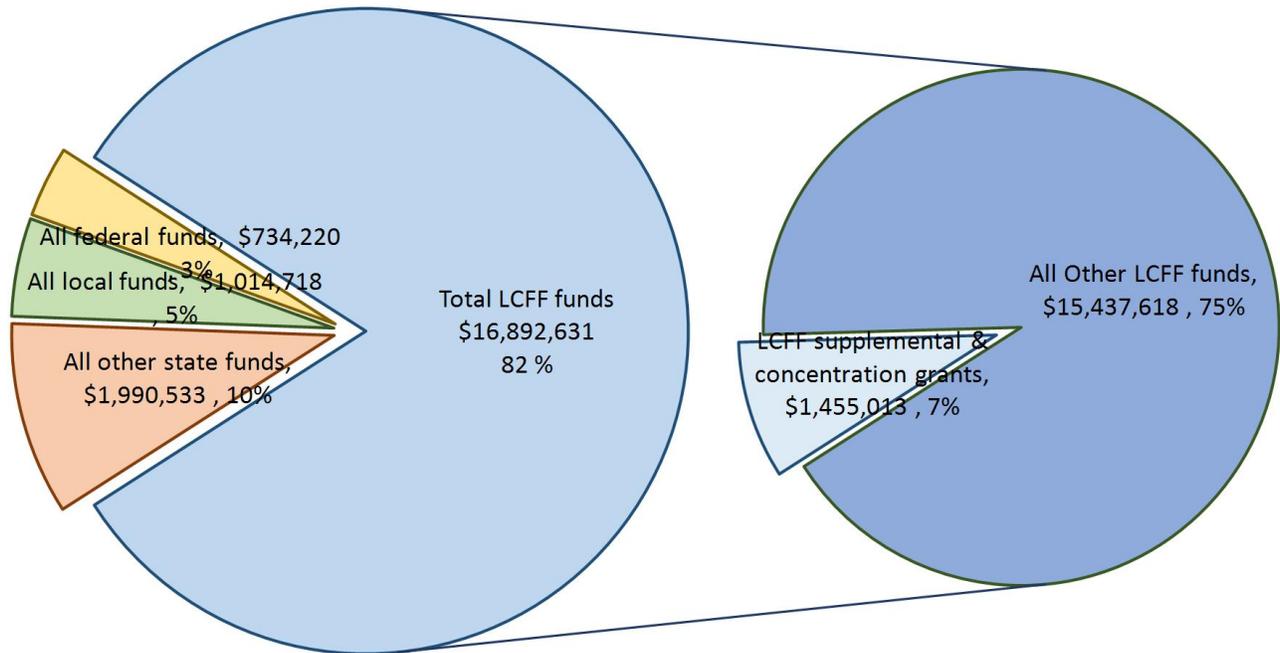
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(559) 855-3662

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 2022-23 School Year

Projected Revenue by Fund Source



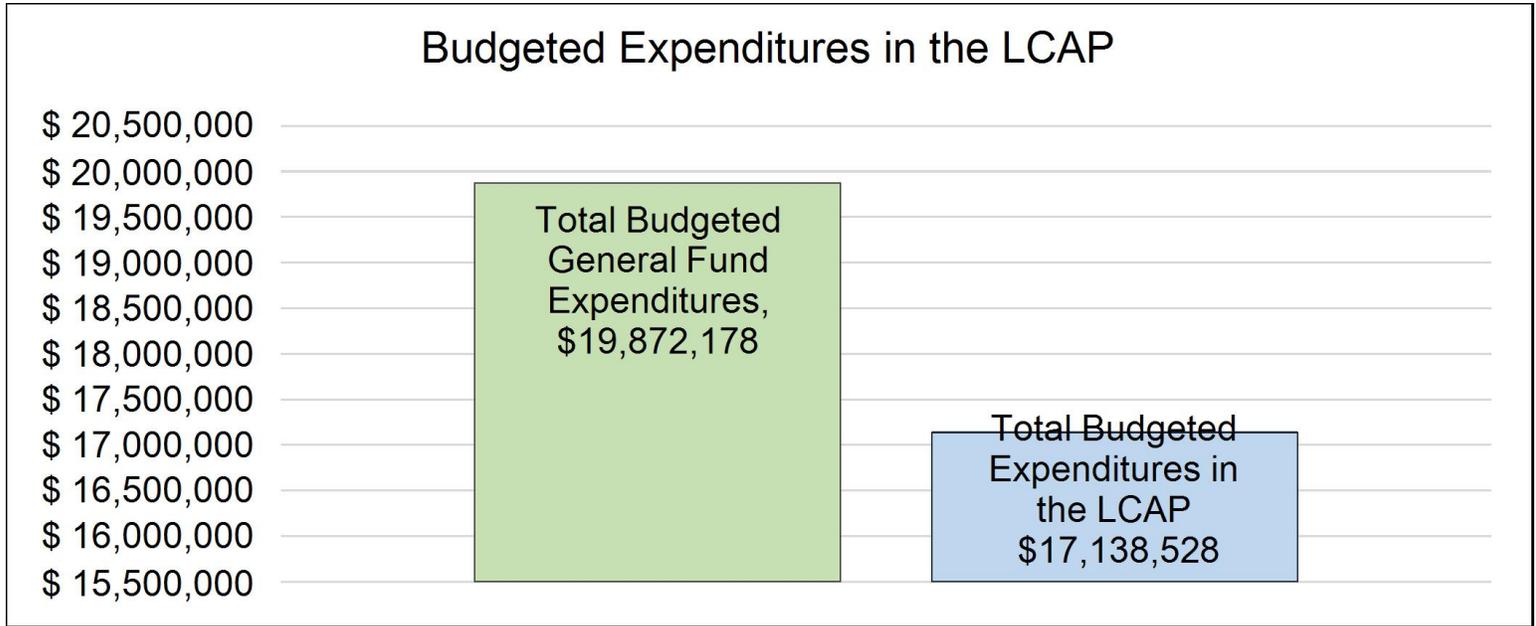
This chart shows the total general purpose revenue Sierra Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Unified School District is \$20,632,102, of which \$16,892,631 is Local Control Funding Formula (LCFF), \$1,990,533 is other state

funds, \$1,014,718 is local funds, and \$734,220 is federal funds. Of the \$16,892,631 in LCFF Funds, \$1,455,013 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sierra Unified School District plans to spend for 2022-23. 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 \$19,872,178 for the 2022-23 school year. Of that amount, \$17,138,528 is tied to actions/services in the LCAP and \$2,733,650 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

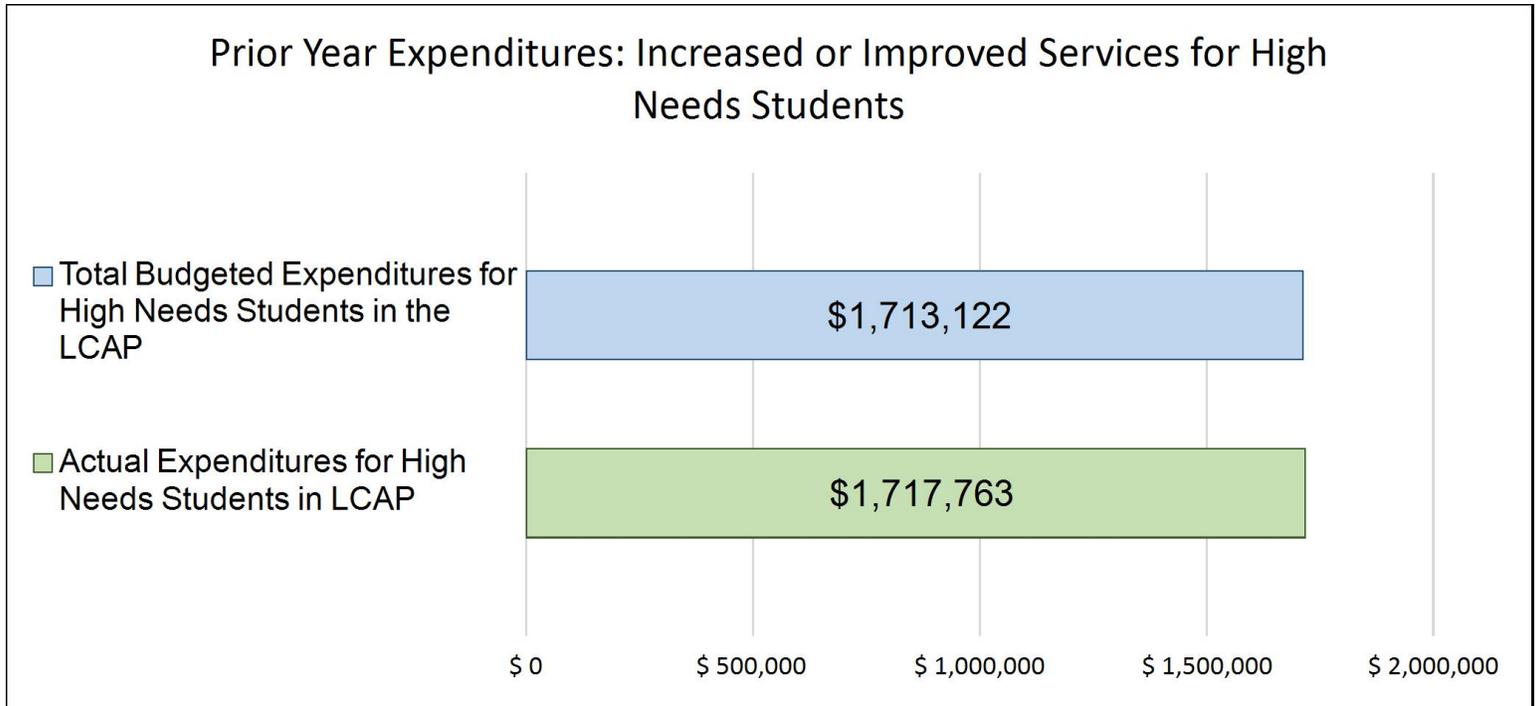
Federal funds: Title I-\$60,439, Special Education-\$347,596, Title II-\$64,346, Federal Preschool-\$5,486, Title IV-\$17,889, Indian Education-\$31,973, VEA Perkins-\$9,781, Title III-\$1,404. State funds: Special Education-\$924,593, State Mental Health-\$18,662, Special Education Early Intervention-\$82,776, CTE Incentive-\$28,303, STRS On-Behalf-\$721,426, Ag Incentive-\$16,208. Unrestricted funds: Retiree benefits-\$273,020, Inter-fund transfers-\$139,748.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sierra Unified School District is projecting it will receive \$1,455,013 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 \$1,702,092 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 2021-22



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 2021-22, Sierra Unified School District's LCAP budgeted \$1,713,122 for planned actions to increase or improve services for high needs students. Sierra Unified School District actually spent \$1,717,763 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$4,641 had the following impact on Sierra Unified School District's ability to increase or improve services for high needs students:

No impact.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Unified School District	Jordan Reeves, Superintendent	jreeves@sierrausd.org 559-855-3662

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Sierra Unified School District continues to seek input from its educational community partners in regards to the spending of funds, improvements to programs and services provided to our K-12 students. As listed below, we intend to engage our partners through the use of surveys, community forums, Site Council meetings, reports during public School Board meetings and SELPA meetings. As part of our on-going efforts to engage our partners we will request input regarding progress of our after-school program and summer school options in the coming months.

Upcoming opportunities for educational partners to provide the district guidance will be in monitoring progress of the Educator Effectiveness Block Grant 2021, LCAP 2021-2022 annual review, and ESSR III funds through monthly community forums, surveys and public board meetings between the months of January and May 2022.

LCAP engagement opportunities are included in Local Control and Accountability Plan 2021-2022 https://sierrausd.org/wp-content/uploads/2021/09/8.30.2021-Merged_2021_LCAPSierra_Unified_School_District.pdf (p 5-6) See p. 64-65 of the full posted document.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All schools in the Sierra Unified School District realize an unduplicated student population greater than 55% in the 2020-2021 base-year of funding. The increased funds received have been used to hire a full-time school bus driver/custodian position that serves the students of the district and assists in the district's efforts to provide and maintain an environment that is safe and healthy.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Utilizing established practices through the LCAP process of engaging our key interest holders, Sierra Unified has extended the same methods for gathering input since the onset of the pandemic. In addition to LCAP, our partners have provided valuable insight into the development of the Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunities Grant (ELO), and the ESSR III Expenditure Plan. Partners were engaged using a series of virtual community forums and surveys to assist with planning and development of the plans above. The links below reference the plans and documentation of engagement in the use of the funds received for supporting the recovery of the COVID-19 Pandemic.

Learning Continuity and Attendance Plan https://sierrausd.org/wp-content/uploads/2021/09/8.30.2021-Merged_2021_LCAPSierra_Unified_School_District.pdf (p 45-46 of LCP plan/p 48-49 of 2021 merged LCAP)

Local Control and Accountability Plan https://sierrausd.org/wp-content/uploads/2021/09/8.30.2021-Merged_2021_LCAPSierra_Unified_School_District.pdf (p 5-6 LCAP/p 64-65 of merged document)

ESSR III Expenditure Plan <https://sierrausd.org/wp-content/uploads/2021/11/11.12.21-SUSD-ESSRIII.pdf> (p 2-3)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Having engaged our educational partners in the development of a long-range master facility's plan in the 2020-2021 academic year, the district utilized their input to guide the spending for the benefit of health and safety of our students and staff. Additionally, our partners prioritized the hiring of certificated staff to maintain smaller class sizes, providing summer school, a summer Bridge Week, an extended-day program Recovery and Resiliency (R&R) and a technology refresh.

Health and Safety of Students, Educators and Staff

Successes: In the long-range master facility's plan, our education partners prioritized replacement of aged HVAC systems. This priority carried over to a recommendation to utilize ESSR funding to improve indoor air quality on our campuses with the hope of reducing the possible spread of viruses in an attempt to preserve the health and safety of students and staff. Our key interest holders also demonstrated a willingness to provide input in the development and updating of our Safety Plan, working with the district and school sites to assist in establishing safe practices of students and staff in the interest of health and safety.

Challenges: At this time, maintaining a consistent response to the ever-changing nature of COVID-19 virus and the guidelines provided by county and state health agencies poses the greatest challenge. This would include our ability to maintain a full staff of classroom teachers, food service staff, transportation and custodial staff as the district responds to current isolation, quarantine and surveillance testing guidelines.

Continuity of Services-During the early days of COVID-19 school closures and shutdowns, Sierra Unified recognized early that virtual/distance learning would be a challenge to a large portion of our families due to connectivity issues caused by geographical barriers more so than access. Due to these early lessons, engaging our education interest holders in virtual community meetings to problem solve this barrier and others, the district was able to return to in-person instruction in October 2020 full-time for all students. Families who needed a more individualized experience were provided an independent study school of choice, Sierra @ Home, that allowed for continued distance learning. All students were provided with supports and services for the education as directed and coordinated by their programs for IEP, 504, social-emotional support.

Successes: Sierra Unified opened its doors to in-person instruction in October 2020 following the California March 2020 COVID-19 shutdown and the September 2020 Creek Fire. The majority of our educational partners requested a return to in-person instruction, and in doing so agreed to follow health and safety guidelines for masking, physical distancing and self-monitoring personal health and that of their child to ensure a consistent learning environments for all. With the establishment of Sierra @ Home, an online independent study school of choice, families had an option for an individualized learning environment for their child. Kindergarten-6th grade students utilized online curriculum products that aligned with their elementary school counterparts to ensure seamless transitions back to the classroom if necessitated. Students in grades 7-12 worked on Edgenuity, Schmoop and APEX to meet curricular needs. Every child in Sierra @ Home was assigned a teacher who provided synchronous and asynchronous instruction, small group instruction and when necessary 1:1 instruction all virtually. At the start of 2021-22 academic year, Sierra @ Home is still provided as a fully accredited school of choice within Sierra Unified School District, providing instruction to students K-12.

The district provided a summer school option in June-July 2021 offering both enrichment and remediation to address our educational partners' concerns of learning loss and support for struggling students. Through this program, students K-8 were provided educational options that included both recovery of lost instruction and enrichment experiences to further engage them in their learning. Students in Grade 8 were allowed 1 course of original credit if there was evidence of an impacted course schedule going into the 9th grade. High School students were provided opportunities to earn original as well as recovery credits during this summer session. In August, the week before school opened in the 2021-22 school year, in-coming 7th grade students, and newly enrolled students were able to participate in Bridge Week as they transitioned to Sierra Jr. High School.

Challenges: In attempting to provide for the needs of our students and staff, the district is finding staffing to be a challenge that limits our ability to offer such individualized needs. Ensuring equity of access through technology will continue to pose a challenge, but the district seeks to provide options and opportunities at mitigating this issue. Meeting the expectations of our educational partners to achieve continuity of services proves challenging, but a commitment to sharing information on planning, spending, progress toward improvement and actions that happen behind the scenes allow the district to help our partners "see" how school sites are moving toward the targets.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan.

Sierra Unified School District used fiscal resources to implement the requirements of Safe Return to In-Person Instruction (IPI) and Continuity of Services Plan by development the plan with partner input prior to March 11, 2021, and updated the plan as required. Funds have been utilized to provide a safe and healthy environment by increasing the cleaning and sanitization of frequently touched surfaces to occur throughout the school-day, instituting current practices outlined in county and state guidance documents such as physical distancing, mask wearing, signage to provide reminders of hygiene and physical distancing. The Safety Plan is current as of Winter 2020-2021. Contact tracing practices include; isolation, quarantine and surveillance testing as outlined by county and state guidelines. Weekly counts of positive COVID-19 results among staff and students combined is reported weekly on the Sierra Unified website <https://sierrausd.org/wp-content/uploads/2022/01/Dashboard.1.14.22.pdf>

In relation to the Continuity of Services , Sierra Unified has utilized funds to provide additional certificated staff to reduce class-size, this has allowed the district to meet the physical distancing requirements within a classroom and provide for the academic and social growth to progress as a reduced number allows for more opportunity to respond to instructional and/or social emotional needs of the children. During periods of shutdown due to COVID-19, meals are made available for pick-up at school sites for all school-age children. Health aides, nurses and administration on campus have received training and personal safety equipment to assist with surveillance testing of staff, weekly and students as needed for co-curricular participation and/or exposure monitoring. Students who are quarantined at home are offered independent study for the duration of their absence with virtual calls with teacher/s available. Services and programs that include IEP, 504, and English Learners are provided to individual students by coordinating with the service provider and the child's family. Families that seek an individualized educational option have access to an online independent study school of choice that is fully accredited for K-12 grades within the district. Sierra @ Home provides each student with a dedicated teacher for instruction and services are provided as applicable to the student's individual needs.

The implementation of these additional funds, received in 2021-2022 school-year align to the LCAP by providing an environment for equitable learning and working to promote student achievement, and allow for an opportunity for access to a broad course of studies. The presence of our online school, Sierra @ Home, gives the district an opportunity that keeps families in school and promotes school attendance.

ESSR III Expenditure Plan

Sierra Unified School District has planned to use its fiscal resources in response to community partner led actions; improvement of indoor air quality, adding instructional staff and summer school opportunities for academic recovery to meet the requirements of the ESSR III Plan. Implementation of the additional funds received in 2021-2022 are specifically aligned to the LCAP by addressing the input of our key interest holders. Education partners requested academic support for struggling students (Goal 1 Action 4-6, Goal 2 Action 3-4, 6-7). This is achieved by providing summer school options to recover lost learning and credits as an extension to our school year extended day program that provides opportunities, before during and after school hours to support students and their academic progress. The addition of certificated instructional staff helps the district provide smaller class-sizes that aid in the recovery of lost learning over the course of the academic year, as teachers and support staff can be more responsive to student deficiencies in the moment to correct missed learning. Many of these added educators also offer their expertise as after-school program teachers providing tutoring/remediation or enrichment experiences for students. Through these actions of engaging students in their education and providing supports to keep instruction accessible the district has the potential to realize an improvement in chronic absenteeism rates (Goal 4).

The district's education partners value the opportunity to participate in community forums as a platform used to provide input as well as receive topic-specific information that guides their understanding and participation in their child's education (Goal 3 Action 10).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Unified School District	Jordan Reeves District Superintendent	jreeves@sierrausd.org (559) 855-3662

Plan Summary [2022-23]

General Information

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

Sierra Unified School District (SUSD), located in eastern Fresno County, serves a student population of just over 1,200 in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the foothills. The District covers a large region, approximately 2,000 square miles. More than half of the residents in the community are older than 55 years of age. An increase in mobility rates has caused for some instability in the community population, and with the recent events of the 2020 Creek Fire, we continue to experience some short-term instability as families resettle or relocate. There are three Native American Rancherias within the boundaries of our school district: Table Mountain Rancheria, Big Sandy Rancheria and Cold Springs Rancheria. Sierra Unified continues to host 3 separate campuses; Foothill Elementary School (TK-6), Sierra Junior High School (7-8) sharing a campus, facilities and staff with Sierra High School (9-12) and Sierra Alternative High School (10-12). Additionally, Sierra Unified hosts 2 school of choice options; Sierra @ Home Elementary (K-6) and Sierra @ Home (7-12). These schools were developed in response to COVID-19 and subsequent school closures as an alternative to the comprehensive sites for families. Since the onset of the pandemic, the District has continued to provide the school of choice option upon the request and enrollment of families within our district boundaries. Both Sierra @ Home schools provide core academic content online and serve students Kindergarten through 12th grades. Within the Sierra Unified attendance area, there are two Thompson Districts consisting of students grades TK-8. At grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School.

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

School Census Data indicates the following enrollment demographic for the 2021-2022 school year. An enrollment count of 1,269 students; 57.21% White, 21.67% Hispanic, 13.55% American Indian, and 6.39% other student groups. Enrollment of other student populations include: 42.47% Socioeconomically Disadvantaged, 14.34% Students with Disabilities, 0.87% English Learners, and 1.1 % Homeless and Foster Youth. There is a noticeable decrease in our SED and Foster Homeless percentages in comparison to 2020-2021 LCAP year. This is in

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

The staff and students of Sierra Unified have persevered through the uncertain times of historical events only to prove their strength of character, determination and support of one another to continue on and grow from their shared experiences.

Reflections: Successes

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

Like a number of schools throughout California, Sierra Unified opened for in-person instruction with COVID-19 precautions in place. Despite a trying year in 2020-2021, students and their families joined the staff of Sierra Unified to continue working toward excellence. Sierra Unified continues to be able to provide appropriately credentialed and appropriately assigned teachers (Goal 1 Action 1) and staff members working to serve our student population. All students are given access to standards-aligned instructional materials (Goal 1 Action 2) which plays a key role in the district's ability to grow toward the academic progress goals that have been set. Sierra Unified District reached overall growth in the English Language Arts state assessment (Goal 1 Action 3) where students achieved an over-the-standard mark. Additionally, Students with Disabilities showed significant growth and improvement on state assessments, both in ELA and Math. Our small population of English Learners also achieved growth as measured by the ELPAC assessment. Through the implementation of Recovery and Resilience (R &R) program for extended learning, the district was able to provide summer school in 2021 for elementary and secondary students. Students at Foothill Elementary School were provided with the addition of Americorp Math tutors during REI rotations to serve and improve math fluency in students Grades 4-6, both reading and math tutors also provide service to the students at Sierra @ Home Elementary (Goal 2 Action 3). Reading Corp served 59 students K-3 grades to increase reading proficiency. Outcomes of the student participating indicate performance overall at 76.6% above the targeted growth marks. Similarly in Math, 44 students participating Grades 4-6 showed a range above targeted growth of 20-47%. The Americorp Reading tutors also provided support in our TK program, serving 21 students in early reading skills. Providing for student access and equity in relation to programs, courses and activities (Goal 2) has also added to the success of students in achieving growth and progress. Sierra Unified saw a growth in overall A-G completion among the 2020-21 cohort over the 2019-2020 academic year. Student groups show a rise and fall in completion, as the number of students in the group fluctuates (most are less than 100 students). Sierra High School also realized an increase in CTE participation (Goal 5) in 2021-2022. The one-year graduation rate, requested as a metric by our key educational partners, maintains a rate of 90% or better, supporting the notion that qualified and dedicated staff make a difference in student outcomes. Goal 3, focusing on culture and climate of the campuses saw a reduction in suspension rates overall, an increase in School Site Council meetings held with a quorum of members present. School facilities and maintenance rates the overall repair and condition of each comprehensive school sites. Overall, campuses are rated at Fair with Sierra Alternative High School campus evaluated with an increase in percentage. Respondents to the LCAP Survey distributed to the community indicated overall facility cleanliness and improvement was improved over the 2020-2021 school year. Foothill Elementary and Sierra Junior/Senior High School maintained their Fair rating. It is anticipated that the ratings will show improvements over the next year, as the maintenance and facilities staff prioritize areas of need and make improvements in an on-going effort to maintain safe and clean environments. Chronic Absenteeism rates make up Goal 4, as Sierra Unified was assigned Differentiated Assistance for our overall rate, and specifically for students with disabilities, socio-economically disadvantaged and Hispanic students. While factors from COVID-19 protocols for quarantines and illness worked against improvement of

our absence rates, Sierra Unified's dedicated, Differentiated Assessment Team has worked to systematize routines and practices around tracking absences, stream-lining the SARB process and working on promoting supportive tone and language in its communications to families. These systems are ready to be used at the school sites and refined as needed. In the 2022-2023 year, with the anticipation of regular attendance practices, it is believed that Sierra Unified will be able to address more completely its chronic absence rate and work toward reducing the District's overall rate and the rate within the identified populations.

Reflections: Identified Need

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

With the absence of a California Schools Dashboard, Sierra Unified relied upon Data Quest and CA Dashboard Additional Reports data for the majority of its reporting and monitoring of progress in the 2021-2022 school year. Each goal has an area of need identified to be addressed in the upcoming academic year. Goal 1 need for improvement lies in attaining academic progress toward proficiency in Math as measured by CAASPP each Spring. Students participating in the 2020-2021 assessment overall scored 49.2 points below proficiency (Action 3). Through regularly assigned benchmarking (Action 4) and intervention support (Action 5, Goal 2 Action 3) the District provides for staffing and additional instructional time both within the school day (Office Hours, Goal 2 Action 7 and REI, Goal 2 Action 3) and as an extension of the school day (R and R, Goal 1 Action 5) to provide support to students that need additional instruction and time with materials. Additionally, Students with Disabilities as a group show a significant achievement gap in ELA and have been placed in Differentiated Assistance to focus work on closing that gap. In 2019, Students with Disabilities had 4.29% of students participating in CAASPP testing score in the Met or Exceeded Standards category. There was marked improvement in 2021 when the identified group of students increased their percentage to 20.73% meeting the Met or Exceeded Standards marks. While these numbers show great growth within the student group, they are still trailing their peers in ELA performance by 30%. Parents, staff and community members expressed a need, through the LCAP survey and in community forums, for access to intervention for students and charged the district to continue to seek opportunities to increase students' academic engagement by providing supports that meet the child where they are academically in real-time. Work is being done to close these gaps in Math and ELA for the identified student group and all students.

Overall, the District continues to seek ways to improve attendance while also reducing chronic absenteeism. Placed in Differentiated Assistance for chronic absenteeism rates for Socioeconomically Disadvantaged Students, Students with Disabilities and Hispanic students, the district team assigned to work on improvement of attendance has developed and tested some strategies for connecting students to school and attempting to engage students once on campus. It was believed by the team that connecting with a person and developing a relationship to someone at school would result in reduced student absences. This same idea was communicated in the LCAP survey where participants suggested the development of mentorships, additional counseling services for social-emotional intervention and the provision of school-day/school-hour intervention and support classes to help reduce absenteeism (Goal 4 Action 2). In addition to direct work with students, the district needs to put together a clear plan of how to communicate to the public the importance of school attendance (Action 3). The work through the disruption of COVID illnesses and shutdowns, coupled with the traumas of the Creek Fire have hindered attempts at larger-scaled improvements. However, small work with a small identified population of students at Foothill Elementary School has given us hope that connections between the student and school will work at improving a child's willingness to be present at school. As was demonstrated in the 2021-22 school year when students were partnered with an adult mentor and meeting formally and informally throughout the week. The three (3) student groups that are identified for Differentiated Assistance for chronic absenteeism are also designated for

increased Suspension rates in 2019. There is a need to build a culture and climate in our schools, and our parents and staff recognized this as reported in the LCAP survey and a community meetings when they asked for greater access for students to social-emotional supports on campus.

In 2020-2021, Sierra Unified had received educational partner input via locally developed Culture and Climate and LCAP surveys that communications from school to home had greatly improved over the previous year. In this year, the district received from the same sources the need to refocus its energy and resources to clearer communication about the events and opportunities provided by the school sites and the district. To achieve this, a district calendar is provided at each Board Meeting outlining time and place of events, the district utilizes Parent Square to send out notifications and reminders of events, opportunities and announcements as needed. To build consistency in improvement efforts, training on how to utilize Parent Square needs to occur prior to the start of the academic year, and site administration will work to develop a community forum schedule.

There is a call to increase completion rates of Career Technical Education Pathways. While there is an increase in participation of CTE pathways, completing the capstone course is an additional area of focus. Sierra High School is working with Advisory Boards and students to re-evaluate courses and pathways that are offered and align them to current employability trends, potential earning and student interest. The district is committed to following up on the identified needs and integrating the work into the academic calendar to strategically plan for improvement.

LCAP Highlights

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

In the 2021-2022 school year, Sierra Unified was able to implement and maintain Resilience and Recovery (R&R) program that brought increased support, intervention and enrichment to students in an extended-day format that included summer school opportunities in 2021 and 2022. Within the school day, offerings of Office Hours and REI are extended to students to support and provide for academic needs. Hearing from staff members that a need exists to provide academic intervention for the 7th grade transition year, especially in light of the pandemic and its constraints, to support student learning. To meet this expressed need, the district is putting in place an extension of service to put the elementary REI tiered intervention program and strategies in place for 7th Grade (Goal 2 Action 3). Beneficial to monitoring of student growth and achievement gaps (Goal 1 Action 4) is dedicated teacher time to meet to review assessment outcomes and plan strategic responses to the outcomes in order to reduce the achievement gap and realize growth. To do this, the district is allowing for the use of two staff work days, each following the local benchmark days, to review and put an action plan in place to respond to student outcomes.

Use of additional funding, A-G Improvement Grant and the Effective Educator Block Grant are assisting Sierra Unified to realize goals set in this LCAP document and address the needs expressed by the district's educational partners. Through the A-G Improvement Grant, Sierra Unified will provide for an additional academic counselor to serve the students enrolled at Sierra Alternative High School and support the Counseling Department at Sierra Junior/Senior High School. This specifically responds to community input from the LCAP survey to provide additional counseling as a way to mitigate student absenteeism and improve student preparation for college and career readiness. The Effective Educator Block Grant also assists in meeting the development of teacher capacity (Goal 1 Action 6). Through the use of this funding a few items of focus include; work developing critical writing across grade levels and disciplines to refine and systematize districtwide writing instruction and practices. The Special Education staff will be using 5-days during the summer to work on the development of Individualized Education Plans (IEPs) and receive professional development around assisting students with goal setting using a software

program designed specifically for this purpose. A team of 6 members of the staff have begun training in Universal Design for Learning (UDL) that will culminate in their ability to coach other members of the district staff in implementing this technique that offers students multiple avenues for demonstrating their learning outcomes. Moving into 2022-2023, Sierra Unified is looking to build staff capacity in ways that will increase student access and achievement and engage the teacher and learner in growth.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

No schools are identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

No schools are identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

Sierra Unified engaged student, staff/faculty, parents and community members as key interest holders via in-person meetings, held at a variety of times, that were communicated through Parent Square prior to the meeting to solicit as much participation as possible. In-person and Zoom meetings were offered to meet the varying needs of the community. An online LCAP survey was administered to all of our partners March 21- April 3, 2022 and School Climate and Culture Survey was given in March 2022 to Parents, Staff/Faculty and Students of Sierra Unified School District. Educational Partners were presented an overview of the annual update of LCAP 2020-2021 and asked to address areas they believe are strengths and areas for growth, and provide input toward areas of need/focus.

Meetings were held on the following dates:

September 16, 2021: SELPA Operations Meeting

October 14, 2021: SELPA Operations Meeting

November 3, 2021: Foothill Elementary Site Council

November 16, 2021: SELPA Operations Meeting

January 13, 2022: SELPA Operations Meeting

February 17, 2022: SELPA Operations Meeting

March 9, 2022: Sierra Junior High School Students (Grades 7-8), Sierra High School Students (Grades 9-12)

March 1-28, 2022: School Climate and Culture Surveys; administered to students in grades 5,8 and 11, parents/guardians, staff and administration

March 10, 2022: SELPA Operations Meeting

March 16, 2022: Sierra Alternative High School Staff and Foothill Elementary Staff; includes classified staff, certificated staff, teachers, site administration, classified and certificated bargaining units

March 21-Apr 3, 2022: Sierra Unified School District - LCAP Survey; includes parents, teachers, administrators, staff members, bargaining units, students, community members

March 21, 2022: Sierra Jr/Sr High Staff includes classified staff, certificated staff, teachers, site administration, classified and certificated bargaining units

March 23, 2022: Sierra Jr/Sr High Staff includes classified staff, certificated staff, teachers, site administration, classified and certificated bargaining units

April 7, 2022: SELPA Operations Meeting

April 25, 2022: Native American Parent Committee; includes parents, Native American Advocate, and Mentor, Site and District Administrators

May 12, 2022: SELPA Operations Meeting, Parent Advisory Council (LCAP draft presented and participant input was taken. There were no questions or comments that required written comments by the Superintendent), Community Forum

May 18, 2022: Community Forum via Zoom (LCAP draft available for presentation)

May 30, 2022: Community Forum (LCAP draft available for presentation)

June 10-20, 2022: Public Comment Period (LCAP DRAFT document available online and at school sites). There were no questions or comments that required written comments by the Superintendent.

June 13, 2022: LCAP Public Hearing

June 29, 2022: Local Indicators, LEA Budget and LCAP presented and adopted by the school board

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

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

A summary of the feedback provided by specific educational partners.

Reflecting on feedback received from educational partners via Sierra Unified's LCAP Survey, climate/culture survey, community meetings and LCAP presentations, Sierra Unified will be addressing three key areas in the 2022-2023 LCAP. Educational partners included; students, staff, parents, community members and administration.

The educational partners identified a number of areas that need to be addressed or have continued services provided in order to support the social and academic progress of the students in this district. As a follow-up to the aftermath of disruption to the learning environment caused by the pandemic, community input largely supported the need for academic support and intervention. These needs are addressed through the implementation of the Resiliency and Recovery Program (R&R)

Office Hours and REI, providing academic support within the school-day and as an extension of the school-day. Each of these programs are designed to serve students' academic recovery or support current learning. Parents and the District staff and administration have historically recognized that students of low-income experience a lack of transportation as a barrier to after-school participation. To ensure that low-income students are able to access these programs school transportation, late bus, is provided from after-school programs to home.

Approximately, 45% of our afterschool bus riders are from low income families.

Addressing school climate, by providing for students' physical and mental well-being is a priority to the majority of survey participants, while staff members also recognized a need for ease of access to these services for all students. Staff and administration recognizes that the need to support efforts that increase attendance rates for Students with Disabilities, Socioeconomically Disadvantaged and Hispanic groups will likely support and reduce the suspension rates in these identified student groups as well.

Achievement gaps in Math for all students, and English Language Arts for Students with Disabilities remain an identified need of all educational partners; support for the expansion of intervention, and extended learning times coupled with calls for improved school climate were provided as opportunities to address this need. Additionally, the opportunity to increase teacher capacity through professional development, training and instruction were identified to support the need identified by educational partners. Better prepared adults interacting with students will assist in moving students toward closing the achievement gap.

While conditions of comprehensive school sites may be ideal for most students, there are some families, parents and students that identified a need for an alternative school setting. A setting that allows for some flexibility in hours of instructional time, working to meet specific individual needs and allowing space to achieve completion of high school. With this request comes the need for the District to ensure access is appropriate for students and expectations are consistent with District standards.

The district's administration and staff, self-identified a need to increase school to home communication which was also identified by the educational partners as an area to refocus. In 2020-2021, the district had received positive feedback from its key interest holders for having

improved communications. The call for 2022-2023 is for more general announcements of events, activities and opportunities, progress reporting around site and district initiatives, and increased notifications and awareness around absenteeism.

Students

Alternative school setting

Parents, PAC

transportation for LI students for extra-curricular, after-school activities

Social Emotional and mental health services

Math/ ELA achievement

alternative school setting

Increase home-school communication

Alternative school setting

Community

Academic support and intervention: REI & Office Hours

Math/ ELA achievement

Staff

Access to physical and mental health services

Attendance support for SWD, SED, Hispanic

Behavior intervention- want to reduce suspensions

Math/ ELA achievement

Increase home-school communication

Increase teacher capacity

Administration

Attendance support for SWD, SED, Hispanic

Behavior intervention- want to reduce suspensions

Math/ ELA achievement

Increase home-school communication

Increase teacher capacity

SELPA

Attendance support for SWD

Math/ ELA achievement

Behavior intervention- want to reduce suspensions

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

In this plan, specifically called out by educational partners, is academic support and intervention for struggling students within the planned school-day, physical and mental wellness with counseling support, and increased communications from school to home. In the 2021-2022 plan, Sierra Unified provided for support and intervention for students with low academic performance. The district put an effort into supporting this need, and will continue to do so, as it is identified and called out by our educational partners in their feedback. Within the LCAP a significant portion of funds are committed to personnel (Goal 2 Actions 2, 5 and 7) in the way of advocates and mentors, paraprofessionals and credentialed staff who commit to holding office hours. Additionally, Goal 1 Action 4 allows for time to review and respond to achievement gaps in student academic performance which aids in placement of elementary students into the REI program (Goal 2 Action 3) for school day interventions to achieve academic growth and progress. To further meet the identified need by our community, Sierra Unified is working to extend the REI structure into Grade 7 at Sierra Jr High School as this is a critical year of transition from elementary to junior high and additional, structured intervention and support is expected to assist in the increase of academic performance. The District, at the request of Educational Partners, provides a continuation high school to meet unique needs of individuals and therefore appears in Action 1.8. Part of the plan of Goal 4-Chronic Absenteeism includes monitoring students who are at-risk of chronic absenteeism. In that, the monitoring will include academic progress, behavior issues as well as attendance (Action 2). Through this monitoring piece the district will have an additional avenue to pursue student academic support before it becomes a deficit, provide health/wellness services and engage families into a partnership to benefit the success and growth of the child. Sierra Unified provides for the wellness of students through the provision of counselors, medical staff and fostering a caring environment from office staff to administration (Goal 3 Action 6). Students have access to and utilize social-emotional supports and counseling through the use of services such as All 4 Youth. Additionally, the district has invested in staffing its school sites with behavior aides that provide students with trained adults to consult or go to when they are in need (Goal 3 Action 3). At Foothill Elementary, noontime aides are used to offer student supervision and monitor student behavior on the playground where they can intervene and use in-the-moment correction to unwanted or unsafe behaviors (Goal 3 Action 12). Educational partners, parents, staff and secondary level students, expressed in the Culture/Climate survey outcomes a perceived increase in bullying and physical fighting in 2022 over 2020-2021 academic year and the actions listed are to address those concerns. Goal 3 also provides for medical staffing, each school site has access to an LVN and an Registered Nurse oversees district operations (Action 5). School psychologists are provided on campus at Foothill Elementary and Sierra Jr/Sr High School to offer services for students. Their time is regularly scheduled to assist with the alternative high school enrollment too (Action 4). Often times the guidance counselors at Sierra Jr/Sr High School are called upon to assist students in crisis situations offering another layer of support and access to help for all students (Goal 2 Action 2). While communication with families was part of the 2020-2021 LCAP document and plan, the district fell short on its commitment to strategically inform families about school and district activities. Lost in the juggle of keeping up with COVID-19 communications and changing policy the focus shifted away from the importance of keeping parents and students informed about school and school-related activities. Within the 2022-2023 LCAP are continued goals and actions that will provide the scaffold for concentrated work in the coming year. Goal 3 Student Engagement/School Climate and Culture, Actions 9-10 focus on parent education and maintaining a well-developed, accessible, and current district website and activities' calendar. The district's commitment to parent education and communication (Goal 4 Action 3) will begin with strategically placing forum topics on the calendar to be held throughout the year, ensuring that a plan is in place to publicize events such as Open House, PFA meetings, competitions and other important dates of interest. Through the development and maintenance of the website, the district will maximize this as a tool for communication . Work began in 2021-2022 with maintaining an

updated district event calendar that was demonstrated at a publicly attended District Board meeting. It is planned that the parent education will include a dedicated page on the website that will allow for “how-to” videos for helping their children access digital curriculum, links to contact information, calendars and event notices. The Differentiated Assistance team is considering utilizing this page as well as an avenue to push information about attendance and why it is important for students to connect to school and achieve academic success.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Board resolution on "Sufficiency of Instructional Materials"	Data Source: Board Resolution on "Sufficiency of Instructional Materials"			
State Standardized Assessments (CAASPP): Math	<p>CAASPP scores for all students will improve from: Math -30 points from a Level 3 (proficient) All Students: -34.7 White: -20.4 Native American: -75.8 Hispanic: -64.6 SED: -57.6 SWD: -124.9 EL: * (7) FY: * (3)</p> <p>Data Year: 2018-2019 Data Source: CA Schools Dashboard</p>	<p>Distance from Standard is unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards: All Students: 31.11% White: 43.48% Native American: *(<10) Hispanic: 31.58% SED: 29.76% SWD: 10.84% EL: *(<10) FY: *(<10)</p> <p>Data Year: 2020-2021 Data Source: CAASPP Test Results website</p>			<p>All students will improve to: Math -15 from a Level 3</p> <p>All student groups will improve 5 or more points over the baseline.</p> <p>Data Year: 2022-2023 Data Source: CA Schools Dashboard</p>
State Standardized Assessments (CAASPP):	CAASPP scores for all students will improve to:	Distance from Standard is			All students will maintain a Level 3 or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English/Language Arts	<p>ELA -5 points from a Level 3 (proficient) All Students: -4.9 White: -8.3 Native American: -47.7 Hispanic: -27.8 SED: -35.4 SWD: -107.9 EL: * (7) FY: * (3)</p> <p>Data Year: 2018-2019 Data Source: CA Schools Dashboard</p>	<p>unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards:</p> <p>All Students: 51.51% White: 57.14% Native American: *(<10) Hispanic: 52.64% SED: 50.98% SWD: 20.73% EL: *(<10) FY:* (<10)</p> <p>Data Year: 2020-2021 Data Source: CAASPP Test Results website</p>			<p>All student groups will improve 5 or more points over the baseline.</p> <p>Data Year: 2022-2023 Data Source: CA Schools Dashboard</p>
Percentage of students earning Healthy Fitness Zone (5 of 6 standards) on Physical Fitness Testing	<p>Physical Fitness Testing as measured by percent above state average Grade 5: CA 45.2% SUSD 73.4% Grade 7: CA 51.1% SUSD 62% Grade 9: CA 56.4% SUSD 61%</p>	<p>No data collected in 2020-2021 due to State suspension of the assessment. All students, Grades 5, 7 and 9, are participating in the 2021-2022 assessment.</p>			<p>All grades measured on the Physical Fitness Test will show growth of 10% greater than the state average. Data Year: 2022-2023 Data Source: Data Quest</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Each grade level is expected to show growth of 5% Data Year: 2018-2019 Data Source: Data Quest				
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	4.8 of 5 Points Data Year: 2019-2020 Data Source: State Reflection Tool	4.0 of 5 Points Data Year: 2020-2021 Data Source: State Reflection Tool			4.8 points or greater Data Year: 2022-2023 Data Source: State Reflection Tool
English Learner academic progress as measured by ELPAC	Percentage of English Learner performance outcomes as measured by the Overall Score of 3 or 4 on ELPAC summative. Overall Score of 3+: 83% Data Year: 2018-2019 Data Source: ELPAC Report	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC: Level 4: 13.98% Level 3: 33.66% Level 2: 32.57% Level 1: 19.79% Data Year: 2020-2021 Data Source: ELPAC Report			Overall Score of 3+: 85% Data Year: 2022-2023 Data Source: ELPAC Report

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers	Ensure properly credentialed teachers with no mis-assignments or vacancies.	\$6,032,917.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards-aligned curriculum and materials	Provide standards-aligned, district/state approved instructional materials.	\$137,990.00	No
1.3	State Standardized Assessment outcomes	Pupils across all student groups demonstrate low performance on CAASPP in Math. In order to more effectively serve these students, the District will use instructional technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade-level. These programs will assist teachers in the analysis of assessments and the ability to respond to student need.	\$14,759.00	No
1.4	Monitoring of student growth and achievement gaps	Utilize curriculum-embedded District Learning Assessments (DLA) in ELA and Math to monitor student mastery of standards and guide instruction as needed to support student growth and close the achievement gap between all students and all student groups. Additionally, there will be development of a pre-post grade-level skills assessment to be administered twice-yearly at Grades 2, 4, 7 and 10. Two professional learning community (PLC) days will be utilized for teacher teams to review and analyze outcomes of the DLA assessments to adjust curriculum maps and instructional plans to meet the needs of the students working to improve learning and demonstration of academic growth.	\$10,000.00	No
1.5	Recovery and Resiliency Program	CAASPP data for Math indicates that Sierra Unified students overall are underperforming. Furthermore, scores from the 2021 assessment show that Low Income students demonstrate a significant need for intervention and support as evidenced in the Math CAASPP metric indicating that 70.24% of the identified group are performing below standard. In addition to a need for math intervention and support, school connectedness survey results reveal these students also feel less connected to school. Therefore, to address the academic	\$727,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>achievement gap in Math and social needs of low-income students K-12 grades, SUSD will provide an extended school-day program running from 3:00-5:00 pm to address this need. Additionally, all students will participate 3 times each academic year in a school connectedness survey. To improve academic and social-emotional needs of low-income students, it is essential that low-income students have the opportunity to receive expanded academic support in a safe learning environment. Providing this expanded after-school opportunity allows SUSD to build onto an existing after-school, office-hour model to further address learning loss for low-income students. it will further engage low-income students in intervention, and extension activities to achieve increased student performance and school connectedness. Low-income students will be engaged in 2 sessions each day after-school; an intervention session and an extension activity/experience session. Late busses will be made available to low-income students participating in the extended-day program traveling from school to home, this is essential in providing equal access to the extended-day program for our low-income students. Extended childcare will be made available for families of K-6 grade low-income students who would otherwise arrive at an empty home when taking the bus home directly after school. In order for the program to be successful in meeting the needs of low-income students and staff, an afterschool program coordinator will be established to oversee development, implementation and oversight of the program. We expect that CAASPP Math scores for low-income students will increase significantly, as the extended-day program is designed to meet the needs most associated with the barriers and experiences of low-income students; however, because we expect that all students performing below proficiency or that have experienced learning loss with benefit, this action is provided on an LEA-wide basis. It is expected that providing this support to improve academic success will also achieve an increase in the sense of school connectedness that will be reflected in the school connectedness survey results.</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Development of teacher capacity	<p>CAASPP data for Math indicates that Sierra Unified students overall are underperforming in Math. Scores from the 2021 assessment shows that Low Income students demonstrate the greatest need for intervention and support. Therefore, there is a need to increase capacity in all educators to meet current instructional demands following the Pandemic, especially in math. In order to more effectively serve low income students, the District will seek opportunities to develop and deliver adult learning in the areas of instructional use of technology, strategies for differentiation of mathematics instruction, content specific professional development and mental-health and wellness based on needs identified by school sites, departments and grade levels. By utilizing additional contract days, weekly Late-Start Mondays and release days, the District will provide for the on-going learning and skill development of its educators. Specifically, educators will be provided opportunities for professional development in Universal Design for Learning, Cultural Awareness development, specific curricular development in Math and social-emotional wellness. In providing the staff an opportunity to increase their own skill and capacity to delivery solid instruction and support for students, it is anticipated that students of low income alongside all students will gain enhanced learning experiences that will meet their individual needs while also covering the content of math instruction. While the focus of this action lies in improvement of math development, it is expected that all curricular areas will benefit as educators gain understanding of how best to meet the needs of all students in the classroom. It is expected that by building the capacity of all educators through professional development opportunities in targeted instructional delivery areas, Low Income students will demonstrate increased learning through growth indicators in performance on the Math CAASPP assessments. It is also anticipated that all students will realize growth as the educators that deliver their instruction and learning experiences grow professionally in their approach to student learning.</p>	\$67,615.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Director of Curriculum and Instruction	<p>There is a performance gap on the CAASPP Math assessments for low-income students in comparison to the All Student group. The continuation of the position of Director of Curriculum and Instruction in the District is necessary to provide support to the teaching staff in order for their focus to remain on the classroom instruction and progress of students. To address this need, SUSD will utilize the Director of Curriculum and Instruction to provide for training that will support teachers and administrators in the development of local benchmark assessments, as well as pre and post assessments, to identify academic performance gaps, review data sets and provide for the professional learning that builds the individual capacity of each teacher in order 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 or leadership meetings and from general observations while on campus. Through targeted professional learning opportunities, it is expected that SUSD can address learning gaps by providing engaging learning strategies in the classroom, routinely reviewing data to look for student behavior, attendance and performance trends to benefit low income students. In order to use data effectively to inform instruction will become part of the professional learning around the PLC model and become part of the bi-monthly department and grade-level PLC meetings. Increased teacher awareness, along with skill development and capacity building will lead to greater student learning. Because teachers are better equipped through training and capacity building that will support student learning, student achievement will increase in low income students. It is the expectation that by providing instructional support via the Director of Curriculum and Instruction to increase adult learning and capacity will be designed specifically to meet the identified needs and barriers for low-income students; however, since the increased instructional support will benefit all students, this action will be implemented LEA-wide.</p>	\$144,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Continuation High School	<p>There is an identified need in the district, led by student and family input, to provide an an alternative academic setting for students to access and progress in their academic path toward graduation. Furthermore, low-income students' graduation rates are lower than the all student group. To provide greater access and flexibility for English Learners, Socio-economically Disadvantaged students and their families, as well as any high school-aged student seeking to complete their high school education, Sierra Unified provides for the staff and facilities to operate an alternative education campus. The alternative campus provides a non-traditional school setting that is beneficial to students working on their course requirements and completing their high school diploma. Sierra Unified realizes that our English Learners and Socio-Economically Disadvantaged students seek alternative settings for their education to complete their high school diploma. Enrollment records show a concentration of these student groups (63%) in a small setting attending the alternative continuation high school, compared to 32% of these student groups enrolled at the comprehensive school site.</p> <p>Former students attending our accredited alternative high school have thrived in an environment that is smaller, more flexible with schedules and personalized to meet their unique learning needs resulting in higher rates of graduation among students who have traditionally not achieved graduation status. This action will assist in meeting the District's goal of providing equity of access and increased academic achievement for all students, especially those of Socio-economically Disadvantaged and English learners. The district anticipates seeing continued gains in academic performance and graduation rates. However because all students will benefit from this action, it will be available LEA-wide.</p>	\$201,717.00	Yes

Goal Analysis [2021-22]

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

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

Properly assigned and credentialed teachers were available to all students; new hires met criteria outlined in the job postings and interviews ensured the qualifications were met. Standards-aligned curriculum and material were available to all students, science curriculum meeting the NGSS standards was adopted and implemented for grades 6-12. Continuous development and monitoring of state and local assessment outcomes were completed. In August, the District planned to utilize 2 established full-day PLC meetings (Action 4) to specifically allow time for teachers to meet by grade-level/department to review local assessment outcomes, plan interventions and on-going instruction and adjust curriculum maps as needed. Additionally, the Assessment Team, assembled over the summer months chose to assess Grades 2, 4, 7 and 10 in the pre/post assessments and drop the planned Grades 6 and 8. Provisions were made for an after-school program to provide a space for additional academic support for students needing such a resource as educational partners had indicated support for struggling students was a priority need. This program was available to all grade-levels, but in the course of operation it was observed and documented that the greatest participation came from students in Grades K-6; therefore, Recovery and Resilience (Action 5), will provide for academic support and extension, in Grades K-6; Grade 7-12 students will be provided before and after-school opportunities utilizing carryover funds and the anticipation of LCSSP funding. Professional development (Action 7) was achieved through in-house trainings or virtual conferences due to the challenge of on-going pandemic restrictions, as the year came to a close, staff were beginning to participate in in-person trainings around curriculum implementation and social-emotional well-being to name a few. The alternative high school campus was utilized to meet the individual needs of learners that find a traditional school campus to be not suited for their success. This represents a substantive difference from what was planned in Action 8 where the District was focused on increased graduation rates. In the face of the pandemic, the District found that a number of families turned to the alternative option for their child to best fit their family situation and the needs of the learner. To that point, Sierra Unified has modified this action to reflect that it is a family and student-led need that the District is working from to maintain an alternative option to fulfill a recognized place for the individual learner, and not solely to increase the graduation rate.

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.

An influx of State and Federal funds made many of our actions actual expenditures exceed our budgeted expenditures in 21-22. Additionally, salary negotiations resulted in increases to most actions with personnel expenditures. Action 1.1 Increased by \$610,574 due to ESSER III Learning Loss funds of \$362,538, plus salary increases. Action 1.2 increased by \$84,379 due to Lottery funding. Action 1.4 increased by \$17,565 once we were able to determine the cost of monitoring students. Action 1.5 was funded by In-Person Instruction grand funds of \$1,421,020. Action 1.6 increased by \$84,755 due to the Early Math Initiative funds. Actions 1.7 and 1.8 increased due to salary increases. Total expenditures for Goal 1 increased by \$2,208,986.

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

The metrics identified in Goal 1 focus on two areas, curriculum/instruction and student outcomes. The District provides for the availability and development of appropriately assigned teachers and the continuous improvement of the teachers' ability to develop and maintain their own learning in the knowledge and delivery of instruction (Actions 1, 6) through the availability of standards-aligned curriculum and materials

(Action 2) and the utilization of the Director of Curriculum and Instruction (Action 7). The second area measured in Goal 1 is the monitoring of student outcomes to assess growth and identify achievement gaps (Action 4). State assessment outcomes are measured each year to assist in directing the actions of educators in the district to address areas of need and maintain areas of growth/stability. Students with Disabilities, as a group, showed increased performance in both Math and ELA over the 2018-2019 academic year and similar results were seen in Low Income students, measurable growth of Hispanic students in attaining a Level 3 or 4 in ELA increased over the 2019 results as did Math performance for Native American and Hispanic students in Math. To assist in continuous improvement, the establishment of our extended day program, Recovery and Resilience (R & R) and the maintenance of our continuation high school (Actions 5 and 8) provide opportunities to support students in environments that are conducive to their individual needs. The District is able to meet the interests of our educational partners to provide increased academic support for struggling students beyond the school day with the implementation of our R&R program and provision of the continuation high school setting. Overall, Sierra Unified is working toward growth in all areas from development of teacher capacity to streamlining local assessments and measures to provide comparable data to monitor and challenge academic student growth and development.

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

There are no significant changes being made to the goal, or desired outcomes of Goal 1. It should be noted that the source of data for State Assessment Outcomes was pulled from Multiple Measures Assessment Reports due to absence of this data on the CA School Dashboard. It is anticipated that in the 2022-2023 annual update, Sierra Unified will be able to return to utilizing the Dashboard for the outcome data measured for this goal. Also in the State Assessment metric for both ELA and Math, student group data was added to the expected outcomes for this metric to ensure transparency and equitable expectations. Secondly, due to state suspension of the Physical Fitness Test (PFT) in 2020-2021 there is no reportable data, however, all students in Grades 5, 7 and 9 were tested for the 2021-2022 year, and outcomes will be used as our first reported metric. Action 4-Monitoring of Student Growth and Achievement Gaps was modified to include the use of 2 professional development days, (November and March) for teachers to meet as teams and review student outcomes on local benchmark assessments and make adjustments to the curriculum maps/lessons and on-going assessments in response to measured outcomes. Action 5- Recovery and Resiliency Program will be modified to serve K-6 students in the extended day program, however grades 7-12 will have continued access to teacher support before, during and after school to serve their academic needs. Going forward, Action 8- Continuation High School will be provided to support the academic needs of the individual student and their family in these unique times and will not solely be utilized to increase the District's graduation rate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	All Students: 24% (24) White: 24% (17) Native American: 0% (10) Hispanic: 33% (6) SED: 13% (6) SWD: 0% (12) EL: 0% (0) FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	All Students: 34.6% (36) White: 42.6% (29) Native American: 7.7% (1) Hispanic: 26.7% (4) SED: 32.3% (30) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports			All Students 40% Student groups will show a 2% or more increase over the baseline. Data Year: 2023-2024 Data Source: CA Schools Dashboard

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Native American: 63.6% (11) Hispanic: 100% (17) SED: 86.7% (30) SWD: 72.7% (11) EL: * FY: *</p> <p>Data Year: 2019-2020 Data Source: Dashboard Additional Reports/Data Quest</p>	<p>Native American: 91.7% (12) Hispanic: 86.7% (15) SED: 92.5% (93) SWD: 58.3% (12) EL: * FY: *</p> <p>Data Year: 2020-2021 Data Source: Dashboard Additional Reports/Data Quest</p>			<p>Student groups will show a 2% increase if not meeting the 92% target.</p>
SAT Participation Rate	<p>All students 18.6% (11-12 grade) White: 72.7% Native American: 12% Hispanic: 15% SED: 21.2% SWD: 0% EL: * FY: *</p> <p>Data Year: 2018-2019 Data Source: Aeries SIS</p>	<p>All Students: 8.79% (11-12 grade) White: 66.7% Native American: 4.2% Hispanic: 16.7% SED: 8.3% SWD: 0% EL: * FY: *</p> <p>Data Year: 2019-2020 Data Source: Aeries SIS</p>			<p>All students 25% or greater. Student Groups show a 2% or greater increase over the baseline data.</p> <p>Data Year: 2022-2023 Data Source: Aeries SIS</p>
SAT performance outcomes	<p>ELA: 569 Math: 567 Benchmarks met: ELA: 87.9%</p>	<p>ELA: 531 Math: 498 Benchmarks met: ELA: 87.5%</p>			<p>ELA 590 Math 565 Benchmarks met: ELA: 85% or better</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 72.7% Data Year: 2018-2019 Data Source: Aeries SIS	Math: 50% Data Year 2019-2020 Data Source: Aeries SIS			Math: 70% or better Data Year: 2022-2023 Data Source: Aeries SIS
Advanced Placement participation rate	All students (11-12): 34.97% (163) White: 40.52% (116) Native American: 13.3% (15) Hispanic: 21.43% (28) SED: 12.07% (58) SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students (11-12): 21.85% (151) White: 21.29% (108) Native American: 6.67% (15) Hispanic: 30.77% (26) SED: 20.8% (125) SWD: -- (16) EL: -- FY: -- Data Year: 2020-2021 Data Source: Aeries SIS			All Students (11-12) 15% Student groups will show a 2% or greater growth in participation over 2020-2021 academic year. Data Year: 2022-2023 Data Source: Aeries SIS
AP Passage Rate	All Students scoring a 3 or greater: 48% White: 83.3% Native American: 0% Hispanic: 12.5% SED: 8.3% SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students scoring a 3 or greater: 36% White: 50% Native American: 0% Hispanic: 38% SED: 88% SWD: -- EL: -- FY: -- Data Year: 2020-2021			All Students scoring a 3 or greater: 40% Student groups will show a 2% or greater increase over baseline data. Data Year: 2022-2023 Data Source: Aeries SIS

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All 50% (151) Data Year: 2020-2021 Data Source: Aeries SIS	Students enrolled in CTE courses: All: 53% (167) Grades 9-12 Data Year: 2020-2022 Data Source: Aeries SIS			Grades 9-12 Data Year: 2023-2024 Data Source: Aeries SIS
College and Career Index (CCI)	Students meeting "Prepared" (based on cohort data) All Students: 40% (100) White: 44% (70) Native American: -- (10) Hispanic: 33% (18) SED: 22% (45) SWD: -- (12) EL: -- FY: * Data Year: 2019-2020 Data Source: Dashboard Additional Reports	*See Substantive Differences section regarding this data point. Data Year: 2020-2021 Data Source: Dashboard Additional Reports			Students meeting "Prepared" (based on cohort data) All Students: 50% Student groups will show 2% or more growth over baseline data Data Year: 2022-2023 Data Source: Dashboard
Dual Enrollment/High School Experience Program Participation	Grade 12 Students: 13% (100) White: 17% (70) Native American: * (10) Hispanic: 5.5% (18)	Grade 12 Students: 49% (104) White: 60.3% (68) Native American: 23% (13) Hispanic: 27% (15)			40% Data Year: 2022-2023 Data Source: Aeries SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: -- (45) SWD: -- (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	SED: 48% (93) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports			
A-G Completion and CTE Pathway Completion rate (based on cohort data)	All Students: 6% White: 4.9% Native American: 0% Hispanic: 0.9% SED: 0.9% SWD: 0% Data Year: 2019-2020 Data Source: CALPADS 15.1 and Fall 1, 8.1a	All Students: 7.7% (104) White: 10.3% (68) Native American: 7.7% (13) Hispanic: 0% (15) SED: 8.6% (93) SWD: * (10) EL: * (1) FY: * (1) Data Year 2020-2021 Data Source: Dashboard Additional Reports			All Students: 8% or greater Student groups will show a 2% or greater growth over baseline data Data Year: 2022-2023 Data Source: Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Learning Opportunities	Provide online and blended learning opportunities for students in alternative education settings and for high school students needing credit recovery in order to provide access to A-G courses.	\$524,831.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Counseling and Support Services	Low Income students have lower graduation rates and lower A-G completion and CTE pathway completion rates than the All Student group in Sierra Unified. To encourage the continued academic growth and participation and school connectedness of students of low income, a need arises to provide academic counseling and support services. A significant number of Native American students enrolled in Sierra Unified are identified in the low income population. These counseling and support service positions are provided in an on-going effort to support the improvement of academic and career education outcomes. SUSD has made available to all students, academic counseling services and the Native American Coordinator and Native American Education Advocate. The Native American Education Advocate works with students K-6 to encourage participation in school and arranges for whole class/school events that tie culture to learning. The Native American Mentor along with the academic counselors work with 7-12 graders to encourage academic participation and provide opportunities for exposure to college and career experiences. The on-going services and supports will allow for early detection and support for students, encourage participation in higher-level course work at the secondary level and result in an increase in the percentage of students of low income meeting requirements for college admission and the completion of career pathways. Through the services in this action, it is expected that Low Income students will increase A-G completion and graduation rates as the program has been designed to meet their needs. However, since all students could benefit from the academic counseling, this action will be implemented district-wide.	\$344,717.00	Yes
2.3	Response to Intervention (RTI)	Continue to provide a targeted and systemic approach to learning intervention and support in grades TK-6 that will result in an increase in the percentage of secondary-level student taking honors and advanced placement courses. In 2022-2023, services will be implemented in Grade 7 to further support student growth and address academic gaps in the transition year between elementary and junior high. Additionally, we will provide an informed response to learning	\$183,518.00	No

Action #	Title	Description	Total Funds	Contributing
		loss and the recovery of skills following the COVID-19 school closures. This action includes an Academic Intervention Specialist, support personnel and Americorps Reading (K-3 grades) and Math (4-6 grades) tutors.		
2.4	Response to Extension (REI)	Continue to provide a structured program of inquiry-based, advanced learning opportunities, available to a broad range of students, during the school-day in grades 2-6 to encourage high achievement and development of high-level thinking and application skills. Extension services include visual and performing arts teachers as well as a credentialed extension activities teacher.	\$270,974.00	No
2.5	Increase student engagement and support	In response to local assessment data indicating low academic achievement, and to meet the need of learning recovery following the pandemic, SUSD will provide instructional para-professionals to increase engagement and support for students of low income and English Learners student groups as well as students with disabilities to maximize course access and academic growth. The increase of para-professional staff will allow in-class support to teachers in the delivery of instruction and to support students in monitoring and encouraging proper engagement in the instruction. Evidence shows that student engagement in learning activities is key to increasing achievement. Paraprofessionals will be pushed into classrooms to assist teachers with the facilitation of instruction and support the student in the 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 para-professionals, will be evidenced from student achievement	\$495,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>from the classroom level up through the monitoring of daily progress, content assessments, local benchmarks and state assessments, specifically in the areas of Math and English Language Arts. We expect that low income and English Learners will increase their achievement on local benchmarks through the use of paraprofessionals, as the program has been designed to meet their specific needs. However, since all students that are not meeting proficiency would benefit from the support, this action will be implemented LEA-wide.</p>		
2.6	English Learner academic support	<p>English Learner students in Sierra Unified have performed at a lower rate than their peers on local ELA assessments. English Learners need targeted designated English Language Development to make adequate progress in their English development. Therefore, SUSD will provide a paraprofessional to specifically support the English Learner students in both integrated and designated ELD. The use of a dedicated paraprofessional to support the English Learner population in academic growth allows Sierra Unified to focus instructional support that provides for student progress toward increased academic performance. Since the inception of this action, EL students have been reclassified at a rate higher than the county and state average. It is expected that this additional targeted instruction and support will continue to result in a high number of students being reclassified.</p>	\$18,975.00	Yes
2.7	Office Hours and student support to access academics	<p>Sierra Unified District's low income, FY and EL students demonstrate an opportunity gap that results in students not taking part in higher-level coursework that will prepare them for college and career as evidenced by the monitoring of the students' course load and CCI outcome metric. To work at closing the gap and increasing participation of low income, FY and EL students in advanced coursework, Office Hours will be provided before, during and after-school to offer tutoring and support to secondary students at all levels of ability. SAT test prep sessions, support of learning for Dual Enrollment and Advanced Placement courses are areas that teachers</p>	\$65,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will be able to support and engage participation. These offerings are in addition to support opportunities in all academic courses. It is expected that by providing more opportunities for academic support at different points of the day, low income, FY and EL students will have greater access to advanced classes and those students will realize opportunity for greater success in classes. It is anticipated that providing these support opportunities will lead to an increase in student participation in advanced coursework and increased student achievement as measured on the College and Career Index metric. While this action is designed to meet the needs of Low Income, Foster Youth and English Learner students, this action will be implemented LEA-wide.</p>		
2.8	PSAT participation	<p>Sierra Unified will continue to encourage students to reach for college and career as their goal beyond high school. It is recognized that our unduplicated student populations are less likely to participate in college ready assessments. By providing access to the PSAT exam to all students in Grades 8 and 10 we hope to increase our student participation in the SAT exam and increase their opportunities to access a higher education.</p>	\$1,500.00	No
2.9	Dual Enrollment and High School Enrichment	<p>Sierra Unified and Sierra High School will continue to provide opportunities for students to enroll in and take college-level courses through the Dual Enrollment and High School Enrichment programs provided by community colleges. This opportunity increases the access for all junior and senior-level students to participate in college courses which in turn increases the possibility of students continuing on an academic path. Sierra High School is able to provide 3 on-campus instructors. The advantage to students in our district includes providing access to an opportunity that may otherwise exclude some student populations that may not have the means to travel to college campuses or have support to extend their learning.</p>	\$34,657.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Director of Education Services	Sierra Unified School District utilizes the position of the Director of Education Services to provide professional training, oversight of service delivery, monitoring of MTSS program of supports and support to teachers of students with disabilities (SWD) to increase student access to a broad course of study. This position affords the District to best serve its students in equity and access to all programs offered at our sites. To assist with the administrative and scheduling side of the Special Education Department an administrative support person is provided. It is believed that the focused work and support of these positions will provide for increased academic achievement and personal development of the students being served.	\$170,066.00	No
2.11	Library Services	Access to instructional technology, literacy skills and library science by all students is made available daily through the use of library technicians. Teachers and students engage in the use of the library and learn the organizational skills unique to a library, along with appropriate social interactions	\$90,739.00	No
2.12	Instructional technology	Provide for student development of 21st Century Learning Skills and access to digital curriculum through the provision of student Chromebooks. Sierra Unified provides a Technology Support Specialist to maintain inventory, keep devices running, and troubleshooting for students and staff.	\$91,001.00	No

Goal Analysis [2021-22]

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

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

Goal 2: Actions 1, 4-6 and 7-11 had no substantial differences in what was planned for in delivery and what was implemented. Students were provided with alternative learning opportunities within the school day through the use of Office Hours and the APEX online learning platform at the secondary level leading to the increased opportunity for students to complete courses and increase student participation in advanced courses and recovery of credits. REI is program that provides intervention and extension of learning opportunities daily at Foothill

Elementary School. Increasing the number of para-professionals to support in-class instruction in the moment of need to teacher and student allowed for Sierra Unified to increase student engagement and lay a solid foundation toward the recovery of lost learning as a result of school closures due to the pandemic and Creek Fire.

The College and Career Index (CCI) metric, while not required by the state was placed in Goal 2 at the request of key interest holders that want to keep this data visible to the members of our district. The data indicating "prepared" was not calculated by the State for 2020-2021, but other measures that are combined to make up the status of the CCI (A-G completion rate, CTE Pathway Completion, assessment outcomes, AP test status. . .) are reported independently throughout this LCAP. When the CCI metric for "Prepared" is calculated and reported on the California Schools Dashboard, it will return as a metric in Goal 2 to satisfy the requests of our educational partners and highlight areas of need or success.

A challenge to the District in regards to Goal 2 is the ability to achieve and maintain stable growth and participation of students in various programs and assessments. Consistency in the offering of options in support opportunities would help to demonstrate the stability of offering to attract students.

Action 2 will remain in place as written providing for academic counselors and a Native American Advocate and Mentor at the elementary and secondary sites respectively. Due to visible social-emotional issues among students, stemming from pandemic and fire related traumas, at the start of the school year, our counselors, psychologists (Goal 3 Action 4) and support staff were needed to assist students in achieving wellness and re-establishing a connection to school and building relationships before they could attend to the academic side of their work. While students were provided access to these individuals for academic needs, scholarship applications, college applications, exams and so on, these tasks were secondary to mental health and wellness. Action 3 added the use of AmeriCorp Math tutors to serve support to students in grades 4-6 in the REI program. Success of these programs were highlighted in the Reflections portion of this document. These tutors join our AmeriCorp reading tutors and support staff in the larger service to students participating in REI at the K-6 level. These actions will remain as written with the exception of adding Math tutors to Action 3 as part of our Intervention services.

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.

An influx of State and Federal funds made many of our actions actual expenditures exceed our budgeted expenditures in 21-22. Additionally, salary negotiations resulted in increases to most actions with personnel expenditures. Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, and 2.10 increased due to negotiated salary increases. Action 2.7 was fully paid with Expanded Learning Opportunities funds of \$32,138. Total expenditures for Goal 2 increased by \$110,098.

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

Goal 2 is written to achieve a breadth of inter-related student engagement points that are measured by growth in achievement, engagement and completion of end-of-year secondary goals that prepare students to be successful in both college and career choices. In comparing 2019-20 data to 2020-21 the district saw a marked increase in student participation in dual enrollment, broad course of study including CTE and VAPA courses. Completion rate in A-G courses was up 10% for the All Students group. Additionally, an increase of completion of A-G and Pathway completion was noted in the All Student group, White, Native American, SED and SWD groups. In striving to provide for this

goal, Sierra Unified has placed personnel at the forefront of student opportunity to inspire, engage, challenge and support student success. Actions 3-7 and 10-12 offer varying degrees of support and opportunity for student access and engagement. Instructional aides were added to classrooms to support teacher requests for smaller class sizes as they returned to campus to bring students up to grade-level standards following distance learning and school closures. The development and continued support of an REI structure that supports both intervention and extension is staffed to provide student and teacher support and learning within the school day; meeting student needs and re-evaluating their levels of performance on a 6-week cycle. The success of students participating in this structure have led us to extend implementation to 7th Grade. Supporting the REI structure and support of English Learners is addressed in Action 6 with the provision of targeted designated support to ensure advancement in acquisition of English as well as support the academic access and achievement of students enrolled at Sierra Unified. At the secondary level, access to alternative learning opportunities to make up credits and push forward, staff was placed to provide space, support and guidance to these students during the school day. Additionally, Action 7 provided support before, during and after school for students to join a teacher for Office Hours where they could receive coaching for SAT/AP assessments, support with core subject lessons/homework, and credit recovery support. The Director of Education Services and staff are in place to monitor and evaluate the successes of students with disabilities and ensure they have equal access to all courses as appropriate to engage them in their learning, and provide for academic and social growth. This position also manages the MTSS structure for both academics and behavior. An important component to student access and equity to learning during COVID and distance learning were the staff that provided our students and teachers with instructional technology-an avenue to student access to curriculum and learning materials online. Personnel placed in opportune positions to meet the requests and input of our educational partners, teachers and parents alike, to provide support for the students who were struggling while maintaining a rigor for others. To continue with making progress with this goal, Sierra Unified has provided for on-campus opportunities and access to PSAT and SAT assessment dates (Action 8), and Dual Enrollment/High School Experience college courses (Action 9). This is important to many of our rurally located families where transportation to Fresno or Clovis may be prohibiting student access to participate in early college entry assessments or access to higher level academic courses that provide an avenue toward college and career. In Action 2, the district has recognized the importance of guidance and support toward the next step for students following high school and offers these opportunities in the way of Academic counselors and a dedicated Native American Mentor at the secondary level and a Native American Advocate at the elementary level. These individuals are utilized by students and families to assist with supporting the students in their decision-making about what comes next in their educational career, whether it is to extend their education to post-secondary opportunities or enter the workplace, or in some cases, assist in preparing for both opportunities.

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

No changes are made to the wording of Goal 2 in working to achieve equity and access to a broad course of studies. Our metrics will be updated where applicable to include measures for Foster Youth and English Learners when these populations meet the required minimum to publicly report, if not an (*) will appear in populations with less than 11 representatives enrolled. Data Sources in our metrics will be marked with an asterisk (*) in the Year 1 outcome data if the source is other than the desired and named baseline source due to state's placement or reporting of data. The A-G Completion and CTE Pathway Completion baseline will be updated to reflect the state definition of this measure-it was miscalculated in the initial year, and therefore all yearly outcomes will build upon success reflected on the corrected measure; additionally the desired outcome for this same metric will be revised to reflect a reachable goal in the 3rd year. The source of data for EL Reclassification Rate is the CALPADS SELA ODS Extract. This change was made to get a year to year reclassification of students vs a

CBEDS day rate. It is believed that this will be a more accurate reflection of our student reclassification rate from year to year. Actions 2,5,6 and 7 have been updated to reflect the defined student populations instead of the previous "unduplicated populations" term. Action 3 will note a provision of AmeriCorp Math tutors supporting the intervention program at the elementary school site serving students in grade 4-6 and additionally in grades 7-8 as a new resource for meeting student need for academic progress. Desired Outcome and Baselines were adjusted to add student groups for all possible metrics. This is to ensure equitable progress monitoring for all students.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	Foothill Elem - Fair 89.4% Sierra Jr/Sr High - Fair 77.15% Alternative Educ - Fair 83.59% Data Year: 2020-2021 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 85.21% Sierra Jr/Sr High - Fair 76.85% Alternative Educ - Fair 84.4% Data Year: 2021-2022 Data Source: Facilities Inspection Tool (FIT)			All school sites rating of 90-95% (Good) or higher Data Year: 2023-2024 Data Source: FIT Report
Attendance Rate Rate is based on attendance up to	All Students 91.9% White 94.5% Native American 82.3%	All Students 85% White 89.6% Native American 67% Hispanic 61.1%			All Students 93% or greater Student Groups demonstrate 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
March 16, 2020, 128 school days	Hispanic 90% SED 89% SWD 84.3% Data Year: 2019-2020 Data Source: Aeries SIS	SED 84.3% SWD 75.2% EL * FY * Data Year: 2020-2021 Data Source: Aeries SIS			growth over the baseline data if target not met Data Year: 2022-2023 Data Source: Aeries SIS
Suspension Rate Note: baseline reflects data 2019-March 13, 2020, 128 school days	SUSD: 3.5% (1,333) Foothill: 3.7% (677) Lodge Pole Elem: 0% (18) Oak Mdw Community Day: 66.7% (3) Sierra Jr High: 5% (202) Sierra High: 3% (399) Sandy Bluffs Ed Center: 1.4% (69) Data Year: 2019-2020 Data Source: DataQuest	SUSD: 1.5% (1,340) Foothill: 0.8% (607) Sierra Jr High: 3.2% (190) Sierra @ Home: 0% (469) Sierra High: 1.8% (379) Sierra Alternative High: 3.3% (61) Data Year: 2020-2021 Data Source: DataQuest			All students 3% Data Year: 2022-2023 Data Source: Data Quest
Expulsion rate	SUSD: 0% (1,333) Data Year: 2019-2020 Data Source: DataQuest	SUSD: 0% (1,340) Data Year: 2020-2021 Data Source: DataQuest			All Students 0.5% or less Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Parent Climate Survey	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication 76.7%</p> <p>School Culture/Climate 80.25%</p> <p>Parent Engagement 74.19%</p> <p>Data Year: 2020-2021 Data Source: SUSD School Culture/Climate Survey (Parent)</p>	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication 64.6%</p> <p>School Culture/Climate 74.9%</p> <p>School Safety 83%</p> <p>School Connectedness 77.6%</p> <p>Parent Engagement 66.3%</p> <p>Data Year: 2021-2022 Data Source: SUSD School Culture/Climate Survey (Parent)</p>			<p>Improve to a rating of 85-90% in each area</p> <p>Data Year: 2023-2024 Data Source: Climate Survey</p>
Junior High Dropout Rate	<p>0%</p> <p>Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1</p>	<p>0%</p> <p>Data Year: 2020-2021 Data Source: CALPADS Fall1: 8.1a</p>			<p>0.5% or lower</p> <p>Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	0% Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1	0% Data Year: 2020-2021 Data Source: CALPADS Fall 1: 8.1a			1% or lower Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1
Student Sense of Safety at School and School Connectedness	Elementary: Connectedness: 88% Safety: 89.6% Junior/Senior High School: Connectedness: 82% Safety: 92.8% Overall: Connectedness: 85.8% Safety: 91.2% Data Year: 2020-2021 Data Source: SUSD School Culture/Climate Survey (student)	Elementary: Connectedness: 73.7% Safety: 88.9% Junior/Senior High School: Connectedness: 77.3% Safety: 59.3% Overall: Connectedness: 80.2% Safety: 74.1% *Staff: Connectedness: 79% Safety: 85.8% Data Year: 2021-2022 Data Source: SUSD School Culture/Climate			Overall Connectedness: 88% Safety: 95% Data Year: 2023-2024 Data Source: Local Culture/Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey (student) and Student Connectedness Inventory			
School Site Council Attendance	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 2:3 Percentage: 83%</p> <p>Data Year: 2019-2020 Data Source: Self-reported</p>	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 3:3 Percentage: 100%</p> <p>Data Year: 2020-2021 Data Source: Self-reported</p>			<p>90% quorum in combined meeting total</p> <p>Data Year: 2023-2024 Data Source: reported by Site Administration</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Provide clean and well-maintained facilities. To achieve this, the District provides for year-round custodial and maintenance staff.	\$2,732,353.00	No
3.2	School transportation	Provide safe student transportation to and from school and school-activities by qualified and well-trained individuals.	\$1,677,199.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Social-Emotional Learning support	<p>The mental health and wellness of low income, English Learner and Foster Youth students in Sierra Unified, is a priority and requires the need of specialized services of support targeted to the social-emotional well-being following losses from the Creek Fire and the effects of COVID-19 pandemic on families and their livelihoods as they were disproportionately affected by these events. To facilitate this need, the District has been utilizing outside agencies such as All 4 Youth, and staff our campuses with behavioral aides to assist students in times of need to regulate agitated behavior, process their current emotional state and assist in the return to class for instruction. All 4 Youth provides services to students receiving Medical benefits on a scheduled and as-needed basis providing therapy and intervention supports. To ensure that this service is accessible to students in need of assistance, without this support, SUSD pays directly for 1 day of service per week. Social-Emotional Learning is provided as a service for students to access through the use of classified staff trained in areas such as verbal de-escalation and Positive Discipline that assist a student in self-regulation and coping to reduce time a student is out of class. Under the oversight of the on-site psychologists, classified staff are trained in the above mentioned techniques as well as the tracking and documenting of students' time out-of-class. All students and staff members were provided access to social-emotional wellness activities in response to the COVID-19 school closures and the Creek Fire. Continued efforts to provide therapists on-site, staff training and refresher courses in Positive Discipline and Trauma Informed Practices are components of a mental health and well-being initiative within the district. Students benefit from these supports in 2 ways; 1- being able to stay on campus where learning happens, and 2- learning coping strategies in self-regulation, self advocacy of need and acceptance that lead to a sense of belonging that fosters achievement. It is expected that low income, English Learner and Foster Youth students will feel safe at school and have greater access to mental health services through these efforts as this action has been designed to address these students' experiences and stressors. However, since all students that have been through the trials of the</p>	\$290,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Creek Fire and effects of the pandemic, this action will be implemented LEA-wide.		
3.4	School Psychologists	<p>Low income, English Learner and Foster Youth students demonstrate a lower rating of school connection and belonging than the all students group from the School Connectedness Survey. Therefore, Sierra Unified will be provided 2 full-time, on-site school psychologists to serve the need and provide for development of connectedness and belonging with students that is beyond the service of an IEP. These positions, 1 at Foothill Elementary and 1 at Sierra Jr/Sr High School are part of our MTSS structure and work in coordination with behavior aides on their campuses to serve students' behavioral, social, mental and academic needs. These individuals also serve students enrolled at our alternative high school campus and our Sierra @ Home students. The on-site school psychologists provide oversight and training of classified staff deployed into classrooms or present in designated areas on campus to reduce the need for an increase in direct services.</p> <p>During school closures, the psychologists were instrumental in assisting with contacting students and families to determine academic and personal needs in the face of an emergency. Again, during the Creek Fire, having made strong connections with families, their assistance was utilized in the location of displaced families, connecting families to services and providing a listening ear when needed. School psychologists continue to be instrumental in supporting students on campus in moments of crisis because of the groundwork done to connect and respect the needs of the students they serve. Students are developing a sense of belonging because of the psychologists' work and this builds on an ability to allow learning and achievement to take place. It is expected that the connections made between a trusted adult and student allows the child to feel safe, develop a sense of belonging and fosters individual significance. These are the components that allow a child to engage in their learning and achieve. It is expected that low income, English Learner and Foster Youth students will experience a higher rate of school connectedness since this action has been designed to meet their</p>	\$99,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specific need. However, since other students that also experienced the trauma of the Creek Fire will benefit, this action will be implemented district-wide.		
3.5	School Health Staff	Sierra Unified provides schools with an LVN and their work is overseen by an RN to provide students with health needs on campus.	\$190,788.00	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.	\$1,396,359.00	No
3.7	Extra-Curricular Activities	Low-income students are identified as having a low participation rate in extra-curricular activities in comparison to the all student group, as evidenced by survey feedback. Sierra Unified continues to recognize this need and provides for access to extra-curricular activities. In order to address student need of access, Sierra Unified will provide staffing and transportation as a response to students' need for access and ability to participate in relevant co-curricular programs in order to increase student engagement in school and feelings of connectedness. Therefore, providing access to co-curricular programs such as athletics, FFA, academic clubs and competitions and performing arts with school transportation, low income students' participation in these activities, the development of a greater sense of belonging, school pride and incentives to do well in academic courses will increase as evidenced by student climate and culture survey outcomes. It is believed and evidenced through survey input that access and participation in school activities increases the connection and desire of students to be at school for academics. The District works to provide increased access to extra-curricular activities for low-income students and expects that with greater access and opportunity	\$252,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to be involved in school beyond the classroom, low income students will extend engagement in extra-curricular activities to engagement in the classroom where overall school achievement can be recognized. However, since it is believed that all students will benefit from the extra curricular activities, this action will be implemented LEA-wide.		
3.8	Eagle's Nest	Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families. Additionally, a well-trained and engaged staff are available for student learning.	\$50,313.00	No
3.9	Communications	The District has a new website that contains up-to-date information and calendars for the District and all schools. The District utilizes Aeries Communication as its primary tool to electronically communicate weekly with parents regarding upcoming and significant events, while also being utilized for emergency communications. Personnel for maintenance of the website, regular communications through social media and publicity flyers to promote the school district and its schools is provided through this action.	\$46,266.00	No
3.10	Parent education	Parent Education is a foundation to student learning and connectedness to school. From stakeholder feedback, the District is pursuing the development of parent education opportunities in the form of focused topic forums, family engagement nights, a parent information page on the website and possible newsletter development. Through these efforts we hope to continue to build partnerships, through communication and education, with families as a way to increase student engagement and connection to school.	\$10,000.00	No
3.11	Late Bus	Education partners, specifically parents of low income students, have reported that transportation can be a barrier to participate in after-school academic support, co-curricular activities and have identified	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the need for a late bus. By providing school transportation from school to home after school, there is an opportunity to increase student access to after-school activities. The District will provide late bus transportation, including staffing for all students that choose to participate in extended school-day activities. Students of low-income households have historically had difficulty accessing after-school programs largely due to an absence of available transportation. In that, Sierra Unified is able to provide low-income students, late bus transportation that assists families in accessing programs and opportunities that are available during extended hours of the school day. Students participating in after-school activities are able to build connections to school and the school community. Students participating in extracurricular activities will have a greater sense of belonging, school pride, and incentives to do well in academic classes. By providing transportation from school to home following after-school programs, including academic support, and extra-curriculars, Sierra Unified expects to realize an increase in student connectedness among low income students enhanced by student engagement and academic achievement because of increased access to after-school experiences by removing the transportation barrier. However, since this action will benefit all students with greater access to academic support and ability to participate in extra curricular activities, therefore increasing participation, connectedness and engagement, this action will be implemented district-wide.</p>		
3.12	Noon time Assistants	<p>Safety of low-income, foster youth and English Learner students, at Foothill Elementary School in response to the need to reduce school suspensions is an on-going need as identified in the LCAP survey as a Top 3 area to support in Goal 3, and 46% of parents indicate that physical fighting is a problem/concern at school. Providing students with extra supervision to intervene where unsafe behavior is taking place can allow for the immediate redirection and provides for teachable moments toward appropriate social behaviors. Therefore, Noon-time assistants will be provided by the district to assist in student</p>	\$61,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supervision at Foothill Elementary School during the lunch and noon-recess periods. Through this action, students are well-supervised, appropriate social behavior is modeled, and expected of all students in a consistent manner. All students benefit from this sitewide action through inclusivity, cooperation and acceptance of one another while fostering the desired outcome of safety that also increases a student's sense of belonging at school. It is expected that the that the suspension rate will be reduced for low income, foster youth and English Learners through the efforts of this action as it has been designed to meet the students specific behavioral needs. However, since it is believed that all students will benefit from behavioral supports, this action will be implemented site-wide at Foothill Elementary.</p>		
3.13	Additional direct services to students	<p>An increase in the number of students identified as low income as a result of Creek Fire evacuations, causing families to leave their homes, resulted in an increase in available concentration funds to the district. With this funding, Sierra Unified hired an additional full-time custodian to assist with the maintenance of clean/sanitary conditions of the school campuses for student safety as identified in the annual FIT report (see Goal 3 metrics) as a need. The addition of this position allows for the custodial staff to be efficient in maintenance and upkeep of a safe on-campus environment for the students. By providing for this position with additional funding, it is expected that the custodial staff will benefit from the addition to their workforce in turn providing an increase in the ability to maintain a healthy on-campus environment for students of low income While this action was developed due to an increase in funding directly tied to the number of students identified as low income, all students of Sierra Unified will benefit from the additional custodial staff that provides access to a clean/safe school conditions. Providing this position allows for Sierra Unified to continue to meet the needs of a clean and safe school campus environment.</p>	\$95,108.00	Yes

Goal Analysis [2021-22]

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

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

School Safety and Connectedness metric indicates students' rate of connection and safety to school. Included in the 2021-22 metric of Local Parent Climate survey you will notice ratings for Safety and Connectedness. These items are measured in the survey, but are being specifically called out to meet ed code requirements. Also noted in this metric is the Staff response to Safety and Connectedness collected from the Staff School Culture and Climate survey. Overall the majority of actions were executed and implemented as planned. Actions 1-8 and 11-13 provided for staffing and transportation to serve low income, foster youth and English learner students and provide them with facilities and personnel to manage the day-to-day operations of school with as little disruption as possible to the school environment. Action 9-Communications was mostly achieved, in that the District maintained its website and kept the information current including activity and event calendars and regularly updated the community through social media outlets highlighting student achievements. Through Aeries SIS, Sierra Unified utilizes the communication tool, Parent Square. This was successfully used to notify parents of emergency closures due to power, weather and COVID-19, it was also very useful in communicating privately to groups about COVID exposures and quarantines. Foothill Elementary School utilizes this communication device weekly to post a "Friday Update" to families to review the week's activity and forecast upcoming events or notices. There is a need, as indicated in LCAP and Culture/Climate Surveys, for increased communication from School to Home which is a part of Action 9 that was not consistently met in the 2021-22 academic year. Additionally, Action 10 - Parent Education was not achieved. A concerted effort to develop this action is planned for the upcoming year. There is still a need called for by parents and site council groups for accessible "help" pages within the District's website as well as a desire by the district to provide for access, ease of use and partnership building.

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.

An influx of State and Federal funds made many of our actions actual expenditures exceed our budgeted expenditures in 21-22. Additionally, salary negotiations resulted in increases to most actions with personnel expenditures. Actions 3.1, 3.2, 3.3, and 3.4 increased based on negotiated salary increases. Action 3.11 for late bus service increased by \$50,000 due to the increased cost of fuel. We did not expend funds for action 3.10 for Parent education. Total expenditures increased by \$260,091.

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

Sierra Unified is able to say that its workforce, while not always fully staffed, was able to provide facilities, transportation, and service (Actions 1-6, 11-13) to its students and families while maintaining a safe and healthy environment for all. The flexibility of staff members at all levels assisted in providing seamless transitions, smooth operations and minimal disruptions to the day-to-day operations of the schools and the sites which ultimately allows for the growth, development and achievement of the children being served. Actions 7 and 8 provide for the extension of school day activity, participation and care that allows for students to reach outside of the regular school day and interact with organizations, teams, clubs and groups that expand their thinking, service and connections to the academic and social aspects of their education. Actions 9 and 10 allow the district the ability to build partnerships with the families of our students and the larger community that can build connections and trust that working together develops a stronger foundation for students to learn and grow in. As stated above,

Action 9 and 10 need some attention and focused effort in order for Sierra Unified and its students to benefit from the efforts. The intentional design of the actions used to support Goal 3 involving personnel to be available to address student needs as identified, like SEL support, health services, noontime assistants, has contributed to a reduction of suspension rates and maintenance of a zero percent expulsion and drop-out rates within our schools. Results of our Student Safety/Connectedness Survey indicates that overall that 81% of students in the 3 measures (October 21, February 22 and May 22) in 2021-2022 felt safe at school and 77% in the same trials felt connected to school.

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

There is no change to Goal 3. The Student School Safety and School Connectedness metric will rely upon data outcomes from the Local Culture and Climate Survey (Grades 5, 7, 9 and 11) administered between February and March, and the added School Connectedness Inventory administered to students three times each year for grades 3-12. The addition of the School Connectedness Inventory will provide a wider scope of feedback from all students and as it is administered 3 times in the year will allow for the district to follow any negative or positive trends and respond accordingly as we work toward maintenance of safe and healthy schools. Actions that meet the needs of low income, foster youth and English Learners have been reworded to specifically state the student populations being addressed by the action. Action 13 was improved upon with the addition of an Action description. Suspension metric shows school site suspensions as an addition to the metric to better understand the where a need of resources should be focused and success due to actions taken. In the 2020-21 metric the student demographics were not available in Data Quest. Desired Outcome and Baselines were adjusted to add student groups for all possible metrics. This is to ensure equitable progress monitoring for all students.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In 2019, Sierra Unified was assigned support through the Differentiated Assistance program with Fresno County Superintendent of Schools office. Chronic Absenteeism rates for all students measured in the Orange (Level 2) on the California Schools Dashboard, additionally three student groups were measuring Red (Level 1): Students with Disabilities 31.4%, Hispanic 23.4% and Socioeconomically Disadvantaged (SED) 24.1%.

In response to high levels of chronic absenteeism, Sierra Unified has developed this Focus Goal to decrease chronic absenteeism rate across all grades and all student groups. Specifically, the District will provide support in this area due to our reported rates for Hispanic, Students with Disabilities and SED students, and will monitor the state of Native American populations as a significant number of this student group are identified in the unduplicated counts. Through the use of improvement science strategies and regular reviews of our actions Sierra Unified will make progress toward reducing our Chronic Absenteeism rate by 5%. The metrics and actions listed will assist in establishing regular data tracking of student attendance, the development of targeted student intervention, and parent education with communication to build partnerships between school and home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate Absenteeism Rate is based on attendance through March 13, 2020 reflecting 128 attendance days.	All: 8.14% White: 6.4% Native American: 17.7% Hispanic: 10.8% SED: 11% SWD: 15.7%	Student Demographic- All: 19.5% (1,321) White: 14.2% Native American: 43.6% Hispanic: 20.2% SED: 20.4% (1,145) SWD: 36.1% (202)			5% decrease Chronic Absenteeism rate for all students K-12 from Year 1 Outcomes. 2% decrease in rate of absenteeism in all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-20 Data Source: Aeries SIS*	FY: 37.5% (24) EL: 12.5% (16) School Site Data- SUSD: 19.5% (1,321) Foothill Elem: 17% (582) Sierra Jr High: 12.9% (186) Sierra @ Home: 23.2% (439) Sierra High: 17.3% (376) Sierra Alternative HS: 83% (53) Data Year 2020-2021 Data Source: DataQuest			Data Year: 2022-2023 Data Source: Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Tracking of Student Attendance	Sierra Unified school sites will engage in monthly attendance data reviews to address the need of reducing chronic absenteeism rates throughout the district. To do this, a site and district designee will pull attendance data from the Aeries Analytics System on the last working day of each month, beginning with August of 2021 to track and monitor monthly absenteeism rates. This data will be shared with site administrators and personnel tasked to the Differentiated Assistance Team. The DA Team will take action to assign students for attendance monitoring to a staff member who will meet regularly to check-in and encourage positive attendance, behavior and academic performance, while establishing a relationship with the student to foster self-	\$4,455.00	No

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

Goal Analysis [2021-22]

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

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

Monthly attendance reports (Action 1) were run by a district designee that is a member of the Differentiated Assistance Team. Reports were separated by school site and shared with site administrators and members of the team from Fresno County Superintendent of Schools (FCSS). The Year-to-Date reports were pulled, but did not reflect any absences that had been corrected, or in the case of this year's

independent study practices, given credit for attendance-so this provided an idea to site administration as to which students to reach out to and have conversations to reconnect and support. Additionally, Aeries Analytics reports were run by site to measure the accuracy of the two sets of data. Action 2 was not fully implemented with all teachers as planned. The team continued to work out problem spots and test the action before implementing the practice with all teachers. Time to train teachers for this system needs to be planned and executed and supported for the success of the work, but the sample teachers that have utilized the tracking sheet and monitored a sample of students has provided the team with information that can be utilized in streamlining the process and making it a viable piece of the process. Community forums/parent meetings (Action 3) were hindered by continuing disruption of pandemic protocols, change of leadership at most school sites, and not having a thoroughly developed plan for this to take place. No meetings were held this year, but summer work is dedicated to laying out a plan to disseminate information to students and families during Attendance Awareness Month (September) as well as a communication campaign delivered through our Parent Square portal. The outcome of our data is being compared to 2019-20 (a shortened academic year with COVID-19 closures), and 2020-21 outcome data reflects a year of continued COVID-19 related attendance and closure issues and was compounded for Sierra Unified students and families with the Creek Fire that evacuated 80+% of our community and closed all schools and the District Office for the month of September.

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.

Budgeted and actual expenditures were the same for this Goal.

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

Actions 1 and 2 have provided the Differentiated Assistance Team to streamline the system and work out most of the barriers using Improvement Science as our working guide. Understanding that the first plan is not going to be the perfect plan and allowing the team time and space to make changes to refine a system has been instrumental in working toward improvement of our attendance. It is believed that COVID-19 illnesses have contributed greatly to the increase of our measures, but when we are able to remove COVID illnesses from our data we are able to show forward movement indicating improvement in the chronic absence rate. Foothill Elementary School utilized Americorp volunteers to mentor an identified set of K-2 students with severe attendance issues. Fourteen students with attendance rates below 65% began meeting regularly with a member of the Americorp volunteers on January 18, 2022. Of those 14 students, 9 maintained a 69% or greater attendance rate through the end of the academic year. Two students demonstrated significant growth beginning with 55% and 64% attendance in January and finishing the year with a 91% and 96% rate of attendance respectively. The mentorship proved that a connection to the school site is instrumental in increasing or improving student attendance. Action 3, when fully implemented will provide information and attempt to develop an understanding of how absences can effect a child's academic and social progress. Ensuring a supportive environment to bring families into and counsel with compared to a punitive atmosphere has been a large part of the work done in these actions-recognizing that together we are partners in the success of the children.

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

No changes are being made to this goal, or actions for the coming year. The metric was changed to add student demographics to the measurement to account for identified groups that were focused for this goal; Students with Disabilities, Hispanic and Socio-Economically Disadvantaged groups, and our internal monitoring of students of the Native American population. Additionally, school site chronic rates have been added to the metric to demonstrate areas of need as work continues at reducing the overall rate of chronic absences on a year-to-year measure. The desired outcome was changed to reflect the addition of student demographics in the monitoring of progress for this goal. The team will be focused on meeting the goal through implementation of the stated actions and pushing the system out to more members of the district that can monitor, counsel and record student attendance data and patterns. From this increased implementation, it is expected that the system in place will continue to be adjusted to ensure its viability and usability by all users.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE participation rate	Grade 9-12 students: 49% (504) White: 51% (291) Hispanic: 44% (69) Native American: 28% (51) SED: 40.2% (169) SWD: 28% (47) EL: * (1)	Grades 9-12 students: 50% (459) White: 65% (276) Hispanic: 37.3% (75) Native American: 37.3% (51) SED: 58% (320) SWD: 39% (51) EL: -- (4)			Grade 9-12 students: 60% All student groups will demonstrate a 3% or greater increase in participation. Data Year: 2023-2024 Data Source: Aeries Query

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-2020 Data Source: Aeries Query	Data Year: 2020-2021 Data Source: Aeries Query			
CTE Pathway Completion Rate	CTE Pathway Completion All Students: 15% (100) White: 15.7% (70) Hispanic: 11% (18) Native American: * (10) SED: 13% (45) SWD: 0% (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: California Dashboard Additional Reports	CTE Pathway Completion All Students: 29.8% (104) White: 21% (68) Hispanic: 13.3% (15) Native American: 38.4% (13) SED: 32.3% (93) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: California Dashboard Additional Reports			All Students: 25% White: 10% Hispanic: 8% Native American: 5% SED: 15% SWD: 5% EL: FY: Data Year: 2023-2024 Data Source: CA Schools Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Technical Education Program	Provide for the continued provision of a quality CTE program funding fully-certificated teachers, and program operations that allow all students access to career readiness and job-skills focus.	\$502,005.00	No

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

Goal Analysis [2021-22]

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

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

Actions 3 and 4 were implemented differently than planned. There was no student interest survey developed or administered in the 2021-2022 year. There was a change in administration mid-year and the impact of student quarantines and illnesses prevented the ability to follow through with this action. Through conducting an internal audit of current teachers and their credentials (Action 4); it appears that our CTE courses are assigned based on teacher qualifications and not employability, potential earning or student interest. Action is being taken to match teacher qualification to meet industry standards that include employability, potential earning and student interest. Actions 1, 2 and 5 were implemented; a CTE program is offered at Sierra High School, each pathway held their meetings locally with their advisory boards; Medical Careers participated in Fresno ROP to meet this action. Career Exploration opportunities were held through guest speakers, and career fair experiences on campus which was a major success in the climate of a pandemic.

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.

Salary negotiations resulted in increases to most actions with personnel expenditures. Action 5.1 increased by \$10,957 due to negotiated salary increases.

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

Actions 1, 3-5 all work toward measuring the participation rate of students in CTE pathways. The provision of a CTE program (Action 1) is the foundation of student participation. Within Action 1 the District is providing for the credentialed staffing and program operations that make student participation possible. Additionally providing relevant, pathways (Action 4) based on employability, earning potential and student interest lead to greater participation when students can see the real-world need connected to their education and involvement in career education pathways. Through the use of student interest surveys and exposure and exploration (Actions 3 and 5) students participating or seeking career interests were provided 2 career fair exploration experiences in 2021-2022 and engaged with career field guest speakers. As an outcome of student input, the District is seeking opportunities to consider new course offerings for future years.

Completion of a CTE pathway-metric is supported through Actions 4 and 5 (Pathway development and Career Exploration) alongside bi-annual meetings of advisory committees (Action 2) made up of community members, industry partners, students and parents. These meetings act as a resource that can provide current data and trends with established pathways, contribute to the idea of expanding opportunities for students to inform the measures set forward in this focused goal.

There was noticeable increase in both CTE participation rates among students and CTE Pathway completion rates. Pathway completion demonstrates an increase of student participation in all identified student groups. Overall participation in CTE courses was also realized by the All Students group, White, Native American low-income and Students with Disabilities.

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

Action 2-Bi Annual meetings of the advisory panels will include the development of a local advisory committee for the Medical Pathways beginning in 2022-2023 year. Currently, the medical careers pathways have participated in the Fresno County ROP advisory. Action 4-Career Technical Education Pathways has undergone an internal review to look to assign teachers to pathways that meet their areas of expertise, credential and the needs of our community in relation to post-secondary institutions and jobs. If the industry need for an existing pathway is not apparent, the program will be re-evaluated. All new courses will be submitting courses for A-G approval to best support our students seeking post-secondary degrees as well as those choosing careers to meet state requirements of College and Career Ready. Desired Outcome and Baselines were adjusted to add student groups for all possible metrics. This is to ensure equitable progress monitoring for all 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1455013	21787

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
10.19%	0.00%	\$0.00	10.19%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English Learner, Foster Youth, and/or low income students the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English Learner, Foster Youth and/or low income student population and effective in helping close equity and performance gaps.

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of low income, English learner and Foster Youth populations with further consideration of the actions' design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our educational partners. These contributing actions are principally directed toward the identified student populations to help Sierra Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the specified student groups. In the goals section of this plan, each action marked “yes” for contributing, contains a detailed explanation of how that action is principally directed toward the low income, English learner and Foster Youth student populations and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for our partners when reading this plan so they can better understand the rationale behind each unique district-wide and school-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

Goal 1:

Action 5- Recovery and Resiliency Program-English Learners (EL), Foster Youth and Low Income students academically benefit from strategic instructional strategies that include extended time and smaller groupings for instruction. To meet the academic and social-emotional needs of students, the extended learning time provides the opportunity to expand on student learning in a safe environment. Student engagement in both academic recovery and extension activities will work to build student capacity for closing achievement gaps. The breadth of this work is important enough to assign a program coordinator to oversee and establish program implementation and standards. It is believed that this investment of time and personnel will work toward increasing student academic performance for students of low income, English learner and Foster Youth status as with all students accessing these supports.

Action 6 and 7 work to improve services through the continued efforts of increasing staff members' professional learning. Well-prepared adults are able to be most effective at addressing the needs of students when they themselves have the tools to recognize opportunities for intervention, extension and support in student learning. Action 6 looks to provide adult-learning opportunities in the areas of differentiated instruction, instructional technology, content specific professional development and mental health and wellness training. Additionally, Action 7 - provides a pathway for the district to provide a planned course of professional development and teacher training that is tailored to the needs of the adults for the students with the use of the Director of Curriculum and Instruction. Utilizing data outcomes to inform instructional practice and curriculum planning will continue the efforts of closing achievement gaps that persist in the low income, English learner and Foster Youth student populations. The district expects that an investment in providing professional learning opportunities for staff to increase their ability to serve low-performing students, will result in increased student achievement, specifically looking at increasing performance in Math.

Action 8 - Providing an alternative school setting for high school students, especially low income students, allows for greater opportunity of individualized instruction, smaller settings/groups where achieving high school completion is accessible. Providing for this school setting and its personnel allow Sierra Unified to meet the needs of our identified student populations that benefits most from a more intimate school

setting allowing students to feel safe at school enables them to better experience their academic content. It is believed that our students benefit from alternative settings as an avenue for increased achievement.

Goal 2:

Action 2 - Low income students benefit from academic guidance as they navigate high school making choices that will have an effect on after-high school experiences. To address this need, Sierra Unified continues to make available 2 academic counselors and support services for students. All students meet with their academic counselor, yearly to review academic coursework plans and progress. Additionally, students have a meeting, including their parent or family member and their counselor in Grades 7 and 10 to work out their long-range 4-year plan and review. This is believed to keep the purpose of a high school education in focus for the student and their family. Support services for low income students is a continuing effort to encourage school engagement and look forward to successful completion of high school with plans for college and career looking toward increasing A-G completion as well as CTE pathway completion. By providing these services it is believed that students will realize an increase in school participation and increase their activity in college and career readiness opportunities.

Action 5 - To assist classroom teachers meet the demand to recover lost learning opportunities due to COVID-19 school closures, and support the participation of low income and English learner student populations there is an addition of paraprofessional instructional aides being added to campuses. The benefit to having additional classroom support during academic instruction in the classroom allows for students to participate in equal academic opportunities alongside their peers instead of being pulled from the classroom for additional support. Allowing learning to happen in the moment and having the academic support personnel available to guide the learning, correct misunderstanding of concepts in-the-moment and encourage active engagement in the instruction will lead to increased academic outcomes for students working to close learning gaps.

Action 6 - English Learners need additional support to encourage and foster acquisition of the English Language. To achieve this, Sierra Unified provides for a paraprofessional to oversee the integration and designated English Learning Development (ELD) that each English Learner needs. Sierra Unified has less than 1% of its total district enrollment identified as English Learners, and will work to maintain reclassification rates that are higher than county and state averages while increasing academic performance on state ELA assessments.

Action 7 - An opportunity gap exists among low income, English learner and Foster Youth student populations where lower than district average participation in higher-level academic programs occurs. To encourage greater participation of students from this group, Sierra Junior and Senior High Schools will continue to offer Office Hours as a means to support students in these courses in an attempt to increase participation and outcomes as measured by the College and Career Index. We expect to see numbers of identified student populations participating in Dual Enrollment, Honors-level English and Math, Advanced Placement courses, CTE courses and attempting to take the SAT by providing before, during and after school support and study sessions. Not only will this action serve to increase the availability of support and opportunity, but it will help to achieve an increase in College and Career Index reports on the California School Dashboard.

Goal 3:

Action 3 - Specialized services for mental health and well-being of students, specifically low income, English learner and Foster Youth student populations, will be on-going to support students' and staff members' overall wellness. Outside agencies such as All 4 Youth will assist the district in meeting this need for students. Continued efforts to provide on-site therapists, staff training and refresher courses for staff in Positive Discipline, Trauma Informed Practices are all components of what Sierra Unified considers a mental health and well-being initiative. Providing for the mental and social wellness of our school community allows for engagement in learning to happen more easily and

effectively. Through these efforts the district believes that making school a safe place to be will provide individuals with a sense of achievement and the ability to develop a whole child while increasing a sense of school connectedness by building relationships.

Action 4 - To compliment Action 3, Sierra Unified provides for 2 full-time school psychologists to serve the needs of its students. As part of our MTSS structure, our psychologists make connections with students and support their academic, emotional and physical wellness when dealing with personal traumas, overcoming learned behaviors and establishing new routines that will lead to success. These individuals assist students of low income, English learner and Foster Youth populations to recognize school as a place of safety and belonging where they can engage with others in a controlled environment. It is believed that when the individual is feeling safe and secure in their surroundings they can achieve more through the development of a sense of significance.

Action 7 - Students of low income status have the lowest participation rates in extra-curricular activities. To foster their participation in academic, athletic and art co-curricular and extra-curricular activities that reach beyond the school day, Sierra Unified continues to provide late busses running from school to home at 5:00 pm. The district expects that with greater opportunity, through staffing and transportation, allows access for students to be involved in school, the action will extend school engagement into the classroom where greater, overall school achievement will be evident.

Action 11 - To complement Action 7, Sierra Unified makes available a late bus run following after-school sessions. Low-income students are less likely to have access to transportation that would allow them to participate in after-school activities and tutoring if school transportation was not available. Allowing for students to engage and connect to school through extended opportunities it is believed that participation will lead to greater academic performance and achievement.

Action 12 - Noontime Assistants are available at Foothill Elementary School to provide for safe and well-supervised lunch time recess and activities. Through this action, low income, English learner and Foster Youth students are well-supervised, have models for appropriate social behavior, that are expected of all students in a consistent manner. It is expected that the rate of major disciplinary actions, leading to suspension, will be reduced and students will develop a sense of responsibility for their actions in social situations.

Action 13 - Additional direct services to students per the Adopted state budget increase to the Concentration grant.

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

Sierra Unified has demonstrated it has met the 10.19% proportionality percentage by providing increased/improved services to our English Learner, Foster Youth and Low Income students equivalent to a 11.92% proportionality percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets requirements for "principally directed and effective threshold" as well as contributing toward

meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English Learners, Foster Youth, and/or low income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

For each action listed as contributing to the increased or improved services of our low income, English learner and Foster Youth student population, Sierra Unified first determined how to best meet the needs of these learners in the least restrictive environment and within the classroom where we could maximize the opportunity to access education in an environment that is inclusive with their peers.

Goal 2 Actions 2, 5 and 6 best demonstrate how Sierra Unified is meeting the needs of increased services with on-going instructional support. Students at Foothill Elementary benefit from the hiring of a Native American Education Advocate. The Native American Education Advocate works with students K-6 to encourage participation and engagement in school and arranges for whole class/school events that tie culture to learning. (Goal 2 Action 2). At the secondary school-level 2 academic counselors and a Native American Mentor are employed to provide and encourage school connectedness and academic growth to improve academic performance outcomes including increased A-G participation and completion rates. The continued work of the Native American program within the district supports this significant student population, many of which are also identified low income. By continuing to provide in the upcoming year instructional para-professionals, Sierra Unified hopes to increase student achievement through classroom teacher support and timely intervention. Our low income, English learner and Foster Youth student populations, according to local assessment and state data perform at a lower rate than their grade-level peers. Placing adult assistance in the classroom will facilitate the teacher's ability to monitor student progress, offer small group instruction and address learning needs of individual students in a manner that addresses the learning need in the moment (Goal 2 Action 5). Goal 1 Action 8 provides for the adult and personnel support in an alternative school setting. Students in 10-12 grades are able to continue their education in a non-traditional school setting that affords them equity of access to learning and achievement. Additionally, staff work to provide an online school of choice for families. This is attainable through the continued efforts of the district to provide for a smaller learning environment, flexible scheduling and personalized learning opportunities. Students recognizing success in this model are more likely to complete high school successfully. SUSD will provide a paraprofessional to specifically support the English Learner students in both integrated and designated ELD. It is expected that this additional targeted instruction and support will continue to result in a high number of students being reclassified. Since the inception of this goal, Sierra Unified has reclassified students at a higher rate than county and state levels (Goal 2 Action 6).

Additionally, it is recognized that to maximize student learning and achievement the adults providing instruction and academic support should be well-prepared to support the learning of all students, especially those who may need to have their instruction differentiated in a way that facilitates the students' ability to demonstrate learning. The District has invested in 2 additional professional learning days and continued Late Start Monday Professional Learning Community (PLC) time to support the development of teacher capacity in areas of instructional strategies and differentiation, continued development of mental health and wellness strategies as well as on-going efforts to align local assessments and utilize the outcome data to inform instruction where these efforts are supported by the Director of Curriculum and Instruction and the Director of Education Services. These efforts support adult learning that in turn will produce increased academic achievement and growth in students as indicated by local and state measures (Goal 1 Action 6, 7).

In an effort to remove obstacles that may prevent students in our low income, English learner and Foster Youth populations from fully engaging and participating in school program offerings, Sierra Unified will continue to offer access to extra-curricular activities that connect students to school and support learning of 21st Century skills such as cooperation and communication. Sierra Unified offers to all students a wide range of extra-curricular activities spanning the domains of Academics, Athletics and the Arts. To ensure students have the ability to participate in after-school offerings related to extra-curricular activities as well as extended-day learning activities the District continues to provide school transportation for students after school. It is recognized that students who are able to engage in school activities develop a connection to the school environment and these connections lead to greater academic performance and achievement. These efforts are found in Goal 3, Actions 7, and 11.

In the 2020-2021 school year, Sierra Unified experienced a natural disaster that affected 80% of our students and their families. This single event nearly doubled our low income student population over the previous year. The District, prior to this event, had been investing in the area of social-emotional learning through staff development, student practices and the staffing of behavior aides. Additionally, Noontime Assistants have been assigned specifically to Foothill Elementary school to foster a sense of school safety among students while working to reduce school suspension rates.(Goal 3 Action 12). Because of the Creek Fire and the impact of COVID-19 on our students and their families further investments have been made to support the social and emotional learning of all students and staff. To address the mental wellness needs of our low income, English learner and Foster Youth population of students, specifically the low income students, the District maintains counseling support through All 4 Youth and the use of 2 full-time school psychologists to continue on-site availability that supports social-emotional wellness that in turn supports a student's ability to access their academic goals. Goal 3 Actions 3 and 4 provide for the personnel, training and application of services focused on the social-emotional aspects of student learning.

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.

All school sites in the Sierra Unified District have a concentration of low-income students of 55% or greater. Sierra Unified received the additional funds due to the Creek Fire and an increase in the number of students who qualified due to homelessness during the fire. SUSD is projected to fall below the 55% during 23-24 school year. Additional concentration add-on funding was utilized to hire an additional full-time custodian to assist with maintenance of cleanliness/sanitary conditions of the Sierra Jr/Sr High School campus for student safety as identified in our annual FIT report (Goal 3 metric) as a need, and fiscally accounted for in Action 3.13. The addition of this position allows for the custodial staff to be efficient in maintenance and upkeep of a safe on-campus environment for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No schools have greater than 55% concentration of unduplicated students.	Foothill Elementary- 1:18.21, Sierra Jr. High School- 1:32.42, Sierra High School- 1:15.02, Sierra Alternative High School- 1:11.52, Sierra @ Home- 1:61.83
Staff-to-student ratio of certificated staff providing direct services to students	No schools have greater than 55% concentration of unduplicated students.	Foothill Elementary- 1:15.93, Sierra Jr. High School- 1:18.87, Sierra High School- 1:15.29, Sierra Alternative High School- 1:9.27, Sierra @ Home- 1:23.29

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,649,986.00	\$1,187,764.00	\$112,648.00	\$188,130.00	\$17,138,528.00	\$14,587,781.00	\$2,550,747.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Properly credentialed teachers	All	\$6,032,917.00				\$6,032,917.00
1	1.2	Standards-aligned curriculum and materials	All	\$137,990.00				\$137,990.00
1	1.3	State Standardized Assessment outcomes	All	\$14,759.00				\$14,759.00
1	1.4	Monitoring of student growth and achievement gaps	All	\$10,000.00				\$10,000.00
1	1.5	Recovery and Resiliency Program	English Learners Foster Youth Low Income		\$727,312.00			\$727,312.00
1	1.6	Development of teacher capacity	English Learners Foster Youth Low Income	\$67,615.00				\$67,615.00
1	1.7	Director of Curriculum and Instruction	English Learners Foster Youth Low Income	\$144,748.00				\$144,748.00
1	1.8	Continuation High School	Low Income	\$201,717.00				\$201,717.00
2	2.1	Alternative Learning Opportunities	All	\$524,831.00				\$524,831.00
2	2.2	Academic Counseling and Support Services	English Learners Foster Youth Low Income	\$143,693.00	\$148,441.00		\$52,583.00	\$344,717.00
2	2.3	Response to Intervention (RTI)	All	\$71,370.00			\$112,148.00	\$183,518.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Response to Extension (REI)	All	\$270,974.00				\$270,974.00
2	2.5	Increase student engagement and support	English Learners Foster Youth Low Income	\$159,838.00	\$312,011.00		\$23,399.00	\$495,248.00
2	2.6	English Learner academic support	English Learners	\$18,975.00				\$18,975.00
2	2.7	Office Hours and student support to access academics	English Learners Foster Youth Low Income	\$65,280.00				\$65,280.00
2	2.8	PSAT participation	All	\$1,500.00				\$1,500.00
2	2.9	Dual Enrollment and High School Enrichment	All	\$34,657.00				\$34,657.00
2	2.10	Director of Education Services	All	\$170,066.00				\$170,066.00
2	2.11	Library Services	All	\$90,739.00				\$90,739.00
2	2.12	Instructional technology	All	\$91,001.00				\$91,001.00
3	3.1	Facilities	All	\$2,732,353.00				\$2,732,353.00
3	3.2	School transportation	All	\$1,677,199.00				\$1,677,199.00
3	3.3	Social-Emotional Learning support	English Learners Foster Youth Low Income	\$290,511.00				\$290,511.00
3	3.4	School Psychologists	English Learners Foster Youth Low Income	\$99,992.00				\$99,992.00
3	3.5	School Health Staff	All	\$190,788.00				\$190,788.00
3	3.6	Administration, management and office staff	All	\$1,396,359.00				\$1,396,359.00
3	3.7	Extra-Curricular Activities	English Learners Foster Youth Low Income	\$252,726.00				\$252,726.00
3	3.8	Eagle's Nest	All	\$50,313.00				\$50,313.00
3	3.9	Communications	All	\$46,266.00				\$46,266.00
3	3.10	Parent education	All			\$10,000.00		\$10,000.00
3	3.11	Late Bus	English Learners Foster Youth	\$100,000.00				\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.12	Noon time Assistants	English Learners Foster Youth Low Income	\$61,889.00				\$61,889.00
3	3.13	Additional direct services to students	English Learners Foster Youth Low Income	\$95,108.00				\$95,108.00
4	4.1	Monthly Tracking of Student Attendance	All	\$4,455.00				\$4,455.00
4	4.2	Student interventions and supports	All	\$0.00				\$0.00
4	4.3	Parent and Community Communication/Education	All	\$0.00				\$0.00
5	5.1	Career Technical Education Program	All	\$399,357.00		\$102,648.00		\$502,005.00
5	5.2	Bi-annual meetings	All	\$0.00				\$0.00
5	5.3	Student job-skills survey	All	\$0.00				\$0.00
5	5.4	Career Technical Education Pathways	All	\$0.00				\$0.00
5	5.5	Career Exploration	All	\$0.00				\$0.00

2022-23 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
14280358	1455013	10.19%	0.00%	10.19%	\$1,702,092.00	0.00%	11.92 %	Total:	\$1,702,092.00
								LEA-wide Total:	\$1,373,206.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$328,886.00

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	1.5	Recovery and Resiliency Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
1	1.6	Development of teacher capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,615.00	0
1	1.7	Director of Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,748.00	0
1	1.8	Continuation High School	Yes	Schoolwide	Low Income	All Schools Specific Schools: Sierra Alternative High School	\$201,717.00	0
2	2.2	Academic Counseling and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,693.00	0
2	2.5	Increase student engagement and support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$159,838.00	0

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 (%)
2	2.6	English Learner academic support	Yes	LEA-wide	English Learners	All Schools	\$18,975.00	0
2	2.7	Office Hours and student support to access academics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sierra Junior High and Senior High	\$65,280.00	0
3	3.3	Social-Emotional Learning support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,511.00	0
3	3.4	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,992.00	0
3	3.7	Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,726.00	0
3	3.11	Late Bus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0
3	3.12	Noon time Assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Foothill Elementary	\$61,889.00	0
3	3.13	Additional direct services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,108.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,219,791.00	\$17,947,685.00

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	\$5,640,031.00	\$6,250,605
1	1.2	Standards-aligned curriculum and materials	No	\$137,990.00	\$222,369.00
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	\$17,565.00
1	1.5	Recovery and Resiliency Program	Yes	\$802,438.00	\$1,421,020.00
1	1.6	Development of teacher capacity	Yes	\$71,215.00	\$152,370.00
1	1.7	Director of Curriculum and Instruction	Yes	\$138,682.00	\$144,420.00
1	1.8	Continuation High School	Yes	\$295,296.00	\$283,851.00
2	2.1	Alternative Learning Opportunities	No	\$478,001.00	\$530,810.00
2	2.2	Academic Counseling and Support Services	Yes	\$349,818.00	\$356,609.00

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	2.3	Response to Intervention (REI)	No	\$166,895.00	\$168,684.00
2	2.4	Response to Extension (REI)	No	\$256,641.00	\$267,782.00
2	2.5	Increase student engagement and support	Yes	\$451,338.00	\$447,361.00
2	2.6	English Learner academic support	Yes	\$16,553.00	\$16,542.00
2	2.7	Office Hours and student support to access academics	Yes	\$40,800.00	\$32,138.00
2	2.8	PSAT participation	No	\$1,500.00	\$1,500.00
2	2.9	Dual Enrollment and High School Enrichment	No	\$33,783.00	\$41,122.00
2	2.10	Director of Education Services	No	\$161,486.00	\$165,373.00
2	2.11	Library Services	No	\$83,969.00	\$83,558.00
2	2.12	Instructional technology	No	\$82,107.00	\$81,710.00
3	3.1	Facilities	No	\$2,425,072.00	\$2,593,899.00
3	3.2	School transportation	No	\$1,556,716.00	\$1,565,495.00
3	3.3	Social-Emotional Learning support	Yes	\$230,853.00	\$267,844.00

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)
3	3.4	School Psychologists	Yes	\$96,449.00	\$100,035.00
3	3.5	School Health Staff	No	\$177,522.00	\$177,379.00
3	3.6	Administration, management and office staff	No	\$1,366,675.00	\$1,355,124.00
3	3.7	Extra-Curricular Activities	Yes	\$252,726.00	\$252,726.00
3	3.8	Eagle's Nest	No	\$59,224.00	\$58,897.00
3	3.9	Communications	No	\$125,074.00	\$125,576.00
3	3.10	Parent education	No	\$10,000.00	\$0.00
3	3.11	Late Bus	Yes	\$50,000.00	\$100,000.00
3	3.12	Noon time Assistants	Yes	\$50,276.00	\$53,703.00
3	3.13	Additional direct services to students	Yes	\$95,108.00	\$95,108.00
4	4.1	Monthly Tracking of Student Attendance	No	\$4,455.00	\$4,455.00
4	4.2	Student interventions and supports	No	\$0.00	\$0.00

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	4.3	Parent and Community Communication/Education	No	\$0.00	\$0.00
5	5.1	Career Technical Education Program	No	\$486,339.00	\$497,296.00
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

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,464,987	\$1,753,922.00	\$1,750,081.00	\$3,841.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Recovery and Resiliency Program	Yes	0	0	0	0
1	1.6	Development of teacher capacity	Yes	\$71,215.00	\$67,615.00	0	0
1	1.7	Director of Curriculum and Instruction	Yes	\$138,682.00	\$144,420.00	0	0
1	1.8	Continuation High School	Yes	\$295,296.00	\$197,015.00	0	0
2	2.2	Academic Counseling and Support Services	Yes	\$256,126.00	\$262,917.00	0	0
2	2.5	Increase student engagement and support	Yes	\$159,838.00	\$159,838.00	0	0
2	2.6	English Learner academic support	Yes	\$16,553.00	\$16,542.00	0	0
2	2.7	Office Hours and student support to access academics	Yes	\$40,800.00	\$32,318.00	0	0
3	3.3	Social-Emotional Learning support	Yes	\$230,853.00	\$267,844.00	0	0
3	3.4	School Psychologists	Yes	\$96,449.00	\$100,035.00	0	0
3	3.7	Extra-Curricular Activities	Yes	\$252,726.00	\$252,726.00	0	0
3	3.11	Late Bus	Yes	\$50,000.00	\$100,000.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	Noon time Assistants	Yes	\$50,276.00	\$53,703.00	0	0
3	3.13	Additional direct services to students	Yes	\$95,108.00	\$95,108.00	0	0

2021-22 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)
\$12,859,814	\$1,464,987		11.39%	\$1,750,081.00	0.00%	13.61%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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