

LCFF Budget Overview for Parents

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

CDS Code: 1075275

School Year: 2021-22

LEA contact information:

Dr. Alan Harris

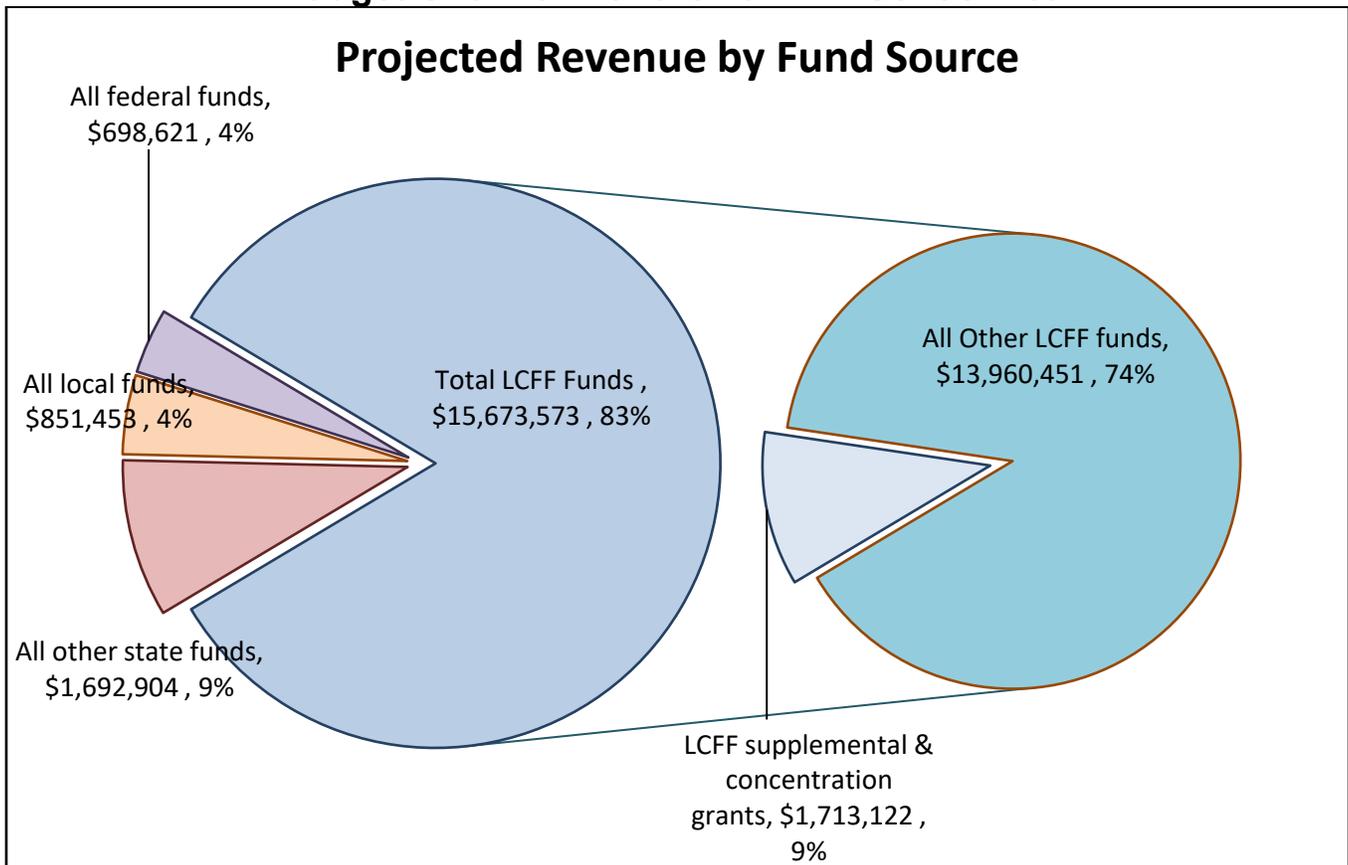
Superintendent

aharris@sierrausd.org

(559) 855-3662 107

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 2021-22 School Year

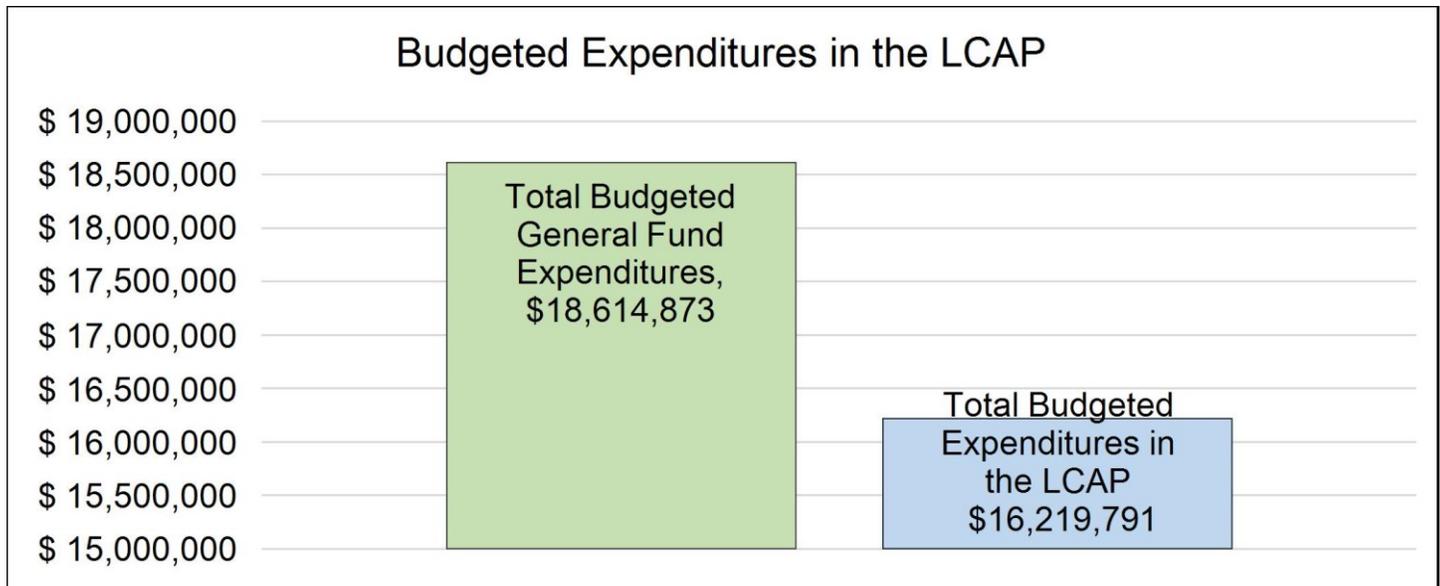


This chart shows the total general purpose revenue Sierra Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sierra Unified School District is \$18,916,551, of which \$15,673,573 is Local Control Funding Formula (LCFF), \$1,692,904 is other state funds, \$851,453 is local funds, and \$698,621 is federal funds. Of the \$15,673,573 in LCFF Funds, \$1,713,122 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sierra Unified School District plans to spend \$18,614,873 for the 2021-22 school year. Of that amount, \$16,219,791 is tied to actions/services in the LCAP and \$2,395,082 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

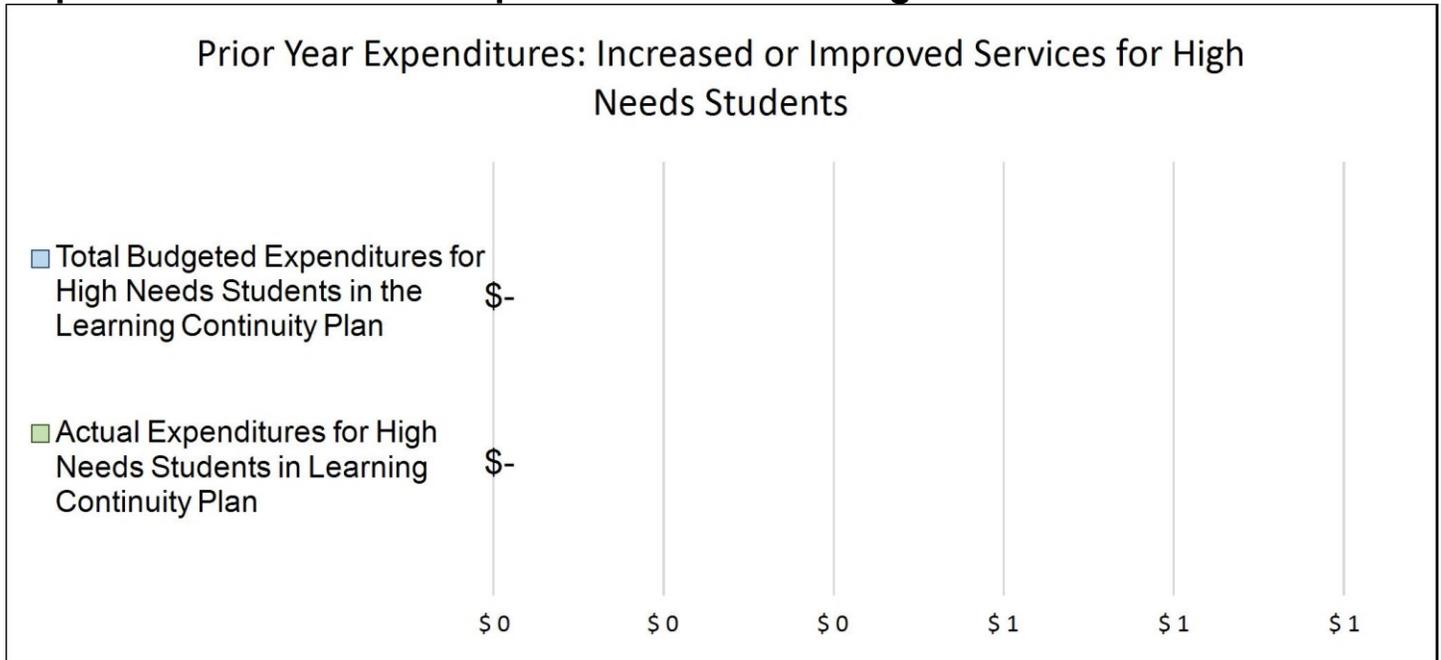
Restricted categorical programs, interfund transfers out of the General Fund and retiree health benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sierra Unified School District is projecting it will receive \$1,713,122 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 \$1,713,122 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 2020-21



This chart compares what Sierra Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Sierra Unified School District's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Sierra Unified School District actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sierra Unified School District	Dr. Alan Harris Superintendent	aharris@sierrausd.org (559) 855-3662 107

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

The District will promote student achievement through providing a collaborative and equitable learning/working environment, ongoing professional development, standards-aligned research-based instructional materials/resources; ensuring all students receive rigorous instruction aligned to the California State Standards.

State and/or Local Priorities addressed by this goal:

<p>State Priorities:</p>	<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
<p>Local Priorities:</p>	<p>LEA Plan Addendum priorities 1,2; SUSD Strategic Goals: 1,3,4</p>

Annual Measurable Outcomes

Expected	Actual															
<p>Metric/Indicator</p> <p>1. Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.</p> <p>19-20</p> <p>1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.</p> <p>Baseline</p> <p>1. 2015-16 100% properly credentialed with no mis-assignments or vacancies.</p>	<p>Met: 100% of all teachers are properly credentialed with no mis-assignments or vacancies.</p>															
<p>Metric/Indicator</p> <p>2. State Standardized Assessments measured by Math and ELA CAASPP scores distance from Level 3.</p> <p>19-20</p> <p>2. 2018-2019 CAASPP Scores for all students will improve to ELA = -5 points from Level 3 Math = -30 points from Level 3</p> <p>Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more.</p>	<p>2018-19 CAASPP Scores (distance from Level 3)</p> <p>Met: ELA = -4.9 points from Level 3</p> <table border="0"> <tr> <td>White</td> <td>-1.4</td> <td>(8.3 points above standard)</td> </tr> <tr> <td>Native</td> <td>+3.7</td> <td>(47.7 points below standard)</td> </tr> <tr> <td>Hispanic</td> <td>-12.6</td> <td>(28.2 points below standard)</td> </tr> <tr> <td>Low Income</td> <td>-6.2</td> <td>(35.4 points below standard)</td> </tr> <tr> <td>Students w/Disabilities</td> <td>+0.6</td> <td>(108 points below standard)</td> </tr> </table> <p>Not Met: Math = +3.8 (34.7 from Level 3)</p>	White	-1.4	(8.3 points above standard)	Native	+3.7	(47.7 points below standard)	Hispanic	-12.6	(28.2 points below standard)	Low Income	-6.2	(35.4 points below standard)	Students w/Disabilities	+0.6	(108 points below standard)
White	-1.4	(8.3 points above standard)														
Native	+3.7	(47.7 points below standard)														
Hispanic	-12.6	(28.2 points below standard)														
Low Income	-6.2	(35.4 points below standard)														
Students w/Disabilities	+0.6	(108 points below standard)														

Expected	Actual
<p>Baseline 2. 2015-16 CAASPP scores: ELA = -23 points from Level 3 Math = -40 points from Level 3</p>	<p>White +1.1 (20.4 points below standard) Native -0.9 (75.8 points below standard) Hispanic +1.8 (64.6 points below standard) Low Income +7.1 (57.6 points below standard) Students w/ Disabilities +9.4 (124.9 points below standard)</p>
<p>Metric/Indicator 3. Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials." 19-20 3. Sufficient core instructional materials as measured by September 2019 board resolution of "Sufficiency of Instructional Materials." Baseline 3. Sufficient core instructional materials as measured by September 2016 board resolution on ""Sufficiency of Instructional Materials."</p>	<p>Met: Sierra Unified School Board Resolution #05-19/20 declaration , "Sufficiency of Instructional Materials" at September 2019 meeting.</p>
<p>Metric/Indicator 4. Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing. 19-20 4. 2018-2019 Physical Fitness Testing as measured by percent above state average: 5th = +10 or more 7th = +10 or more 9th = +10 Baseline 4. 2015-16 Physical Fitness Testing as measured by percent above state average: 5th = +29</p>	<p>Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing (5 of 6 standards) Met: 5th Grade: 73.4% (28.2% above state average) Met: 7th Grade: 62% (10.9% above state average) Not Met: 9th Grade: 61% (4.6% above state average)</p>

Expected	Actual
7th = +24 9th = +5	
<p>Metric/Indicator 5. State Standards Implemented as measured by the State Reflection Tool.</p> <p>19-20 5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.5 or higher.</p> <p>Baseline 5.2016-2017 Self-Reflection Tool for Implementation of State Academic Standards (on a 5 point scale) = 3.5</p>	Met: Full Implementation of Standards scored a 4.8 as measured by the State Reflection Tool.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Ensure properly credentialed teachers, with no missing assignments or vacancies.	Personnel LCFF \$6,039,175 4000-4999: Books And Supplies LCFF \$121,449 5000-5999: Services And Other Operating Expenditures LCFF \$297,219 6000-6999: Capital Outlay \$0	Personnel LCFF \$6,028,958 4000-4999: Books And Supplies LCFF \$29,944 5000-5999: Services And Other Operating Expenditures LCFF \$313,997
2. Provide standards-aligned, district/state approved instructional materials.	4000-4999: Books And Supplies LCFF \$223,282	4000-4999: Books And Supplies LCFF \$217,579
3. Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade level. This will be accomplished utilizing additional contract days and weekly late start time for the development	1000-1999: Certificated Personnel Salaries LCFF \$68,428 5000-5999: Services And Other Operating Expenditures LCFF \$2,787	1000-1999: Certificated Personnel Salaries LCFF \$66,494 5000-5999: Services And Other Operating Expenditures LCFF \$3,178

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>of professional learning communities. It is expected that by building teacher capacity in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth in performance on Math and ELA CAASPP assessments.</p> <p>This action has been modified to include release days for resource specialists with the aim of increasing their capacity and improving instructional delivery.</p>		<p>5000-5999: Services And Other Operating Expenditures Title I \$8,043</p> <p>Early Math Grant 1000-1999: Certificated Personnel Salaries Other \$8,726</p>
<p>4. Utilize curriculum embedded District Learning Assessments 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.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$25,984</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$25,984</p>
<p>5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training planned and/or delivered the Director of Education Services. It is the expectation that by providing instructional support via the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve.</p> <p>Modification: Academic Coach has been eliminated</p>	<p>Personnel LCFF \$124,704</p> <p>Personnel Title I \$0</p>	<p>Personnel LCFF \$129,885</p>
<p>6. Unduplicated pupils demonstrate the lowest academic performance on CAASPP assessments and dialogue with these students often reveals that they may be less likely to have a structured home environment for study and generally feel less connected to school (higher rates of chronic absenteeism). This will be addressed by providing an extended school day program during which students will have the opportunity to participate in academic inspired clubs and activities as well as receive academic support.</p> <p>Modification:</p>	<p>Personnel LCFF \$60,000</p>	<p>Personnel LCFF \$0</p> <p>Low Performing Student Block Grant-Personnel Other \$52,892</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action has been updated to include an After School Program Coordinator to oversee development, implementation and oversight of the program.</p>		
<p>7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, math curriculum from grades six through twelve will be reviewed, revised and re-development to provide students with a more engaging and accessible instructional program.</p> <p>Modification: Sixth grade has been added to the math review in order to provide stronger vertical articulation.</p>	<p>Personnel Title I \$13,000</p>	<p>Personnel Title I \$14,750</p>
<p>8. Data shows that 80%-90% of the students enrolled in alternative education programs are from low-income families. Data also shows that the academic performance of low-income students exhibits the largest achievement gap on students without disabilities. In order to provide a more structured academic environment, an additional .5 FTE teacher will be added to the alternative education program staff. The action is principally directed toward the unduplicated students and effective in meeting their needs and the district's goals. The district anticipates seeing gains in academic outcomes from unduplicated students as a result of this action.</p>	<p>Personnel LCFF \$40,378</p>	<p>Personnel LCFF \$38,437</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in the 2019-2020 school year. The Extended Day was not fully implemented due to the shutdown of school effective 3/16/20. We continued to pay all employees after the shut down as if they were working as they had been prior to 3/16/20. Professional learning (Action 3) also was below the budgeted amount based on the inability to attend conferences, as well as the delay in the full implementation of the Early Math Grant that was received for the 2019-2020 school year. We are being allowed to carryover the unused Early Math Grant due to the school closure. Expenditures were quite a bit less for Books and Supplies in Action 1 because we were given substantial COVID-related funds that were expended instead of General Fund dollars. This goal cost \$77,537 less than had been budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sierra Unified successfully met 3 of the 5 measurable outcomes set in Goal 1. We continue to provide a staff that is properly credentialed; no vacancies or misassignments. As certified by our school board in September, our Williams report accounts for a sufficient availability of core instructional materials that met the needs of all students that accessed the core curriculum outlined in our master schedules. When schools were closed due to the COVID-19 pandemic, we were able to provide a blend of digital and printed materials to assist and facilitate the needs of our students and their families as instruction moved to homes and away from a physical classroom. Sierra Unified had worked to get technology to a 1:1 ratio in Grades 2-12, and in doing so, we were able to provide families with a device for school interaction from home without incurring an additional cost. Additionally, Sierra Unified exceeded its goal to have full implementation of state standards achieved at a rating above 4.5 in the self-reflection tool.

While we saw challenges in meeting the goals of Physical Fitness Testing and CAASPP growth goals overall, we did see some areas of significant growth and achievement within our student groups. All student groups were challenged to meet a 5 point growth in each ELA and Math assessments. In the language arts assessment, the district's goal was to achieve -5 points below a Level 3 and actual performance showed a -5.4 points from standard actual achievement. Native American students demonstrated positive growth over the 2017-18 measure and whites maintained a level above standard, but did not achieve marked growth in the 2018-19 measure. Similarly in Math, the overall goal was not achieved, but student groups demonstrated achievement in exceeding the 5 point or more growth mark; students with disabilities gained 9.4 points and low income students achieved 7.1 points of growth. In comparison to our baseline data from 2015, ELA moved from 23 points below a Level 3 to being 5.4 points below that mark. In math, students moved from 40 points below a Level 3 to 34.7 points below the standard. Supporting teachers with opportunities for professional development through this year was compounded by COVID-19 closures. Many of our providers moved training to virtual models which allowed for access, but this was compounded by our teachers' ability to attend due to the hours training was available and/or the availability of a substitute teacher in a virtual climate.

Through the course of the LCAP, Sierra Unified implemented extended learning opportunities to support student learning and achievement before, during and after school hours tutoring opportunities, developed and implemented a response to extension and intervention at the elementary level and made available support staff and school transportation for after-school opportunities. Many of our curriculum partners provided digital access to their content within the product adoption and this aided teachers in being able to support student learning with instructional tools that students had some familiarity.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: LEA Plan Addendum priorities 1,3, 4, 5, 6, 7, 8; SUSD Strategic Goals: 1,2, 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Percentage of students successfully completing A-G requirements for college entrance</p> <p>19-20 1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2018-2019. Students not meeting the state average completion rate will improve by 5% or more.</p> <p>Baseline 1. All students meeting A-G requirements: 2015-2016 = 43.9%</p> <p>White = 50.0% Native American = 7.1% Hispanic = 43.8% Socio-Economically Disadvantaged = 20.8%</p> <p>Please note: Student group data was added to the baseline data for clarity in demonstrating whether or not all students and each</p>	<p>Successful completion of A-G requirements for college entrance compared to State average with data from DataQuest 4-Year Adjusted Cohort.</p> <p>2018-2019 Not Met: All Students: SUSD= 39% State= 50% Not Met: White: SUSD= 42% State= 55% Met: Native American: SUSD= 17% State= 31% Met: Hispanic: SUSD= 50% State= 44% Met: Low Income: SUSD= 29% State= 45%</p> <p>Student groups, Native American and Low Income, met the 5% increase over the 2017-18 measure to meet the established goal. Hispanics exceeded the state average, meeting the goal, while All Students and White students did not make the 5% growth or meet the state average.</p>

Expected	Actual
<p>student group met the Expected Annual Measurable Outcome (EAMO).</p>	
<p>Metric/Indicator 2. Board adoption of a SUSD Career-Technical Education Plan 19-20 2. Implementation and review of the SUSD Career-Technical Education Plan yearly tasks; 2019-20 Plan goals met Baseline 2. Career-Technical Education Plan is currently under development and has not yet been approved by the governing board.</p>	<p>Met: Yearly review of the SUSD CTE Plan Met: Continue to establish partnerships with Community Colleges/Local Businesses Met: Evaluation of facilities and equipment needs Met: On-going provision of CTE professional development for instructors Met: CTE Plan implementation update to the School Board (2/24/2020)</p>
<p>Metric/Indicator 3. English Learner reclassification rate 19-20 3. English Learner reclassification rate: 2018-19 = 20% or higher. Baseline 3. English Learner reclassification rate: 2016-2017 = 26%.</p>	<p>Due to COVID-19 school closures, there was no opportunity to reclassify any English Learners.</p>
<p>Metric/Indicator 4. English Learner academic progress as measured by state assessment Scaled Scores. 19-20 4. Improve 2019-2020 the average score in each category of the ELPAC assessment; Overall, Oral Language, and Written Language, by 5 points, Baseline</p>	<p>Due to COVID-19 shutdown, there are no 19-20 scores available to report.</p>

Expected	Actual
<p>4. English Learner academic progress as measured by State Assessment Scaled Scores: 2017 Sores: CELDT = 512 Comprehension = 505 Listening = 509 Reading = 501 Speaking = 538 Writing = 479</p>	
<p>Metric/Indicator 5. High School graduation rate</p> <p>19-20 5. High school graduation rate: 2018-2019 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.</p> <p>Baseline 5. High school graduation rate: 2015-2016: All Students = 93.4% White = 96.4% Native American = 93.3% Hispanic = 84.2% Low Income = 90.5% Students with Disabilities = 58.3%</p>	<p>Graduation Rate 2018-2019 from Aeries Student Information System reporting graduation rate by enrollment, not cohort</p> <p>Met: All Students = 95.1% (+1.8) Met: White = 95.5% (+0.6) Met: Native American = 94.4% (+4.4) Met: Hispanic = 93.8% (+10.4%) Met: Low Income = 92.2% (+6.7%) Met: Students w/ Disabilities = 78.6% (+14.9%)</p> <p>Socio-Economic Disadvantaged and Students with Disabilities Student Groups did not meet the 93% or higher expectation, but each student group did surpass the 5% improvement mark allowing all students and all student groups to meet the graduation rate metric.</p>
<p>Metric/Indicator 6. Percentage of students taking SAT and SAT performance</p> <p>19-20 6. SAT participation rate: 2018-2019 All students = 47%</p>	<p>SAT participation and Performance Outcomes for 2019 as reported in local Student Information System</p> <p>Not Met: All Students = 42%</p> <p>Met: White = 46%</p>

Expected	Actual
<p>Student groups not meeting the 47% target will improve by 5% or more.</p> <p>Percentage of students meeting benchmarks: ELA: 585 Math: 560 Benchmarks met = 69%</p> <p>Baseline 6. SAT participation rate: 2015-2016 All students = 51% White = 68.2% Native American = 13.3% Hispanic = 63.2% Low Income = 33.3%</p> <p>Average SAT scores in 2016 Reading/Writing = 572 Math = 548 Benchmarks met = 64.6%</p> <p>Metric/Indicator 7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam</p> <p>19-20 7. Percentage of students taking 1 or more AP course(s): 2019-2020 All students = 25% Student groups not meeting enrollment rate of 25% will increase rate by 5% or more.</p> <p>Percentage scoring 3, 4 or 5</p>	<p>Met: Native American = 33% Met: Hispanic = 38% Not Met: Low Income = 22% (-7% from 2018) Not Applicable: Students w/ Disabilities = NA (no participation)</p> <p>Not Met: SAT Performance Outcomes 2019 as reported by DataQuest</p> <p>Reading/Writing = 553 (local data) Math = 551 (local data) Benchmarks met = 57%</p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement courses: 2019-2020</p> <p>Not Met: All Students = 22% Met: White = 27% Not Met: Native American = 6% (+1% over 2018-19) Met: Hispanic = 13% Not Met: Low Income = 8% (+1% over 2018-19) Students w/ Disabilities = NA (no participation)</p>

Expected	Actual
<p>2018-2019 = 55%.</p> <p>Baseline 7. Percentage of students taking 1 or more AP course(s) 2016-2017 All students = 22.2% White = 26.1% Native = 22.2% Hispanic = 6.4% Low Income = 7.5%</p> <p>Percentage scoring 3, 4 or 5 2015-2016 = 49.1%.</p> <p>Metric/Indicator 8. Career-Technical Education pathway completion rate</p> <p>19-20 8. The CTE pathway completion rate for all students and all student groups will meet or exceed 35%. Student groups not meeting the 35% completion rate will increase by 5% or more. The calculation of the percentage of CTE pathway completers will be achieved by dividing the number of graduating seniors who have completed one or more CTE pathways divided by the number of graduating seniors overall and for each student group.</p> <p>Baseline 8. The CTE pathway completion rate: 2015-2016 All students = 46% White = 44% Native American = 59%</p>	<p>2018-2019; percent of participating students scoring a 3, 4 or 5 on an AP assessment</p> <p>Not Met: 2018-2019= 43% of participating students scored a 3, 4 or 5 on an AP assessment.</p> <p>The CTE pathway completion rate for graduating seniors in 2018-2019; using local data. (2017-18 data in parenthesis)</p> <p>Not Met: All graduating seniors = 22% (25%)</p> <p>Met: White = 50% (78%) Met: Native American = 23% (11%) Met: Hispanic = 27% (7%) Met: Low Income = 45% (26%) Met: Students w/ Disabilities = 27% (11%)</p>

Expected	Actual										
Hispanic = 50% Low Income = 46% Students with Disabilities = 43%											
<p>Metric/Indicator 9. Percentage of students classified as college ready on math and language arts by scoring 4 on the CAASPP grade 11 assessment</p> <p>19-20 9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2018-2019 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.</p> <p>Baseline 9. The college ready rate as measured by EAP: 2015-2016 All Students Math = 12% ELA = 26% White Math = 13% ELA = 29% Native American Math = 10% ELA = 7% Hispanic Math = 8% ELA = 16% Low Income Math = 7% ELA = 13%</p>	<p>The college ready rate as measured by EAP (Exceeds Standards on CAASPP) for 2018-2019; prior year performance is indicated in the brackets following the current year. Local data source Student Information System</p> <table border="0"> <tr> <td data-bbox="1056 516 1146 548">SUSD</td> <td data-bbox="1766 516 1839 548">State</td> </tr> <tr> <td data-bbox="1056 589 1503 768"> All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% (18.82%) (25.59%) </td> <td data-bbox="1766 589 1969 732"> All Students Math = 13.9% ELA = 27.1% </td> </tr> <tr> <td data-bbox="1056 846 1514 1024"> White Not Met: Math = 9.0% (14.04%) (18.79%) Met: ELA = 32.0% (22.81%) (36.34%) </td> <td data-bbox="1766 846 1976 989"> White Math = 19.9% ELA = 38.1% </td> </tr> <tr> <td data-bbox="1056 1065 1478 1281"> Native American American Not Met: Math = 0% (26.67%) (5.68%) Not Met: ELA = 10% (40%) (16.48%) </td> <td data-bbox="1766 1065 1965 1243"> Native Math = 5.9% ELA = 17.7% </td> </tr> <tr> <td data-bbox="1056 1321 1478 1500"> Hispanic Not Met: Math = 0% (0%) (4.94%) Not Met: ELA = 0% (16.67%) (16.09%) </td> <td data-bbox="1766 1321 1965 1464"> Hispanic Math = 5.7% ELA = 17.7% </td> </tr> </table>	SUSD	State	All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% (18.82%) (25.59%)	All Students Math = 13.9% ELA = 27.1%	White Not Met: Math = 9.0% (14.04%) (18.79%) Met: ELA = 32.0% (22.81%) (36.34%)	White Math = 19.9% ELA = 38.1%	Native American American Not Met: Math = 0% (26.67%) (5.68%) Not Met: ELA = 10% (40%) (16.48%)	Native Math = 5.9% ELA = 17.7%	Hispanic Not Met: Math = 0% (0%) (4.94%) Not Met: ELA = 0% (16.67%) (16.09%)	Hispanic Math = 5.7% ELA = 17.7%
SUSD	State										
All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% (18.82%) (25.59%)	All Students Math = 13.9% ELA = 27.1%										
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Native American American Not Met: Math = 0% (26.67%) (5.68%) Not Met: ELA = 10% (40%) (16.48%)	Native Math = 5.9% ELA = 17.7%										
Hispanic Not Met: Math = 0% (0%) (4.94%) Not Met: ELA = 0% (16.67%) (16.09%)	Hispanic Math = 5.7% ELA = 17.7%										

Expected	Actual
	<p>Low Income Not Met: Math = 0% (2.56%) (6.05%) Met: ELA = 9.1% (5.13%) (16.22%)</p> <p>Low Income Math = 6.6%</p> <p>ELA = 17.5%</p> <p>Students w/ Disabilities (new) Disabilities Not Met: Math = 0% (1.5%) Not Met: ELA = 0% (3.5%)</p> <p>Students w/ Math = 1.6%</p> <p>ELA = 4.1%</p> <p>Growth goals of 4% over 2017-18 were made in English/Language Arts by All Students, White students and Low Income students. Our populations of Native Americans and Students with Disabilities are too small for public reporting, but local data indicates that growth targets were not met by these student groups. In Math no student groups showed growth. Overall this goal is unmet.</p>
<p>Metric/Indicator 10. Student access to a broad course of study as measured by schools' master schedules</p> <p>19-20 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.</p> <p>Baseline 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.</p>	<p>Met: All students have access to a broad course of study as measured by the schools' master schedules.</p>
<p>Metric/Indicator 11. The College and Career Index, indicating the percentage of graduating seniors who are prepared for college and/or career upon graduation from high school.</p>	<p>Not Met: College and Career Index on the California School Dashboard for 2018-2019 indicates 43% of Sierra High School students are prepared for college and/or career upon graduation. This percentage shows a decline of 2.5% from 2017-2018.</p>

Expected	Actual
<p>19-20 11. The College and Career Index will be 50% or higher.</p> <p>Baseline The baseline data for 2016-2017 was 57.1%</p>	
<p>Metric/Indicator 12. The percentage of graduates who enroll in one or more college courses through the Dual Enrollment program.</p> <p>19-20 12. The percentage of students participating in Dual Enrollment will be 15% of the graduating class.</p> <p>Baseline This is a new educational opportunity; therefore, there is no baseline data available for 2017-2018.</p>	<p>Met: 34% of Sierra High School Seniors are enrolled in, or have completed at least one college course through the Dual Enrollment and/or High School Enrichment Programs as reported on student transcripts, and/or current course schedule accessed from Aeries SIS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide online and blended learning opportunities for students in alternative education and for students in need of credit recovery in order to provide access to A-G courses.</p>	<p>Personnel LCFF \$64,953 4000-4999: Books And Supplies LCFF \$2,390</p>	<p>Personnel LCFF \$87,279 4000-4999: Books And Supplies LCFF \$1,202</p>
<p>2. The unduplicated student population demonstrates a college requirement completion rate of less than half that for all students (20.8% for low income students, 43.9% for all students). To address this gap, additional counseling services and a Native American Mentor Coordinator are being provided to support improved academic and career education outcomes. The additional services will allow early detection and support for students and result in an increase in the percentage of students meeting requirements for college admission and the completion of career pathways.</p>	<p>Personnel LCFF \$242,843 Personnel Title I \$32,047</p>	<p>Personnel LCFF \$247,831 Personnel Title I \$9,867 Personnel Title VI \$13,919</p>
<p>3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will</p>	<p>LCFF 0</p>	<p>LCFF 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>be provided through access and/or referral to additional support from certificated teachers during time structures that best suits the needs of the individual student. Tutoring and academic support will be provided through the implementation of teacher office hours before school, at lunch, and after school. This service will result in greater student access to a broad course of studies for students in grades 7-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses. (see also A/S # 12 for budget expenditure).</p> <p>Modification: Students in grades 7 and 8 will be included in accessing teacher office hours for support.</p> <p>4. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap early, Sierra Unified will provide a targeted, systematic approach to learning intervention and support in grades TK-6 which will result in an increase in the percentage of unduplicated student populations taking honors and advanced placement courses at the secondary level.</p> <p>5. 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.</p> <p>Modification: This action has been changed to reflect current practice. Extended learning program begins in grade 2 as opposed to grade 1.</p>	<p>Personnel LCFF \$51,313 Personnel Title I \$109,696</p> <p>Personnel LCFF \$88,521</p>	<p>Personnel LCFF \$52,575 Personnel Title I \$109,568</p> <p>Personnel LCFF \$89,684</p>
<p>6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills was provided through the</p>	<p>Personnel LCFF \$68,960</p>	<p>Personnel LCFF \$77,799</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
addition of Chromebooks in the classroom. Classroom sets are in grades 2-6, English Language Arts, Math, History Social Science, and Science. A small group set is in each K-1 classroom and special education classes. There is also a library cart and an additional cart available at Sierra Junior Senior High School.		
7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	Personnel LCFF \$496,560	Personnel LCFF \$449,510
8. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD) to increase student access to a broad course of study.	Personnel LCFF \$123,371	Personnel LCFF \$149,220
9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	Personnel LCFF \$438,830	Personnel LCFF \$513,930
10. Though the English Learner population in Sierra Unified is small, approximately 1%, these students have needs related to academic support in order to meet reclassification goals. Sierra Unified will provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.	Personnel LCFF \$22,316	Personnel LCFF \$14,753
11. Develop and implement a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable 0
12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will provide staff office hours to provide tutoring and support to secondary students at all levels of ability; SAT test preparation preparatory sessions; and support for dual enrollment and advanced placement courses. By providing more academic support,	Personnel LCFF \$36,000	Personnel LCFF \$48,581

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>unduplicated student populations will have greater access to college preparatory classes and will be better prepared for college entrance.</p> <p>13. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will increase access to the PSAT by including grade 8 in addition to grade 10. This additional opportunity for the PSAT will better prepare students from unduplicated populations for the SAT examination and increase their opportunities for college entrance.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$928</p>
<p>14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff, which will build their capacity to reach a broader spectrum of students and increase the percentage of unduplicated student populations who successful participate in the advanced placement program.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$4,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$6,464</p>
<p>15. Studies have shown that students who complete college course work while in high school through programs such as High School Enrichment or Dual Enrollment are more likely to stay in college and earn a degree. In order to facilitate a college going culture and bring access to students who may not otherwise have the means to travel to attend college courses, SUSD will provide Dual Enrollment opportunities for junior and senior students.</p>	<p>Not Applicable Not Applicable 0</p>	<p>Not Applicable Not Applicable 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions included in the goal took place in the 2019-2020 school year. Less was spent on Career Technical Education (Action 7) based on the staff that we ultimately hired. Additional aides (Action 9) were added throughout the year, with additional hours added after the closure to help teachers with reaching out to kids. We added clerical staff to the Special Education department to help with paperwork and scheduling. We reduced the hours for the paraprofessional to support English Learners (Action 10). Teachers at the secondary level provided more support for students than had been anticipated based on the demand for Office hours (Action 12) for tutoring, SAT support and dual enrollment. (Action 13) provided access to the PSAT for students enrolled in Grades 8 and 10. This goal costs \$84,812 more than had been budgeted, mainly due to the addition of instructional paraprofessionals.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2 was achieved in 4 of the 8 Annual Measurable Outcomes. We successfully completed our Career Technical Education Plan implementation update in February of 2020 demonstrating the continued work toward establishing community partnerships, an evaluation of our facility and equipment needs and providing on-going professional development for our instructors. Sierra Unified's graduation rate (measured by enrollment not cohort data) continues to be above 90% overall with student groups meeting the 93% mark or demonstrating a 5% growth mark over the previous graduation year. Metric 10 is met as we demonstrate through our master schedule that all students have access to a broad course of study; students on moderate to severe scale of disability are provided opportunities to access courses in music and art within their daily schedules along with their peers. Edgenuity online course options and the addition of Dual Enrollment and High School Enrichment opportunities with area community colleges enhance opportunities to reach all student needs from credit recovery to acceleration of studies. New in the 2019-2020 school year is an opportunity for 8th Grade students to access Math I in an attempt to offer acceleration where appropriate for students; this is added to the opportunity to participate in Spanish 1. We have surpassed our goal for student participation in Dual Enrollment/High School Enrichment courses obtaining a 34% participation among our current year graduates. Sierra Unified offers 9 Dual Enrollment courses held during the school day; English 1A is taught by a staff member to seniors in their Spring semester. Students are allowed to choose courses not offered on our master schedule through the High School Enrichment program to meet their personal academic goals.

Metric 3 and 4 measures the reclassification rate and academic progress of non-English speakers to proficient-English speakers. Sierra Unified hosts an extremely low enrollment of English Learners when compared to the demographics of the Central Valley, especially Fresno County. Due to the COVID-19 school closure we were unable to assess students with the summative assessment which determines reclassification and academic growth.

Areas for growth continue to be in our approach to defining indicators that build toward a greater number of graduates leaving Sierra High School College and Career Ready. When measured against the state average for completion of A-G requirements upon graduation Sierra Unified students, overall fall short of the state's 50%. Our Hispanic population exceeds the student group average by 6% and our Native American and Low Income students were able to achieve a 5% growth over the 2017-18 school year. Overall, AMO 9: College Ready as measured by Exceeds Standards on CAASPP, is unmet. Student groups meeting the 4% annual growth on the ELA assessment were the Overall, White and Low Income students. No student groups made the 3% annual increase in math. The College and Career Index, measuring students' preparedness for college and career upon graduation, indicates 43% of our students have met this goal falling short of our 50% goal.

Goal 3

The District will provide a culture/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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEA Plan Addendum priorities 2,3,5,6,7,8 SUSD Strategic Goals: 2,3,4,5

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Facilities Inspection Tool (FIT) rating</p> <p>19-20 1. FIT results 2019-20: Sierra Jr/Sr = 100% (exemplary) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)</p> <p>Baseline 1. FIT results 2016-17: Sierra Jr./Sr. High = 98% (good) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)</p>	<p>As reported at the SUSD School Board Meeting December 2019, our FIT ratings are:</p> <p>Not Met: Foothill Elementary = 88% (Fair) Not Met: Sierra Junior/Senior High School = 62% (Poor) Not Met: Sandy Bluffs/Alternative Education = 82% (Fair)</p>
<p>Metric/Indicator 2. Student suspension rates.</p> <p>19-20</p>	<p>Data as of March 13, 2020 from Aeries Student Information System. The purpose of this data is for reporting only. Due to the COVID-19 school closures, we are unable to make accurate comparisons of growth/loss in meeting our set metrics.</p>

Expected	Actual
<p>2. Suspension rate in 2019-20 for all students and all student groups will be at or below 3%. Student groups not meeting the 3.5% suspension rate target will show a reduction in suspensions by 1% or more.</p> <p>Baseline 2. Suspension rate 2016-17: SUSD = 5.0% White = 4.1% Native American = 9.6% Hispanic = 4.1% Low Income = 8.2% Student with Disabilities = 10.7%</p>	<p>SUSD = 3.5%</p> <p>White = 2.8% Native American = 5.4% Hispanic = 4.8% Low Income = 5.2% Students with Disabilities = 1.5%</p>
<p>Metric/Indicator 3. Student expulsion rates.</p> <p>19-20 3. The expulsion rate in 2019-20 for all students and all student groups will be at or below .5%.</p> <p>Baseline 3. Expulsion rate 2016-17: SUSD expulsion rate = 0.0%</p>	<p>Expulsion Rate for 2019-20 *data based on Aug 2019-March 13, 2020 in-person education and retrieved from Aeries SIS</p> <p>SUSD = 0%</p>
<p>Metric/Indicator 4. Student attendance rates dis-aggregated by student group.</p> <p>19-20 4. The student attendance rate in 2019-2020 for all students and all student groups will improve to above 95% or above. Those student groups not achieving the 95% attendance rate target will improve by 1.0% or more.</p> <p>Baseline 4. Attendance rate for 2016-2017 SUSD = 93.3% White = 93.8%</p>	<p>Not Met: Attendance rates reflect positive attendance for 128 school days due to COVID-19 shutdowns with the last attendance day being March 13, 2020 as measured by Aeries SIS.</p> <p>SUSD = 91.9% White = 94.5% Native American = 82.3% Hispanic = 90% Low Income = 89% Student with Disabilities = 84.3%</p>

Expected	Actual
<p>Native American = 91.1% Hispanic = 93.4% Low Income = 92.0% Student with Disabilities = 92.1%</p>	
<p>Metric/Indicator 5. Student chronic absenteeism rate dis-aggregated by student group.</p> <p>19-20 5. The student chronic absenteeism rate in 2019-20 for all students and all student groups will decrease to at or below 12.5%. Student groups not achieving the 12.5% rate will show a reduction in chronic absenteeism by 2.0% or greater.</p> <p>Baseline 5. Student chronic absenteeism rate 2016-17: SUSD chronic absentee rate = 15.5% White = 12.4% Native American = 29.3% Hispanic =13.7% Low Income = 20.8% Student with Disabilities = 23.5%</p>	<p>Not Met: Chronic absenteeism rates reflect 128 school days due to COVID-19 shutdowns with the last attendance day being March 13, 2020.</p> <p>SUSD = 8.14% White = 6.4% Native American = 17.7% Hispanic = 10.8% Low Income = 11% Student with Disabilities = 15.7%</p>
<p>Metric/Indicator 6. California Healthy Kids Survey (CHKS)</p> <p>19-20 DISCONTINUED METRIC & REVISED METRIC ADDED BELOW</p> <p>Baseline 6. CHKS School Climate Report 2016-17: Foothill Elementary = 2.84 combined scale average Sierra Junior High = 331</p>	<p>DISCONTINUED METRIC-see metric 11</p>

Expected	Actual
Sierra High = 288	
<p>Metric/Indicator 7. California School Parent Survey (CSPS) (Positive ratings in selected areas) School Culture and Climate School to Home Communication Parent engagement</p> <p>19-20 7. Local Parent Survey 2019-2020: (Positive ratings in selected areas) School Culture and Climate = 85% School to Home Communication = 85% Parent engagement = 85%</p> <p>Baseline 7. CSPS 2016-17: (Positive ratings in selected areas) School Culture and Climate = 81% School to Home Communication = 68% Parent engagement = 76%</p>	<p>The local Parent Survey for the 2019-2020 academic year were collected in May 2020.</p> <p>Met: School Culture and Climate = 87% Met: School to Home Communication = 89% Not Met: Parent Engagement = 81%</p>
<p>Metric/Indicator 8. Junior High Dropout Rate dis-aggregated by student group.</p> <p>19-20 8. Junior High Dropout Rate 2018-19: Junior High dropout rate = 1% or below</p>	<p>Met: Junior High Dropout Rate for 2018-19 was 0% as certified in CALPADS report 1.12</p>

Expected	Actual
<p>Baseline 8. Junior High Dropout Rate 2015-16: Junior High dropout rate = 0.0%</p>	
<p>Metric/Indicator 9. High School Dropout Rate.</p> <p>19-20 9. High School Dropout Rate 2018-19: SUSD dropout rate = 3%</p> <p>Baseline 9. High School Dropout Rate 2015-16: SUSD dropout rate = 3.3%</p>	<p>Met: SUSD had a 0% dropout rate for the 2018-2019 school year as certified in CALPADS report 1.12</p>
<p>Metric/Indicator 10. School Site Council Attendance</p> <p>19-20 10. School Site Council Attendance 2019-20: Quorum of parent membership will be achieved as evidenced by attendance and sign-in sheets.</p> <p>Baseline 10. School Site Council Attendance 2016-17: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.</p>	<p>School Site Council quorum of membership attendance 2019-20. Reported by school sites as evidenced by sign-in sheets.</p> <p>Sierra Junior/Senior High Schools : 2 of 3 meetings Foothill Elementary School: 4 of 4 meetings</p>
<p>Metric/Indicator 11. Local Climate Survey- measuring two elements:</p> <p>A. measure of student's sense of school connectedness B. measure of student's feeling safe at school</p>	<p>Local climate surveys were administered in May 2020 to students in Grades 5, 7, 9 and 11. Schools had been closed since March 16, 2020. Results are being shown as outcomes from elementary, junior high and secondary students vs school site as the school closure had a significant impact on our participation totals.</p> <p>Not a metric: SUSD Overall:</p>

Expected	Actual
<p>19-20 6. Local Student Climate Survey Report for 2019-20:</p> <p>Foothill Elementary = 3.5 (based on 4.0 scale) Sierra Junior High = 3.25 (Based on 4.0 scale) Sierra High School = 3.25 (based on 4.0 scale) Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale)</p> <p>Baseline 2018-2019 Foothill Elementary = 3.25 (based on 4.0 scale) Sierra Junior High = 3.0 (Based on 4.0 scale) Sierra Hlgh School = 3.0 (based on 4.0 scale) Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale)</p>	<p>School Connectedness = 3.1 Safety at School = 3.25</p> <p>Not Met: Elementary School Connectedness = 1.9 School Safety = 2.0</p> <p>Not Met: Junior High School Connectedness = 2.23 School Safety = 2.15</p> <p>Not Met: Secondary School Connectedness = 2.6 School Safety = 2.8</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide clean and well maintained facilities.	Personnel LCFF \$1,597,205 4000-4999: Books And Supplies LCFF \$250,169 5000-5999: Services And Other Operating Expenditures LCFF \$442,840 7000-7439: Other Outgo LCFF \$100,000	Personnel \$1,666,814 4000-4999: Books And Supplies LCFF \$353,044 5000-5999: Services And Other Operating Expenditures LCFF \$522,332 7000-7439: Other Outgo LCFF \$0
2. Provide safe student transportation to and from school and to and from school activities.	Personnel LCFF \$1,120,192 4000-4999: Books And Supplies LCFF \$350,317	Personnel LCFF \$968,559 4000-4999: Books And Supplies LCFF \$267,737

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF \$101,201 6000-6999: Capital Outlay LCFF \$19,000	5000-5999: Services And Other Operating Expenditures LCFF \$86,981 6000-6999: Capital Outlay LCFF \$0
<p>3. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement and Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.</p>	4000-4999: Books And Supplies LCFF \$0	\$0
<p>5. Data shows that the unduplicated student populations in Sierra Unified have a higher suspension rate and a higher chronic absenteeism rate than all students. To address this concern, SUSD will provide additional psychological support services, in the form of group counseling and social emotional learning curriculum, primarily for low-income students who do not have access to private mental health care providers, as a means of increasing student engagement, student attendance, and addressing behaviors that interfere with academic progress. The outcome will be a lower chronic absenteeism rate and a lower suspension rate for our unduplicated student populations.</p>	Personnel LCFF \$95,143	Personnel LCFF \$98,415
<p>6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who are at the highest level of behavioral intervention. This action will result in a reduction in student absences and an increase in the academic performance of students with severe social-emotional needs.</p>	Personnel LCFF \$161,977	Personnel LCFF \$203,759

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. SUSD will provide licensed therapist(s), who will provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. This action will result in increased attendance and improved academic performance as measured by the CAASPP, for our unduplicated student populations.</p> <p>Modification: In 2019-2020, the therapeutic services will continue but the funding structure will be modified. One .20 FTE therapist will continue to provide therapy services to students at Foothill Elementary School in addition to the three full time therapists provided through a partnership between Fresno County Superintendent of Schools and Fresno County Behavioral Health.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,000</p> <p>County Mental Health 5800: Professional/Consulting Services And Operating Expenditures Other \$75,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$13,964</p> <p>County Mental Health 5800: Professional/Consulting Services And Operating Expenditures Other \$75,000</p>
<p>8. Discontinued action. In the fall of 2018, SUSD began working in partnership with Fresno Superintendent of School. See actions 6 and 7.</p>	<p>Personnel LCFF \$0</p>	
<p>9. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.</p> <p>Modification: This action has been modified to replace the currently funded Health Aide with a licensed LVN.</p>	<p>Personnel LCFF \$126,808</p> <p>4000-4999: Books And Supplies LCFF \$1,723</p>	<p>Personnel LCFF \$142,448</p> <p>\$1,409</p>
<p>10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.</p>	<p>Personnel LCFF \$856,144</p> <p>4000-4999: Books And Supplies LCFF \$16,660</p>	<p>Personnel LCFF \$860,884</p> <p>4000-4999: Books And Supplies LCFF \$13,769</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF \$64,342	5000-5999: Services And Other Operating Expenditures LCFF \$65,379
11. Provide a well-trained, customer focused office staff to assist in smooth school operations.	Personnel LCFF \$409,129 4000-4999: Books And Supplies LCFF \$6,696 5000-5999: Services And Other Operating Expenditures LCFF \$450	Personnel LCFF \$370,379 4000-4999: Books And Supplies LCFF \$3,593 5000-5999: Services And Other Operating Expenditures LCFF \$0
12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.	5000-5999: Services And Other Operating Expenditures LCFF \$1,000	5000-5999: Services And Other Operating Expenditures LCFF \$1,000
13. Provide relevant co-curricular programs such as athletics, FFA, academic clubs and competitions, and performing arts in order to increase student engagement. Unduplicated students have the lowest participation rates for co-curricular activities.	Personnel LCFF \$111,996 4000-4999: Books And Supplies LCFF \$15,750 5000-5999: Services And Other Operating Expenditures LCFF \$11,250	Personnel LCFF \$99,129 4000-4999: Books And Supplies LCFF \$22,593 5000-5999: Services And Other Operating Expenditures LCFF \$6,142
<p>Modified:</p> <p>The unduplicated students have the lowest engagement in school and lowest participation rates for co-curricular activities. In order to address this student need, we will provide relevant co-curricular programs such as athletics, FFA, academic clubs, and competitions, and performing arts in order to increase student engagement in school and feelings of connectedness. In 2019-20, \$14,500 of additional funds were allocated to this action to support additional clubs and after school learning opportunities. This action is principally directed toward unduplicated students and in our experience is effective in meeting the needs of the students and the district's goals and actions for these students. Our expectation is that this action will result in improvement of academic outcomes and feelings of connectedness to school for the unduplicated students.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.</p> <p>15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee, School Site Councils, District Advisory Committee and Parent-Faculty Associations.</p>	<p>Net costs after revenue collected 2000-2999: Classified Personnel Salaries LCFF \$9,390</p> <p>No cost Not Applicable 0</p>	<p>Net cost after revenue collected 2000-2999: Classified Personnel Salaries LCFF \$9,173</p> <p>0</p>
<p>16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times teach year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the a AERIES student information system.</p>	<p>Personnel LCFF \$6,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$11,900</p>	<p>Personnel LCFF \$6,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$11.900</p>
<p>17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.</p>	<p>Adult Education Consortium 2000-2999: Classified Personnel Salaries Other \$34,352</p>	<p>Adult Education Consortium 2000-2999: Classified Personnel Salaries Other \$316</p>
<p>18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.</p>	<p>Not Applicable Not Applicable \$0</p>	<p>\$0</p>
<p>19. Provide Positive Discipline training to all staff as the District moves towards a trauma informed instructional environment for all students in all schools.</p>	<p>Personnel LCFF \$10,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p>	<p>Personnel LCFF \$9,978</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p>
<p>Low income students are less likely to have access to transportation and so their access to after school enrichment, academic support and co-curricular activities is limited. The district will provide late transportation for students who wish to participate in extended school day activities in order to increase school connectedness and by extension, student achievement.</p>	<p>Personnel LCFF \$50,000</p>	<p>Personnel LCFF \$50,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were unable to offer Parent University through Adult Education due to lack of staffing and participation by families (Action 17). We re-organized our Facilities, Maintenance and Transportation departments and added staffing, but had savings in the spring from not having to run busses for 3 months. We added Behavior Aides and replaced a Health Aide with an LVN. We had experienced staff retire throughout the Classified unit, who were replaced by less senior staff at a much reduced rate of pay. With the exception of Parent University, all actions and services were performed in 2019-2020, although some cost quite a bit less. This goal costs \$139,439 less than had been budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3 metric outcomes were greatly affected by the school closures due to COVID-19. In the shortened school year, we remained consistent in our drop out rates in junior and senior high schools, both equal to 0%, and our Expulsion rate throughout the district was at 0% as well. Our School Site Council meetings reached a quorum at a total 6 of 7 meetings combined. Sierra Junior/Senior High School had 1 meeting in which they were unable to achieve a full quorum-but it marks improvement over the previous year's attendance.

Metric 7, the outcomes of our Culture and Climate surveys yield the following results, but keep in mind there was less parental participation, a 7.6 percent improvement in culture and climate of our campuses, a 14% increase in school to home communications, and parent engagement saw a 0.5% growth, but did not reach expected outcomes. In the area of communications, we were able to achieve a greater increase, in large part, due to school closures. It challenged our district, school administrations and school site personnel to find ways to reach our families in a consistent manner with efficiency. Not only did we rely heavily on Aeries Communications, but we also used school site webpages to broadcast information about Zoom meetings for information.

We measured EMO in Metrics 2, 4, 5 and 6, but recognize that due to the shortened school year, 7.5 months versus 10 months, our outcomes are not a true reflection of what we intend to measure and use comparatively from year to year. It is recognized that Sierra Unified needs to continue to monitor and work to reduce suspension rates on all campuses, our attendance rates both positive attendance and chronic attendance need to be reviewed month to month to work at reducing chronic absenteeism or intervene before students reach the designation of chronic. By doing so, we start to increase positive attendance rates. Sierra Unified has been working, with support from our Fresno County Office of Education partners, to improve our systems and approaches to identifying, monitoring and intervening where students' attendance is falling toward missing greater than 10% of their school days. Metric 6 measured, by survey, 5th, 7th, 9th and 11th grade students' sense of safety and connectedness to school during the month of May. While we administered the survey electronically, as we have done so in the past, it is believed that being away from the school campus for almost 2 months may have impacted student ratings in connectedness (all schools rating between 1.9-2.6) and safety at school (2.0-2.8). A distinct difference of expense in Action 6 exists due to the district's response to teacher support and the continued efforts in development of the delivery of a district that offers schools that are safe, offer students with a sense of belonging and

connectedness. The material difference in spending was the addition of paraprofessional hours prior to school closures in the form of behavior aides.

Our greatest challenge is the FIT report measuring the quality, good repair and cleanliness of our district facilities. In our 2018-19 update it was reported that all schools received a good or exemplary overall rating. We experienced a change in leadership in the 2019-20 school year and our facilities were fairly and thoroughly evaluated through a fresh lens. School facilities have been rated poor to fair in overall fitness for the 2019-20 year. Improving on these ratings is among the priorities moving forward.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide supplemental reading instruction to students grades K-3. AmeriCorps trained instructors will be utilized to provide 1:1 instruction for our unduplicated students. AmeriCorp tutors will be provided as part of the REI program available at Foothill Elementary School to assist classroom teacher in recovering missed learning to achieve an increased reading level. First priority of services will be based on local metrics and tiered systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$15,000.00	\$12,000.00	No
To respond to social-emotional needs of students, development of assessments and strategies to address learning loss in students, including the unduplicated student population, professional learning time will be provided to all staff as needed to develop competency in program use, and development of best practices in response to crisis, trauma and uncertainty.	\$200,000.00	\$150,000.00	No
Signage and sanitation stations are provided to meet the compliance standards of maintaining a safe and healthy campus for all students, teachers, staff and visitors. Signage reminds all of physical	\$71,370.00	\$146,902.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>distancing, mask requirements and hygiene practices as we gather in a more public setting. Electronic sign-in stations were made available at each school site attendance office and at the district office that requires a temperature screening and an electronic log in and log out account of all staff and visitors. Additionally, desks were purchased to achieve indoor physical distancing standards.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Sierra Unified projected a budgeted amount of \$71,370.00 for signage and sanitation in order to meet compliance standards for staff, students and visitors to the district's campuses. When returning to full, in-person instruction for all students TK-12 grades 5 days a week, we incurred additional sanitation needs that were not part of our initial estimate. In addition to signage, sanitation stations, electronic sign-in kiosks and individual student desks which we planned for, we provided plastic dividers for our front office and administrative assistants at each site. Tables and tenting were purchased to allow for outdoor student-cohort gathering during recess and lunch breaks. We invested in portable misting systems that were utilized for classroom sanitation as well as school bus sanitization following morning and afternoon transport.

Professional development was planned for Social Emotional Learning for staff and students which consisted of 2 components. The initial phase was to work with a consultant to develop our own professional learning series that would build staff capacity to support student learning and mental health development and then extend these newly developed sessions to other organizations as well. The difference in spending is attributed to the pause on staff training, as our teachers, paraprofessionals and facility/transportation staff focused on providing a quality in-person experience for all students full-time beginning in October 2020. This became the main focus. The progress of the professional development offerings is in process and expected to be completed by the end of 2021-22. Sierra Unified continues to provide for the social and emotional health of all members of its school community, and has supported the development of inclusive settings on all campuses.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Initially, our greatest challenge was envisioning how we would need to utilize our space on each campus to support student learning as well as achieve a clean and safe environment for all students and staff members. Once we established size of classrooms and max capacity for each learning space we were able to best determine how to move our students throughout our campuses and provide signage to assist in directing student traffic patterns, set up sanitation routines, place sanitation stations at high traffic areas entering campus. Reminders to wash hands and cover coughs were placed in prominent areas as reminders to all users of our campuses. Ultimately, as much as we tried to make our transition to campus seamless we encountered a number of roadblocks anywhere from severe winter weather to power outages and wildfire. On September 5, the Creek Fire began and would soon displace 80% of our students and staff members from their homes. By the end of the week we had located all of our students and determined that they and their families were safe and conducted a needs assessment. A new return to campus date was set following the exit of Fire and Law Enforcement leaving Sierra Junior/Senior High campus, used as base camp during the most active days of the Creek Fire. We were set to return October 26, only to be delayed by a Power Safety Shutoff in our area. Severe weather made travel, for a large majority of our families, unsafe January 25, and 27-29. Challenges that would not deter a very determined community.

Within each of those challenges lie our greatest successes at getting our students and staff to campus and in the classroom. Success started with the desire among our classified and certificated staff members to return to school with all students. Our bargaining units were ready to "do what is right for our kids" and commit to full, in-person instruction beginning September 8, 2020. They only assurance that they wanted was a commitment to maintain physical distancing throughout the campus, full-time requirement of mask wearing by all on campus and the teachers additionally wanted to be able to teach in real-time only, no hybrid instruction. As mentioned above, we were unable to begin school in-person until late October. We contracted with AmeriCorps to provide additional reading intervention for our Kindergarten to 3rd grade students. This allowed us to begin to recover some lost learning opportunities. We are seeing growth in reading skills in over 100 students served by this program to date. Staff and students understandably were in need of socio-emotional support and tools as we started to gather for the start of in-person instruction in October. Sierra Unified contracted Denee Dyan with Fresno County for professional development in best practices in response to crisis, trauma and uncertainty: first to provide our staff with tools to recognize and begin to accept their own grief/trauma and secondly how to navigate real conversations with kids and feel in control of their own emotions while doing so. We opened school virtually to begin the initial processing with students and allowed them to socialize and tell or listen to the stories and experiences of one another- this was powerful for all involved, and taking the time to commit to the wellness of our people was a great success that we continue to reap the benefits.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To provide all students, including the unduplicated populations of students, the district will provide teachers with technology and tools that will assist in the delivery of instruction in a virtual setting to aid students in the distance learning model of instruction. These tools used for engagement of the students will assist in the recovery of learning loss and the acceleration of learning making real-time instruction more cohesive and accessible.	\$155,000.00	\$151,548.00	No
To best support our unduplicated students who may be at most risk of learning loss due to COVID-19 pandemic, the district will provide students access to technology devices and connectivity. To achieve this all students will be provided access to technology devices and connectivity. To achieve this, Sierra Unified School District, will make available at no cost, student devices, hot spots, connectivity and data plans for families who indicate a need at anytime during school shutdown. To achieve this, partnerships have been formed with Ponderosa Telephone and Unwired Broadband. This action will ensure that all students, specifically our unduplicated students access to technology during distance learning and is expected to help close the achievement gap.	\$395,000.00	\$16,538.00	No
To ensure access to continued learning experiences for all students that is an image of in-class experiences tools, such as basic science lab kits, printed DLA assessments for Grades 1 and 2, physical therapy tools, musical instruments, and other such above and beyond the regular classroom use will be distributed to the students in a way similar to the drive-thru materials pick up days.	\$20,000.00	\$16,111.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Providing technology and connectivity to students came in significantly less than projected. In large part this is due to the fact that we were able to get students back on campus in October for in-person instruction, but we also had an emergency suspension of all instruction during the course of the Creek Fire from September 8 through October 2, 2020. During this time, students and teachers were not required to participate in education due to the emergency status of our district, therefore there was no request for connectivity which would have been a significant portion of this spending, as we experienced during the COVID-19 shutdown in March 2020. Our greatest expense was providing hotspots and data plans for those devices. Our district was already 1:1 with Chromebooks and those had been distributed in August as part of the start-up of the new academic year. We continue to provide connectivity in the form of hotspots and data plans that support them. We did utilize the offerings from California Department of Education to secure additional hotspots and Chromebooks to replenish any student devices that were lost or damaged as a result of evacuations or fire.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Sierra Unified, like so many other school districts throughout California, opened their virtual doors in August 2020. Classroom teachers were asked to report to their assigned campus and conduct their instruction from their classroom, unless a hardship could be presented. District and Site Leadership teams and staff worked to establish and publish a consistent daily virtual schedule for all students TK-12 grades. Part of the challenge to doing this was that a number of our family households could not have multiple students on their Internet at one time, so extreme coordination to provide schedules that were routine and accessible was necessary. Ultimately, we came to a solution that worked for the majority of our students and their families, then provided individual solutions with the coordination of teachers, family and site administration to still allow access and completion of work. Our goal was continuity of virtual learning, but we wanted it to include a seamless transition into the in-person classroom when the time arrived to return. This required thought at the elementary level as to developing routines within the virtual classroom that would be the same when the students entered the physical classroom. At the junior and senior high school levels, teachers ran Zoom class periods in the order of student schedules and every student had a daily Advisory period for check-in. Proof that this was a success, was our return to the classroom in October when teachers as well as students knew right where to start. Curriculum that was used in the virtual classroom was from the same source as the in-person instruction. Many teachers maintained their Google Classroom sites set up for distance learning into in-person instruction and found that students who were physically absent were able to keep up on missed assignments more consistently. Parents came to appreciate the availability of information direct from the teacher in Google Classroom to support their child in both the virtual and physical education experience.

Access to Devices and Connectivity: Our student participation in some instances was hindered by lack of connectivity, or having to share connectivity within the home, however our teachers and site administration developed creative ways to meet the individual needs and set up alternatives for participation-in some cases this meant allowing students to check-in for attendance with a quick camera check and then turn the camera off to assist with maintaining a connection, other families would access materials the evening before and download any videos that the student may need to access. Teachers held office hours to allow students to check-in later in the day for assistance or to catch those students who may have had to share connections with a sibling. Families were provided with 1:1 Chromebook access and where needed hotspots with unlimited data were made available at District cost to ensure equity of access to education.

Pupil Participation and Progress: Early in the school year, site administration conducted home visits to assist families with getting online, following a schedule and just letting the students know they were missed. In most cases, this was enough to encourage the students to participate, in others we continue to have challenges with participation even within the in-person attendance. The consistency of staff following up on students and providing intervention and support where needed is providing students with opportunities to re-engage and experience success.

Distance Learning Professional Development: Teachers were provided access to training opportunities in the early summer of 2020 to virtual conferences hosted by Fresno County Office of Superintendent of Schools and Tulare County Office of Education focusing on virtual learning. A teacher resource file was developed on Google Classroom that included links to virtual trainings provided by curricular and supplemental programs. In-house professional development was offered at school sites by individual volunteers who had developed a mastery of a digital product and wanted to assist their colleagues in use of the products; this included SnagIt! a video-making product as a teaching tool, Pear Deck and Kami to name a few.

Staff Roles and Responsibilities: It was a priority to our district to allow, to the fullest extent possible, our classroom teachers to be able to focus on teaching their students. This was achieved by site attendance clerks prefilling student data and weekly lesson outlines into the State attendance record form, so teachers were not burdened with additional work beyond their grading and lesson planning. Technical difficulties with technology were handled by site and district leadership including the disbursement and collection of all devices. Communications to and from families was shared by site administration, counselors and school psychologists to facilitate meeting student need in the most efficient ways possible. Meals were delivered daily to bus stops utilizing custodial, maintenance, food service and transportation staff to make the runs and connect with students. In extreme cases, the schools could send out or collect materials from some families. Instructional support staff were utilized to meet small groups on-line, attempt contact with families and assist classroom teachers in the monitoring of Zoom classes or preparation of visual aides.

Support for Pupils with Unique Needs: From the onset of virtual learning, our students with unique needs were offered an in-person experience. Many of these students experience health issues that make it difficult, in this particular health crisis, to be comfortable and safe with in-person instruction, so we turned to a digital experience. This posed challenges that we anticipated as these are our students who learn best with personal interaction, reading of facial expressions for cues to aid understanding and benefit from in-the-moment redirection or intervention. This was our most difficult population of students to serve. The absence of social contact further compounded behavioral and mental health issues that the individual was already exhibiting in ideal conditions. When we reopened

our campuses to in-person learning in October we saw that a number of these families chose to remain in a distance learning experience, all for their own individual reasons. We responded to this with the hiring of 2 additional full-time teachers; 1 interim and 1 on-going to assist with the demands of virtual teaching since an MOU was established between Sierra Unified and the bargaining unit to not teach in a hybrid model. Throughout our distance learning experience, we had families who chose to be in-person for their education and they were served by a fully qualified staff working to meet their academic and socio-emotional needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To monitor the effectiveness of both academic and social-emotional learning programs, appropriate support staff, stipends and assessment programs, will be provided. 2 full-time and 2 half-time tutors for AmeriCorps are assigned to Foothill Elementary school for reading intervention. Annual updates to Illuminate and Multiple-Measures Assessment Reports provide assessment data that will assist in the measurement of program effectiveness.	\$13,300.00	\$13,291.00	No
Use of District Learning Assessments is part of our assessment platform to measure student progress and program effectiveness. Tri-annual monitoring of student progress in grade-level standards of English and Math will allow the District to measure growth and plan for interventions as needed.	na	na	No
Responding to students' academic and social-emotional need will be completed through the use of the established MTSS structure that applies to students, while also providing for the needs of unduplicated pupils in a tiered system. Support is provided by trained personnel, monitoring of academic progress, attendance and social well-being.	na	na	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was no category where a significant difference between planned and budgeted expenditures existed. Spending was used as designated above, and all actions were implemented as planned.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

It was noted by teachers and site leadership following school closures in March of 2020 that students had lost not only opportunity of learning, but also development and retention of new skills that were in progress. To begin the 2020-2021 school year, Sierra Unified chose to leverage the use of district benchmarks to assess students' current year academic status. Student learning was also hindered during distance learning due to the actual distance between student and teacher through the screen of a computer and the ability to assess student understanding and retention of concepts in the moment. Sierra Unified suffered additional student crisis in learning as a result of the Creek Fire that displaced over 80% of our students from their homes during the most active point of the fire during the month of September. During this time, the district could not ensure student or staff safety, connectivity or a conducive learning environment, so instruction was suspended. It was understood by all that learning loss was going to be significant. Our response, at the request of our stakeholders, was to get our students back to the classroom in-person immediately. The sense of normalcy following such a crisis would be key to our future success.

Beginning in October, Sierra Unified opened to in-person instruction, and we administered district-wide an assessment that would measure incoming skills in Math and ELA. As anticipated our scores were low indicating learning loss over June to October 2020 time period. Elementary teachers responded with their response to extension and intervention program (REI), part of the MTSS model, by placing the students demonstrating the highest academic need into the program. Additionally, partnering with Americorps tutors, we provided reading intervention to accelerate K-3 students to be on grade-level where gaps existed. Students move in and out of this model every 6 weeks based on need. Our junior high school and senior high school began by providing on-line after-school tutoring as we were not set up to have students on campus after the dismissal bell. Students in need of a more personal touch were pulled in during the school day for additional support. Students at the high school level who have fallen behind in credits have been provided an opportunity for credit recovery through Edgenuity while remaining on the comprehensive high school campus. Following our second benchmark, measuring student understanding of current grade-level standards in Math and ELA, we see the gap closing more quickly than anticipated. We feel that this is in large part due to being in-person. Teachers and students have the opportunity to seek help, make adjustments to lessons, or respond to non-verbal cues of a learner and take action in the moment. In addition to the classroom teacher, instructional aids have been added to our staff to assist with assisting students in the moment, helping teachers monitor the room as a way to get instruction under way more quickly, the availability of leveled-intervention for students have all added to the on-going efforts to lessen the impact COVID-19, and the Creek Fire have had on our learners. Going forward, we will continue current practices that are in place and will be seeking stakeholder input to guide the development of summer school sessions and a robust extended-day learning opportunity throughout the 2021-22 academic year.

Through the review of local benchmark data measuring incoming grade-level skills at grades 2,4,7 and 9 and current grade-level skills for the same grade levels, we are able to see a few trends. In grade 2, there was strong indication that over 90% of assessed students brought to 2nd grade a strong command of end-of-year 1st grade skills. In evaluation of outcomes from a second benchmark in February, 2nd graders continue to demonstrate over 70% mastery of grade-level skills. Grades 4, 7 and 9 demonstrated below

average competency for incoming skills, but have demonstrated growth in English Language Arts and Math at the February 2021 measure. Teachers have indicated through classroom observation, informal data gathering and formative assessments that students overall in Sierra Unified show a need to improve in math fact fluency and written expression, especially when the need to apply critical thinking is required. It is understood that development of new skill and application of higher order thinking and application of skill is suppressed when brains are stressed or traumatized and therefore focus will be given simultaneously to addressing the social-emotional aspect of learning while working to improve teacher and student capacity in the areas of critical thinking and the application of those skills in math fluency and written expression.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

It is widely known that the human element must be in a state of stable mental and emotional stability before true and lasting learning can begin to be acquired. This has been a truth of the human condition long before the onset of a global pandemic and the added trauma of a wildfire. The rural and in some cases remote geographical settings within our district boundaries have made the isolation of shutdowns emotionally difficult for many of our students. While the impact of the Creek Fire affected the majority of our families in a number of ways, our Junior and Senior High School campus felt a significant impact of loss as a number of students making up our enrollment come from Big Creek and Pine Ridge schools to join us at the 7-12 campus. Those elementary districts feeding into our high school received the brunt of the loss during this event. Family displacement, loss of homes and property and just the emotional capacity to withstand the fear and uncertainty of a natural disaster made social and emotional well-being of our staff and students a priority this year.

To our strength, Sierra Unified had already started the work and had resources in place based on professional development in the areas of Trauma Informed Responses, and Positive Discipline. We provided Calm Rooms staffed by therapists at each site and have a full-time psychologist at the elementary and junior/senior high schools and behavior aides to assist with students. To build on that foundation in the current climate, we called upon a consultant who has provided our Positive Discipline training in the past and asked for professional development and training for our staff to build adult capacity in managing our own behaviors in this crisis, before we met with students. The training included how to interact with students; to allow a safe place to speak/share openly, guide acceptance of the student's personal feelings and so much more. Elementary teachers built into their daily schedules class meetings where these conversations could be held. At the junior and senior high schools, leadership had built out smaller advisory classes within the master schedule during school closure and these classes became the vehicle for students and staff to process the events. Feedback from students and faculty was positive in response to allowing this training, space and time prior to coming back to distance learning following the Creek Fire.

In addition to the professional development provided to staff, we provided weekly access to mindful yoga practice with a local instructor. COIL Yoga made available to students and teachers videos of calming practices that could be used in the classroom or at home. Students did not have to create an account to access the video link was shared weekly throughout the academic year.

To monitor students' sense of belonging, safety and significance to school, site leadership developed a simple survey that was distributed to students 3 times this school year. The same questions were used at each school in all grade levels 3-12, including our Sierra @ Home school of choice that is fully distance learning. What we have learned from these surveys is that our students, having been in-person since October is that over time students' sense of significance and belonging have remained fairly steady with slight increases/decreases in overall response, however the students' sense of safety has shown 1% decline at the elementary and secondary sites between December 2020 and March 2021. This change can be attributed to the number of participants in each survey attempt, but we are noticing that the effects of crisis are showing in students' behaviors as we reach the end of our academic year. Increased roving supervision on campuses has been one response to observing students and their interactions with one another.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Community Forums were held throughout the months of August to November for several purposes, reopening of schools, safety and sanitation practices, and the introduction to school operations prior to reopening. We heard loud and clear from our families that they wanted schools open full-time for all grade levels as soon as possible. Our work began in July to make that a reality for our families. Our planning and preparation had us ready to simply open doors and invite them in as soon as we were given a "green light" by our County. Parents had input on busing, physical distancing and masking practices, school schedules and operation hours, and from these conversations we were able to establish a plan for busing students to and from school, masking, demonstrating physical spacing in classrooms by way of an open-house event (parents scheduled times for a visit to keep crowds within safety protocols). Masking was our most difficult conversation as there were so many varied opinions on the matter. Parents were also engaged through surveys, both online and by phone. We did this to establish clear polling on how many families prior to beginning in-person instruction were wanting to attend in-person, whether they needed school transportation, technology needs, before/after-school care and so on. This input was helpful to district leaders in establishing the foundation of our in-person plan.

As a district we were committed to hearing our stakeholders and their desires, but ultimately it came down to following state and county guidelines. This allowed us to be consistent and manage the issue more easily. Families not wanting their child masked while at school were offered an alternative school of choice within our district that provided an online school option.

All families were informed of community forums, surveys, schedules, schedule changes, and emergency notifications through Aeries Communication in their parent portals, through our website and by phone in some cases. We developed a significant increase in parent participation in our School Board meetings as we utilized and publicized our Zoom links each month.

Re-engagement strategies were needed in a few instances for families taking part in Sierra @ Home online learning and students attending in-person. At the lowest tier of intervention, school site staff members began with phone calls, emails, or texts after a student missed 3 days of instruction. In most cases, this was effective in making all parties aware that a student was not in attendance or completing work as they were expected. Home visits were made by site administration when the engagement of students was missing for a period of five to seven days. This home visit would include ensuring that students had devices, connectivity and the ability to log in to their devices to participate in online schooling. Included in this visit was an opportunity to share resources like class schedules, meal runs and to check on any needs that the family may have beyond just student engagement. Students enrolled in Sierra@Home, the district's online school of choice, monitored student engagement and when student progress and attendance fell, arrangements were made with the family for an appointment each week in-person to re-engage the student in their education. At the highest tier of re-engagement, a family was provided home to school transportation other than a school bus in order for the children to consistently participate in their education. At all levels, Sierra Unified saw a positive response to their efforts to get students back to school. No one measure was the key however consistent application of the strategies mentioned allowed for their to be measures put in place that provided for individual family needs as they arose.

We learned and responded to our parents needs and concerns. Sometimes the voice was collective and at other times the individual voice was heard and responded to. We took all suggestions, critiques and comments as they came and are grateful that we were not alone in our processing of such important work.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

USDA allowed all school districts to utilize the Seamless Summer Feeding option throughout the school year to provide meals to all children in the community ages 0-18 free of charge. While we were doing distance learning, we were able to deliver meals to our community at school bus stops that greatly assisted families in providing their children with nutritionally balanced meals. Once we returned to in-person learning in October, we offered meals at the school sites for kids attending school in-person, as well as having meals available at the schools for pickup by families who used our distance-learning model for their children's education. One of the challenges of this model was that families with transportation issues were unable to come to the school sites to pick up meals, and the regulations do not allow meals to be picked up for students unless you are a parent or guardian. Many in the community wanted to assist others by picking up meals for others children, but this is not currently allowed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. To respond to social-emotional needs of students, the development of social-emotional assessments and strategies to address learning loss. In addition, professional development for all staff will be provided to develop the ability to respond to crisis, trauma and uncertainty. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successfully behaviorally and academically.	Refer to page 6 of LCP	\$142,000.00	No
School Nutrition	Sierra Unified School District will provide all children enrolled in the district access to a breakfast and lunch meal during any period of school closure during the 2020-2021 academic year at no cost to the family. Transportation costs for meal delivery include the use of 12 school vehicles traveling 644 miles per day; fuel costs are determined by 83 travel days between August 17-December 18, 2020	\$6, 644.15	\$1,201.00	No
Distance Learning Program (Distance Learning Professional Development)	Opportunities will continue to be provided and made available to teachers throughout the year, focusing on social-emotional and wellness, virtual and blended learning technology competency in both delivery and lesson design and Universal	Refer to page 11-12 of LCP	\$184,197.00	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Design for Learning to include the development of cultural competency in learning.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Mental Health and Social-Emotional Well-Being actions including professional development of staff, and the development of a student needs assessment are on-going in the 2021-2024 LCAP. Actual expenditures are less than budgeted, as not all actions were achieved, but are in progress.

School Nutrition delivery of meals during school closure was significantly less than projected due to the Creek Fire emergency and the reopening of our schools for in-person instruction in October. Many of our families who evacuated from their homes were able to get meal support from the Red Cross and other such emergency support agencies. The calculations for this specific service was calculated to be 83 days, 1 semester of the school year. Our return to full-time, in-person education is reflected in the material difference in our projected cost and actual cost of school nutrition. Meals were delivered August 17-September 4, 2020.

Material differences in the Distance Learning Program expenditures are largely due to the fact that a number of professional development opportunities and trainings were held virtually and made available at no-cost to participants. Sierra Unified also capitalized on existing expertise of its faculty to conduct in-house professional learning around new software and programs being used to assist in distance-learning. It is anticipated that teachers will be provided opportunities to continue to participate in opportunities for learning in the areas of SEL, Universal Design for Learning (UDL) and implementation of instructional technology.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our greatest investment was getting our students back to in-person education at the earliest possible moment. What did we carry over? A profound understanding of how willing our educators are to serve students, and the support of our community to do the work necessary to educate kids is evident. Educating students in the midst of a pandemic and on the edge of a local crisis has shown us the importance of clear and frequent communication with all involved parties. Prior to the COVID-19 school closures our district was conducting regular community forums, often focused on a discussion topic, these forums were starting to really gather some momentum when we were closed. Going forward, part of the parent engagement will be addressed by regularly scheduled forums hosted by site leadership, and in some instances district leadership depending on the topic or need at the time. In our 2019-2020 LCAP survey, communication from school to home received a favorable increase from families surveyed. This in part had to do with a

response to school closures and how we were going to message our plans to families to keep them informed because not only were we no longer physically at school, but we were also in isolation.

Teachers have commented in stakeholder meetings that the consistent use of Google Classroom, in both distance and in-person learning, has been instrumental in student engagement and communication. Students who miss school due to activities or illness are able to retrieve school assignments and lessons and stay caught up in school. Other tools that were purchased to sustain distance learning, such as Kami, Pear Deck, SnagIt!, will all remain part of our ongoing teacher tools provided to assist in the development of lessons and student engagement. The addition of AmeriCorps tutors to assist with reading intervention in K-3 was instrumental in supporting student learning and recovery. This is a program that we will not only continue, but plan to expand as they have a Math component for 4-6 grades. Staff members have asked for regimented sanitation schedules to continue as we have experienced a significant reduction in common cold and flu related absences.

Having to find a school solution in a pandemic that would allow us to hold on to our student enrollment was imperative as we entered the 2020-21 school year. To serve families that were concerned with their student/family safety and health were asking for an alternative to in-person education. Through an MOU with our bargaining unit the district agreed that teachers would not be asked to teach a hybrid form of instruction; this led us to the creation and development of a new school, Sierra @ Home which served, at its peak, 280 students. The success of this school to provide to our families requesting an online instruction model has demonstrated that a viable need exists in our community for this K-12 alternative education model that will be carried forward.

To address students' academic progress throughout the year we have used local benchmark assessments, but have determined there is a need for an assessment that measures student growth between the beginning and end of the school year. The plan of development and implementation will be determined by a team of classroom teachers, site and district leadership and will be utilized beginning in August 2021. Additionally, experiencing the need and response to students' wellness, we will be developing a needs assessment of the whole child in the upcoming LCAP. Parts of this assessment were developed and implemented in part this year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student achievement is measured three times a year by District Learning Assessments (DLA) in grades 1-12 in ELA and Math. District Benchmarks are administered in October, February and May using Illuminate as the delivery platform. The outcomes from these assessments are used to inform placement in our MTSS model of intervention. Tier 2 students are served at the elementary school level by our Response to Extension and Intervention (REI) program every 6 weeks for recovery of missed concepts in ELA and Math. Tier 1 students are served in the classroom by a classroom teacher by way of deployment during the grade-levels' REI period. At the secondary level, teachers identify students that need assistance in closing gaps in their learning by providing dedicated tutoring times within the school day, and starting in March of 2021 after school as our school transportation became available. Teachers use interim assessments, chapter and unit tests, and engagement techniques that encourage student learning and reveal in-the-moment misunderstandings of concepts. Counselors at the secondary-level monitor student academic progress through the grading periods. Responses may include a parent meeting, daily check-in/check-out conferencing, and recommendation for teacher interventions.

Moving forward in the 2021-2024 LCAP the district is proposing the development of a pre/post exam at transition grade-levels (2, 4, 7 and 9) that will provide the district clear marks for growth and recovery standards going forward. These assessment outcomes will be monitored by an assessment team to include teachers and the District Curriculum and Instruction Director. The team is planned to meet a minimum of 3 times each year to process the outcome data, share with school site teams, collect input and feedback from classroom teachers and make purposeful changes to the assessment process.

Plans for an extended learning program are in development for the 2021-2024 LCAP; preliminary plans propose opportunity for students to extend their learning day to 5:00 pm daily with time being spent on recovery and extension of learning. The program plans take into account the needs of all students, and providing properly trained/credentialed staff members, instructional tools and materials appropriate for the task, and transportation school to home.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None of our actions or services were identified as contributing toward increased or improved services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon review of the goals and metrics of 2019-20 LCAP outcomes and the input of stakeholders the following has been determined to inform the 2021-2024 LCAP: improvement of the A-G completion rates upon graduation. It was asked in a stakeholder meeting why we use the state average as our metric data point of achievement, so further discussion will look to the why. Review and development of our current Career Technical Education plan and practice will continue with upcoming forums for more direct community input. We are looking to improve our pathway completion rates, and future offerings. It is anticipated that the current CTE plan will be revised to reflect the expressed interests of the stakeholders. Close attention will be paid to participation rates in SAT and Advance Placement assessments, as a noted decline has taken place due to COVID-19 closures and suspensions. Use of communication tools and reminders directed to students and families will be utilized to assist with encouraging students to participate. We will continue to hold SAT School Day in the Fall and Spring each year. Many of the above mentioned areas will assist in the improvement of our reported College and Career Indicator. Students specifically asked for a "Counselor's Page" on their website that would provide them with links to scholarship opportunities, program and organization opportunities that tie into college and career opportunities, Quick Tips and updated announcements. Work done this year on improvement of chronic absenteeism rates will be a focused point of the new LCAP as an established team of district, site leaders and teachers have been reviewing root causes for the absences and testing some strategies that may support our overall system. Technology will need to be addressed as students and teachers have become proficient using this as a platform for instruction and learning. Specifically, we need to pursue access, equipment and connectivity.

Within the LCP, wellness and addressing the needs of the whole child are foremost on our lists of things to address going forward. It is believed and witnessed that taking care of the emotional wellness of our staff and students better prepares them for the work they each need to do whether it is delivery of instruction or learning. Use of AmeriCorps reading tutors will continue and expand to Math tutoring. Continuation of DLAs for internal benchmark data, and adding pre/post year assessments to measure growth at designated grade-levels to be determined and developed by an Assessment Team. Professional development and training is to focus on the following three areas: wellness, writing and STEAM. These areas are identified through stakeholder input as well as district and site leader observations. For example, teachers have identified a gap in the ability for students to read and write critically in comparison to outcomes in Fall 2019.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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	Dr. Alan Harris Superintendent	aharris@sierrausd.org (559) 855-3662 107

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 Creek Fire, we anticipate some short-term instability. 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 with Sierra High School (9-12) and Sierra Alternative High School (10-12). Additionally, in response to the COVID-19 pandemic and subsequent school campus closures, Sierra Unified launched Sierra @ Home. Sierra @ Home is a school of choice that provides core academic content online and serves students Kindergarten through 11th grades (having applied for accreditation we hope to serve 12th grade as well in the coming years). This campus also serves as our Independent Study school for those seeking an alternative to a comprehensive campus. 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, acceleration of learning in math and Spanish courses, and an introduction of electives are experienced by junior high students in an elective wheel offering. 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. School Census Data indicates the following enrollment demographic for the 2020-2021 school year; 60.9% White, 18.7% Hispanic, 14.4% American Indian, and 5.6% other student groups. Enrollment of other student populations include: 86.87% Socioeconomically Disadvantaged, 13.95% Students with Disabilities, 0.91% English Learners, and 17.35 % Homeless and Foster Youth. There is a significant increase in our SED population in comparison to previous LCAP years, and this is in direct correlation to the number of families with students that were evacuated and/or lost their homes during the Creek Fire in September of 2020. The vision of Sierra Unified is to be a student-focused school district that is highly regarded for the competence and character of our students. The challenges of 2020 have proven that our students are connected to our mountain community, can demonstrate excellence under challenging conditions, are resilient, compassionate and a fine example of what a strong community can achieve in and outside of an academic learning environment. Sierra Unified is committed to its mission to inspire, engage, challenge and support each of its learners to reach their highest personal potential.

Reflections: Successes

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

While challenging during school closures and distance learning, the availability of academic support for struggling students is an area stakeholders would like to see continued efforts of improvement. A response to intervention program is in place at the elementary site serving students K-6 and grew to include reading intervention with the partnership with Americorps tutors. To add to the availability of student support in the 2021-2022 academic year, we are bringing on board Americorps math tutors focusing on Grades 4-6. This addresses an area of a district Needs Assessment conducted during the 2020-2021 school year indicating development of math fluency. At the junior high and high school levels, before, during and after school opportunities are growing to include academic support in all subject areas and is accessible to all students. After-school tutoring or office hours can be attended as needed and the District provides late bus transportation to ensure equity of access to all students.

While no state assessment data is available for review of the 2019-2020 year, Sierra Unified has conducted local benchmarks in the 2020-2021 academic year to measure and review student academic performance in the areas of English/Language Arts and Math. Over the course of two measures, students show a maintenance of learning skills and slight growth as we move through the year. Math scores are slower to show overall growth and still lag behind Level 3 (At Standard) measures from 4th Grade up, but students are demonstrating a forward motion in skill development and application. English/Language arts assessments show a consistent growth pattern over the two administrations of the assessments, but like Math, they taper off at the number of students in Grades 4-12 consistently showing growth in the Level 3 and 4 targets.

In the results of our LCAP survey and parent/community forums, Sierra Unified and its individual school campuses received high ratings on school-to-home communications. 73% of parents surveyed indicated that the district showed significant improvement in the 2020-21 school year. This follows a consistent pattern of improvement over the last LCAP document as a measure to encourage parent engagement with the schools.

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.

Sierra Unified School District was placed in Differentiated Assistance to reduce chronic absenteeism rates among Hispanic students, Low Income and Students with Disabilities specifically. The work being done by the team recognizes that the California School Dashboard measures absenteeism for grades K-8, but work is focused on reducing the rates of absenteeism throughout the District.

Additionally, Sierra High School and the District at large is working to improve College and Career preparedness rates upon student graduation from high school. The Dashboard indicates that 40% of our graduating students met the prepared status as ready for College and Career in 2020. To improve these rates, the District Curriculum and Instruction Director along with high school administration and alternative

high school administration will review areas used for measurement toward this indicator. For example, Career Technical Education pathway completion rates are lower than expected, so to address this a focus goal to closely look at the CTE program as a whole is written into this plan. It brings in more community input, student input, and the coordination of advisory boards and staff. With a newly established and accredited alternative school of choice (K-12) added to our district we will seek opportunities to grow our offerings for all high school students in our district. We are continuing our work in developing strategic academic planning in grades 7 and 10 that not only reviews high school course selections, but also career and college goals. The counselors strive to assist students in making those connections between work done now and its influence on their future goals. Stakeholders suggest an effort to connect more real-world experiences to the students' classroom experience (ie: guest speakers, college tours, career exploration days).

In the area of academic performance, as measured by the SBAC yearly assessments in 2019, students with disabilities scored in the red level in English-Language Arts and Orange level in Mathematics. Therefore the District will be taking the following steps to increase achievement and academic performance for this student group. By monitoring District-level benchmarks (3 times a year) and students' grade-level performance on those assessments the district will continue to take steps to provide additional instructional support and learning opportunities to students (Goal 1-Action 4). All students will have access to our Recovery and Resiliency program that will provide for extended learning opportunities daily from 3-5 pm (Goal 1 Action 5); this program is designed to meet students where they are currently performing academically and provide the addition of instructional time to their day to build on skills and keep growing. Professional development of the staff, coordinated by the Director of Curriculum and Instruction, is planned to build teacher capacity in areas of differentiated instruction, and content specific strategies to be able to provide for students quality and consistent instruction and instructional support (Goal 1 Action 6-7) Goal 2 Action 10 provides for the position of Director of Education Services that specifically oversees and supports the teachers, instructional aids that serve students with disabilities and the students and students' families. This is a key position in the district that is proving its value to those directly involved in providing equity and access to an education. Additionally, the district is seeking opportunities to provide parent education (Goal 3 Action 10) into our academic year. Parents are a significant factor in the education of a child. The purpose of this is to provide parents with knowledge and support on how to assist their child in their education journey. It is believed that increasing parent capacity will begin to lead to increased student engagement and learning.

An active development of a professional development plan around the use of key components of Aeries Analytics is beginning in order to maximize the use of student data to drive our reactions to student and program needs.

LCAP Highlights

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

Sierra Unified is dedicated to being its Sierra Best and in that we welcome the input from all of our stakeholders in the development of this new 3-year plan. In this plan, specifically called out by stakeholders, is academic support for struggling students, access to career and guidance counseling to students and families, and the development of classroom connections to the real-world.

Goal 1, (Actions 4, 5, and 6), Goal 2 (Actions 3-4, 6, and 7) speak to supporting the needs of students struggling academically. Stakeholders expressed a need to make this a priority in meeting the overall goal as stated. Action 4 and 5 provide for an extended-day program that

builds in dedicated intervention time for students in need of additional support. This coupled along with consistent, periodical review of student outcomes on classroom-level, district-level and state-level assessments allow the District to be informed of individual student needs as well as the needs of a grade-level or grade span. Action 6 includes the professional development and training of our educators to increase their capacity to recognize and respond to student learning needs; this action is additionally supported by the work of the Curriculum and Instruction position at the district-level.

Stakeholders requested opportunities for their secondary-level students to received guidance and career counseling that includes the family. In 2018, Sierra High School implemented a plan to meet with all 7th and 10th grade students to develop long-term education and career goals, looking to develop the idea of what the next step after high school could look like. These meetings were planned to include parents/guardians. When school closures occurred, in the Spring of 2020 these meetings were held virtually to keep all parties on-track. Additionally, all students are met with annually for a check-up on their progress. Stakeholders are looking to see refinement and enhancement of this process through this plan. In Goal 2 (Action 2) the district provides for a Native American Mentor Coordinator and a Native American Education Advocate to increase our counseling services to support students in increased participation in college and career opportunities. Goal 3 (Action 10) provides for Parent Education. It is the intent of this action to incorporate a series of topic-specific opportunities to meet with families and provide them with information that allows them to work in partnership with the schools around the guidance and goal-setting piece of educating a child.

A new goal, Goal 5, is developed to address the Career Technical Education program as a means of focused review and consideration of growth areas in the offerings available to students. Here we intend to consider opportunities that connect the classroom to real-world experiences (Action 5) through community engagement, and continued development of connections with our Community College partners.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Sierra Unified engaged student, staff/faculty and community members as stakeholders via Zoom meetings that were communicated over Aeries Communication 72- hours prior to the meeting and again the morning of the meeting to solicit as much participation as possible. In-person meetings were offered depending on the size of the group and current COVID-19 guidelines for gathering of groups. An online LCAP survey was administered to our stakeholders April 16-25, 2021. Stakeholders were presented an overview of the annual update of LCAP 2017-2020 and the LCP document and asked to address areas they believe are strengths and areas for growth. In some cases, we were offered suggestions to address new concerns that have come to light following the school closures, distance learning and the Creek Fire which all impacted learning and teaching.

Stakeholder meetings were held on the following dates:

September 10, 2020: SELPA Operations Meeting

October 15, 2020: SELPA Operations Meeting

November 12, 2020: SELPA Operations Meeting

January 28, 2021: SELPA Operations Meeting

February 17, 2021: SELPA Operations Meeting

March 15, 2021: Sierra Junior/Senior High School Certificated Staff, Classified Staff, Principal, Classified and Certificated Bargaining Units

March 16, 2021: Sierra Junior/Senior High School Students (7-12 grades)

March 17, 2021: Sierra Alternative High School Students, Sierra @ Home Students (6-11 grades)

March 18, 2021: Foothill Elementary School Staff, Sierra @ Home Staff (elementary), Principals/Administration, Classified and Certificated Bargaining Units

March 19, 2021: Sierra Alternative High School Staff, Sierra @ Home Staff (secondary)

March 23, 2021: SELPA

March 24, 2021: Sierra Alternative Schools Parents

March 25, 2021: Foothill Elementary School Parents

April 15, 2021: Sierra Junior/Senior High School Parents, SELPA Operations Meeting

April 16-25, 2021: Sierra Unified School District LCAP Survey; includes parents, staff members, community members

April 26, 2021: Native American Parent Council

April 28, 2021: Parent Advisory Council (members have also been in attendance at parent/staff stakeholder input meetings), Principals, Administrators; a draft of the LCAP was available and reviewed at this meeting

May 18, 2021: CTE Community Forum

June 14-24, 2021: Public Comment Period No written questions or comments were received by Dr. Alan Harris.

June 14, 2021: LCAP Public Hearing

June 16, 2021: Parent Advisory Council Principals, Administrators; a draft of the LCAP was available and reviewed at this meeting

Local Indicators were presented to the Board and the LEA Budget and LCAP were adopted by the Board on June 28, 2021.

Stakeholder input is used to guide current practices and look forward to the growth and/or development of program initiatives. Our stakeholders have also assisted in problem-solving and implementation of new practices during COVID-19 school closures and re-openings, with some of those actions being brought forward into this plan.

A summary of the feedback provided by specific stakeholder groups.

Much of the input received from stakeholders is able to be categorized into some groups that are directly addressed within the LCAP.
Staff: Social-emotional Learning, internal communication, addressing student learning outcomes for recovery and resilience, equity and accessibility to technology and connectivity.
Parents: School to Home communication, equity and accessibility to technology and connectivity
Students: more opportunity for high-level academic course work

Responses from our LCAP survey administered in April 2021 shows continuity with the Zoom community stakeholder meetings, in that 73% of respondents ranked communication from school to home as improved over previous years, additionally when asked to rank the Top 3 resources or services to support Parent Engagement school-family communication continues to be one way for schools to engage along with collaboration with community to provide resources and support of the school community. Parents also indicate through the survey that providing physical, mental health, nutrition and wellness support to students will be beneficial to the school climate and student learning.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In this plan, specifically called out by stakeholders, is academic support for struggling students, access to career and guidance counseling to students and families, and the development of classroom connections to the real-world.

Goal 1, (Actions 4, 5, and 6), Goal 2 (Actions 3, 4, 6, and 7) speak to supporting the needs of students struggling academically. Stakeholders expressed a need to make this a priority in meeting the overall goal as stated. Actions 4 and 5 provide for an extended-day program that builds in dedicated intervention time for students in need of additional support. This, coupled along with consistent, periodic review of student outcomes on classroom-level, district-level and state-level assessments allow the classroom teacher, school site administration and the District to be informed of individual student needs as well as the needs of a grade-level or grade span. Action 6 includes the professional development and training of our educators to increase their capacity to recognize and respond to student learning needs; this action is additionally supported by the work of the Curriculum and Instruction position at the district-level in monitoring the use of district-level assessments and the development of pre/post exams at transitional grade levels.

Stakeholders requested opportunities for their secondary-level students to receive guidance and career counseling that includes the family. In 2018, Sierra High School implemented a plan to meet with all 7th and 10th grade students to develop long-term education and career goals, looking to develop the idea of what the next step after high school could look like. These meetings were planned to include parents/guardians. When school closures occurred, in the Spring of 2020 these meetings were held virtually to keep all parties on-track.

Additionally, all students are met with annually for a check-up on their progress. These meetings are documented in Aeries SIS and are part of a developing needs assessment measuring the profile of the whole child in regards to academic and social-emotional progress. Stakeholders are looking to see refinement and enhancement of this process through this plan. In Goal 2 (Action 2) the district provides for a Native American Mentor Coordinator for secondary-level students and a Native American Education Advocate at the elementary-level to increase our counseling services to support students in increased participation in college and career opportunities.

Goal 3 (Action 10) provides for Parent Education. It is the intent of this action to incorporate a series of topic-specific opportunities to meet with families and provide them with information that allows them to work in partnership with the schools around the guidance and goal-setting piece of educating the whole-child. These meetings will also include opportunities to share resources, guides and data to assist in engaging all parties in decision-making at the school site and district levels.

A new goal, Goal 5, is developed to address the Career Technical Education program as a means of focused review and consideration of growth areas in the offerings available to students. Here we intend to consider opportunities that connect the classroom to real-world experiences (Action 5) through community engagement, and continued development of connections with our Community College partners.

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	100% Data Year: 2020-2021 Data Source: SARC				100% Data Year: 2023-2024 Data Source: SARC
Access to standards aligned instructional materials	Sufficient core instructional materials are available Data Year: 2019-2020 Data Source: Board resolution on "Sufficiency of Instructional Materials"				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
State Standardized Assessments (CAASPP): Math	CAASPP scores for all students will improve from: Math -30 points from a Level 3 (proficient) Data Year: 2018-2019 Data Source: CA Schools Dashboard				All students will improve to: Math -15 from a Level 3 Data Year: 2022-2023 Data Source: CA Schools Dashboard
State Standardized Assessments (CAASPP): English/Language Arts	CAASPP scores for all students will improve to: ELA -5 points from a Level 3 (proficient) Data Year: 2018-2019 Data Source: CA Schools Dashboard				All students will improve to: ELA Level 3 or higher Data Year: 2022-2023 Data Source: CA Schools Dashboard
Percentage of students earning Healthy Fitness Zone (5 of 6 standards) on Physical Fitness Testing	Physical Fitness Testing as measured by percent above state average Grade 5 CA 45.2% SUSD 73.4% Grade 7: CA 51.1% SUSD 62% Grade 9: CA 56.4% SUSD 61% Each grade level is expected to show growth of 5% Data Year: 2018-2019 Data Source: Data Quest				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				4.8 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				Overall Score of 3+: 85% Data Year: 2022-2023 Data Source: ELPAC Report

Actions

Action #	Title	Description	Total Funds	Contributing
1	Properly credentialed teachers	Ensure properly credentialed teachers with no mis-assignments or vacancies.	\$5,640,031.00	No
2	Standards-aligned curriculum and materials	Provide standards-aligned, district/state approved instructional materials.	\$137,990.00	No
3	State Standardized Assessment outcomes	Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will use instructional technology, strategies for differentiation of	\$14,759.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
4	Monitoring of student growth and achievement gaps	Utilize curriculum-embedded District Learning Assessments 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, 6, 8 and 10.	\$10,000.00	No
5	Recovery and Resiliency Program	Unduplicated pupils demonstrate the lowest academic performance on CAASPP assessments. Dialogue and school climate survey results reveal these students feel less connected to school. To improve academic and social-emotional needs of students, it is essential that students have the opportunity to receive expanded academic support in a safe learning environment. Therefore, to address the academic and social needs of students K-12 grades, SUSD will provide an extended school-day running from 3:00-5:00 pm. 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 all students participating in the extended-day program traveling from school to home. Extended childcare will be made available for families of K-6 grade students who would otherwise arrive at an empty home when taking the bus. In order for the program to be successful in meeting the needs of students and staff, an after-school program coordinator will be established to oversee development, implementation and oversight of the program. Providing this expanded after-school opportunity allows SUSD to build onto an existing after-school, office-hour model to further address learning loss for all students, intervention, and extension to achieve increased student performance and school connectedness. It is expected that providing academic intervention and learning extension beyond the	\$802,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school-day will result in increased student achievement and connection to school.		
6	Development of teacher capacity	Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, content specific professional development and mental-health and wellness based on needs identified by school sites, departments and grade levels. This will be accomplished utilizing additional contract days and weekly late-start Mondays for the meeting of professional learning communities. This will include release days for resource specialists with the aim of increasing their capacity and improving instructional support delivery. It is expected that by building teacher capacity through adult-learning opportunities in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth indicators in performance on Math and ELA CAASPP assessments.	\$71,215.00	Yes
7	Director of Curriculum and Instruction	Unduplicated pupils have the lowest performance on the Math and ELA CAASPP assessments. Professional development around data literacy will lead to greater teacher impact on student learning and achievement. To address this need, SUSD will support teachers by providing training in the areas of local assessment development and data review, and revision of the current PLC model and instructional delivery planned and/or delivered by the Director of Curriculum and Instruction. Through the development of teacher knowledge to develop and utilize data outcomes to inform instruction, and the continued work of using common local assessments, student achievement will increase because teachers will be better equipped to provide scaffolds in the classroom based on student need as well as provide timely feedback on the skills and concepts needed to support learning. It is the expectation that by providing instructional support to increase adult learning to that will be used to support student learning via the Director	\$138,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of Curriculum and Instruction, unduplicated pupil performance on the Math and ELA CAASPP will improve.		
8	Continuation High School	There is an achievement gap for graduation rates with unduplicated students in Sierra Unified. An alternative setting for high school students is needed to provide for the learning styles and needs of students who learn best in a non-traditional school setting. 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. To offer greater access to a diploma for all students, specifically the unduplicated students, the District will continue to provide a continuation high school as a means to an alternative education setting. 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 low income and students with disabilities. The district anticipates seeing continued gains in academic performance in the areas of Math and English Language Arts, successful completion of high school and development of connectedness to school from unduplicated students as a result of this action.	\$295,296.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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: 32% White: 72% Native American: 7.7% Hispanic: 18% SED: 26% Data Year: 2019-2020 Data Source: CALPADS Fall 1, 8.1a				All Students 40% Student groups will show a 2% or more increase over the baseline. Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1a
EL Reclassification Rate	0% (11 students) Data Year: 2020-2021 Source: Data Quest				20% students will be reclassified as indicated by RFEP status. Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: Data Quest
High School Graduation Rate	<p>One-year graduation rate All Students 90% White 94% Native American 76.5% Hispanic 89% SED 82.6% SWD 72.7%</p> <p>Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1a</p>				<p>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: CALPADS Fall 1, 8.1a</p>
SAT Participation Rate	<p>All students 47% (10-12 grade)</p> <p>Data Year: 2018-2019 Data Source: Aeries SIS</p>				<p>All students 52% or greater.</p> <p>Data Year: 2022-2023 Data Source: Aeries SIS</p>
SAT performance outcomes	<p>ELA: 585 Math: 560 Benchmarks met: 69% Data Year: 2018-2019 Data Source: Data Quest</p>				<p>ELA 590 Math 565 Benchmarks met: 72%</p> <p>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
Advanced Placement participation rate	All students (11-12) 37% Data Year: 2019-2020 Data Source: Aeries SIS				All Students (11-12) 40% Data Year: 2022-2023 Data Source: Aeries SIS
AP Passage Rate	All Students scoring a 4 or greater: 40% Data Year: 2019-2020 Data Source: Aeries SIS				All Students scoring a 4 or greater:45% Data Year: 2022-2023 Data Source: Aeries SIS
EAP ELA *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment				To Be Determined
EAP Math *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment				To Be Determined
Broad course of study	Students enrolled in advanced academic courses: All 49.49% Students enrolled in VAPA courses: All 56.4%				Students enrolled in advanced courses: All 52% VAPA courses: All 58% CTE courses: All 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students enrolled in CTE courses: All 32.1%</p> <p>Data Year: 2020-2021 Data Source: CALPADS Fall 2, 3.7, and 3.8</p>				<p>Data Year: 2023-2024 Data Source: CALPADS Fall 2: 3.7 and 3.8</p>
College and Career Index (CCI)	<p>Students meeting "Prepared" (based on cohort data) All Students: 40% White: 77.5% Native American: 40% Hispanic: 15% SED: 25% SWD: 0%</p> <p>Data Year: 2019-2020 Data Source: Dashboard</p>				<p>Students meeting "Prepared" (based on cohort data) All Students: 50% White: 80% Native American: 43% Hispanic: 18% SED: 29% SWD: 3% Data Year: 2022-2023 Data Source: Dashboard</p>
Dual Enrollment/High School Experience Program Participation	<p>Grade 12 Students: 34% Data Year: 2019-2020 Data Source: Aeries SIS</p>				<p>40% Data Year: 2022-2023 Data Source: Aeries SIS</p>
A-G Completion and CTE Pathway	<p>All Students: 53% White: 48%</p>				<p>All Students: 55% White: 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion rate (based on cohort data)	Native American: 16% Hispanic: 10% SED: 19% SWD: 3% Data Year: 2019-2020 Data Source: Dashboard				Native American: 19% Hispanic: 13% SED: 22% SWD: 5% Data Year: 2021-2022 Data Source: Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$478,001.00	No
2	Academic Counseling and Support Services	Unduplicated students, including Native American students have lower graduation rates and lower rates of A-G completion and CTE pathway completion rates than the All Student group in Sierra Unified. To encourage the continued academic growth and school connectedness of students in unduplicated populations, 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 unduplicated student populations. 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 Mentor 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	\$349,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 meeting requirements for college admission and the completion of career pathways.		
3	Response to Intervention (REI)	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 unduplicated student populations taking honors and advanced placement courses at the secondary level. Additionally, we will provide an informed response to learning loss and the recovery of skills following the COVID-19 school closures. This action includes an Academic Intervention Specialist, support personnel and Americorps tutors.	\$166,895.00	No
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.	\$256,641.00	No
5	Increase student engagement and support	In response to local assessment data indicating low academic achievement, and to meet the need of learning recovery, SUSD will provide instructional para-professionals to increase engagement and support for unduplicated populations of students and students with disabilities to maximize course access. The increase of para-professional staff will allow in-class support to teachers in delivery of instruction and to 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 classroom teachers with facilitation of instruction and support the student in the	\$451,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>classroom environment alongside peers. In some cases, where students are better served in a smaller group setting, students will be pulled from class or provided a support period after a lesson to be supported in the development of an academic skill. The use of para-professionals to support learning through engagement will assist the teacher and students in achievement of the learning goals by providing increased opportunities and support for student skill development and differentiated support based on the needs of each student. The effectiveness of these instructional supports, through the use of paraprofessionals, will be evidenced from student achievement from the classroom level up through the monitoring of daily progress, content assessments, local benchmarks and state assessments, specifically in the areas of Math and English Language Arts.</p>		
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. 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 action, EL students have been reclassified at a rate higher than the county and state average.</p>	\$16,553.00	Yes
7	Office Hours and student support to access academics	<p>Sierra Unified District's unduplicated student populations 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 loads. Feedback from students indicated that providing unduplicated student populations with additional academic support will encourage them to attempt more advanced academic courses. To work at closing the gap and increasing participation of unduplicated students in advanced coursework, Sierra Unified will continue to provide staff office hours before, during and after-school to provide tutoring and support to</p>	\$40,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		secondary students at all levels of ability. SAT test prep sessions, support of learning in Dual Enrollment and Advanced Placement courses are areas that teachers will be able to support and engage participation. These offerings are in addition to support opportunities in all core academic courses. By providing more opportunities for academic support at different points of the day, unduplicated student populations will have greater access to advanced classes and will have greater success in classes. Providing these support opportunities will lead to an increase in student participation in advanced coursework and increased student achievement on the College and Career Index Dashboard metric.		
8	PSAT participation	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.	\$1,500.00	No
9	Dual Enrollment and High School Enrichment	Sierra Unified and Sierra High School will continue to provide opportunities for students to enroll in and take college-level courses through the Dual Enrollment and High School Enrichment programs provided by community colleges. This opportunity increases the access for all junior and senior-level students to participate in college courses which in turn increases the possibility of students continuing on an academic path. Sierra High School is able to provide 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.	\$33,783.00	No
10	Director of Education Services	Sierra Unified School District utilizes the position of the Director of Education Services to provide professional training, oversight of	\$161,486.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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	\$83,969.00	No
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.	\$82,107.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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)				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 March 16, 2020, 128 school days	All Students 91.9% White 94.5% Native American 82.3% Hispanic 90% SED 89%				All Students 93% or greater Student Groups demonstrate 3% growth if target not met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SWD 84.3%</p> <p>Data Year: 2019-2020 Data Source: Aeries SIS</p>				<p>Data Year: 2022-2023 Data Source: Aeries SIS</p>
<p>Suspension Rate</p> <p>Note: baseline reflects data 2019-March 13, 2020, 128 school days</p>	<p>All students 3.5%</p> <p>Data Year: 2019-2020 Data Source: CALPADS EOY3 7.12</p>				<p>All students 3%</p> <p>Data Year: 2022-2023 Data Source: CALPADS EOY3, 7.12</p>
<p>Expulsion rate</p>	<p>All students 0%</p> <p>Data Year: 2019-2020 Data Source: CALPADS EOY3 7.10</p>				<p>All Students 0.5% or less</p> <p>Data Year: 2022-2023 Data Source: CALPADS EOY3 7.10</p>
<p>Local Parent Climate Survey</p>	<p>Measuring favorable ratings from parents in the areas:</p> <ul style="list-style-type: none"> • School to Home Communication • School Culture/Climate • Parent Engagement <p>by locally developed survey tool</p>				<p>Improve to a rating of 85-90% in each area</p> <p>Data Year: 2023-2024 Data Source: Climate Survey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>administered in May.</p> <p>2020-2021 School to Home Communication 76.7% School Culture/Climate 81.4% Parent Engagement 76.62%</p>				
Junior High Dropout Rate	<p>0%</p> <p>Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1</p>				<p>0.5% or lower</p> <p>Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1</p>
High School Dropout Rate	<p>0%</p> <p>Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1</p>				<p>1% or lower</p> <p>Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1</p>
Student Sense of Safety at School and School Connectedness	<p>Elementary: Connectedness: 88% Safety: 89.6%</p> <p>Junior/Senior High School: Connectedness: 82% Safety: 92.8%</p> <p>Overall: Connectedness: 85.8%</p>				<p>Overall Connectedness: 88% Safety: 95%</p> <p>Data Year: 2023-2024 Data Source: Local Culture/Climate Survey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Safety: 91.2%</p> <p>Data Year: 2020-2021 Data Source: Local Culture and Climate Survey</p>				
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>2019-2020 Foothill Elementary 4:4 Sierra Jr/Sr High 2:3 Percentage: 83%</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
1	Facilities	Provide clean and well-maintained facilities. To achieve this, the District provides for year-round custodial and maintenance staff.	\$2,425,072.00	No
2	School transportation	Provide safe student transportation to and from school and school-activities by qualified and well-trained individuals.	\$1,556,716.00	No

Action #	Title	Description	Total Funds	Contributing
3	Social-Emotional Learning support	The mental health and wellness of students in Sierra Unified, including unduplicated student populations, is a priority and requires the need of specialized services of support targeted to the social-emotional well-being of the child. 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 and assist in the return to class for instruction. 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. Through these efforts it is believed that continuing to make school a safe place to be will provide the individuals most in need to develop a sense of achievement and strive to develop their best selves.	\$230,853.00	Yes
4	School Psychologists	To serve the needs of students in the district and assist in the development of a capable, well-rounded, self-advocating individual, Sierra Unified has invested in 2 full-time school psychologists. These positions are part of our MTSS structure and work in coordination with behavior aides on their campuses to serve students' behavioral, social, mental and academic needs. During school closures, the psychologists were instrumental in assisting with contacting students and families to determine academic and personal needs. 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. They continue to be instrumental in supporting students on campus in moments of crisis because of the work 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	\$96,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		place. It is expected that the connections made allow students to feel safe, develop a sense of belonging and fosters individual significance. These are the components that allow a child to learn and achieve.		
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.	\$177,522.00	No
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.	\$1,366,675.00	No
7	Extra-Curricular Activities	Unduplicated students have the lowest participation rates in extra-curricular activities. Sierra Unified continues to recognize this need and provides for access to extra-curricular activities. It is believed that student access and participation in extra-curricular activities increases connection and desire to be at school for academics. In order to address student need, we will provide relevant co-curricular programs in order to increase student engagement in school and feelings of connectedness. Therefore, providing relevant co-curricular programs such as athletics, FFA, academic clubs and competitions and performing arts with school transportation, based on survey data, participation in extracurricular activities has shown an increase in student engagement because students will have a greater sense of belonging, school pride, and incentives to do well in academic classes. The District expects that with greater opportunity to be involved in school, students will extend school engagement into the classroom where greater overall school achievement can be recognized.	\$252,726.00	Yes
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	\$59,224.00	No

Action #	Title	Description	Total Funds	Contributing
		families. Additionally, a well-trained and engaged staff are available for student learning.		
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.	\$125,074.00	No
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
11	Late Bus	Low income students are less likely to have access to transportation, and so their access to after-school enrichment, academic support and co-curricular activities is limited. By providing school transportation from school to home there is an opportunity to increase student access to after-school activities. The District will provide late bus transportation for students who wish to participate in extended school-day activities. 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. An increase in school connectedness will lead to an increase in student engagement and achievement.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Noon time Assistants	Student safety at school is an on-going need at Foothill Elementary School. Providing students with extra supervision to intervene where unsafe behavior is taking place can allow for immediate redirection and provides for a teaching moment toward appropriate social behaviors. Therefore, Noon-time assistants will be provided by the District to assist in student supervision at Foothill during the lunch period. Through this action, students are well-supervised, appropriate social behavior is modeled, and expected of all students in a consistent manner. It is expected that the rate of major disciplinary infractions will be reduced because students will develop a sense of responsibility for their actions in social situations and will have the skills necessary to respond to situations in appropriate ways.	\$50,276.00	Yes
13	Additional direct services to students		\$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 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 Low Income 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% Data Year: 2019-20				5% decrease Chronic Absenteeism rate for all students K-12. Data Year: 2021-2022 Data Source: Aeries SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries SIS				

Actions

Action #	Title	Description	Total Funds	Contributing
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-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.	\$4,455.00	No
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

Action #	Title	Description	Total Funds	Contributing
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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: 8.89% White: 55.17% Hispanic: 27.59% Native American: 10.34% SED:48.28% SWD: 10.34% Data Year: 2019-2020 Data Source: CALPADS EOY1 3.15				15% participation rate Data Year: 2023-2024 Data Source: CALPADS EOY 1, 3.15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	<p>All Students: 14.6% White: 37.5% Hispanic: 6.2% Native American: 3.1% SED: 43.7% SWD: 3.1%</p> <p>Data Year: 2019-2020 Data Source: CALPADS EOY 1 3.15</p>				<p>25% completion rate</p> <p>Data Year: 2023-2024 Data Source: CALPADS EOY 1, 3.15</p>

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$486,339.00	No
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
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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		survey will be to measure the job skills most desired by students, and measure our current course offerings to meet the students' needs.		
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	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.41%	\$1,713,122

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Using the calculation tool provided by the state, Sierra Unified School District has calculated that it will receive \$1,713,122 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing actions are outlined below.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population 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 stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated 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 unduplicated student population 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 stakeholders when reading this plan so they can better understand the rationale behind each unique district-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. 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 unduplicated student population. The district expects that an investment in providing professional learning opportunities for staff to increase their ability to serve all students, will result in increased student improvement.

Action 8 - Providing an alternative school setting for high school students, especially low income and students with disabilities, allows for greater opportunity of individualized instruction, smaller settings/groups where achieving high school graduation is accessible. Providing for this school setting and its personnel allow Sierra Unified to meet the needs of our unduplicated student population 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 - Unduplicated 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 Native American 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 Native American students is a continuing effort to encourage school engagement and look forward to successful completion of high school with plans for college and career. By providing these services it is believed that unduplicated 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 recovery lost learning opportunities due to COVID-19 school closures, and support the participation of unduplicated student populations there is an addition of paraprofessional instructional aides being added to our 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.

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 an English Learner, and will work to maintain reclassification rates that are higher than county and state averages.

Action 7 - An opportunity gap exists among unduplicated 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. We expect to see numbers of unduplicated students participating in Dual Enrollment, Honors-level English and Math, Advanced Placement 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 unduplicated 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.

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 unduplicated 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 a sense of significance.

Action 7 - Students of unduplicated populations have the lowest participation rates in extra-curricular activities. To foster their participation in academic, athletic and art 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 to be involved in school, students 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 extra-curricular participation is believed to 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, well-supervised, appropriate social behavior is modeled, and expected of all students in a consistent manner. It is expected that the rate of major disciplinary actions will be reduced and students will develop a sense of responsibility for the 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.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,713,122 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been

calculated at 12.41%. Our LEA has demonstrated that it has met the 12.41 % proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

For each action listed as contributing to the increased or improved services of our unduplicated student population and Students with Disabilities (SWD), 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. The continued work of the Native American program within the district supports this significant student population, many of which are also identified in the unduplicated population. By continuing to provide, and in the upcoming year increase the number of instructional para-professionals, Sierra Unified hopes to increase student achievement. Our unduplicated student populations and Students with Disabilities, 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 9-12 grades are able to continue their education in a non-traditional school setting that affords them equity of access to learning and achievement. 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 achieve high school graduation. 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 action, EL students have been reclassified at a rate higher than the county and state average. (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 (Goal 1 Action 6, 7).

In an effort to remove obstacles that may prevent students in our unduplicated 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 learning-day 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, 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.(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 unduplicated population of students, specifically the low income students the District maintains counseling support and the use of 2 full-time school psychologists to continue on-site availability to support 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$14,868,713.00	\$884,347.00	\$380,749.00	\$85,982.00	\$16,219,791.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$14,049,278.00	\$2,170,513.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Properly credentialed teachers	\$5,640,031.00				\$5,640,031.00
1	2	All	Standards-aligned curriculum and materials	\$137,990.00				\$137,990.00
1	3	All	State Standardized Assessment outcomes	\$14,759.00				\$14,759.00
1	4	All	Monitoring of student growth and achievement gaps				\$10,000.00	\$10,000.00
1	5	English Learners Foster Youth Low Income	Recovery and Resiliency Program		\$802,438.00			\$802,438.00
1	6	English Learners Foster Youth Low Income	Development of teacher capacity	\$71,215.00				\$71,215.00
1	7	English Learners Foster Youth Low Income	Director of Curriculum and Instruction	\$138,682.00				\$138,682.00
1	8	Low Income	Continuation High School	\$295,296.00				\$295,296.00
2	1	All	Alternative Learning Opportunities	\$478,001.00				\$478,001.00
2	2	English Learners Foster Youth Low Income	Academic Counseling and Support Services	\$256,126.00	\$41,109.00		\$52,583.00	\$349,818.00
2	3	All	Response to Intervention (REI)	\$166,895.00				\$166,895.00
2	4	All	Response to Extension (REI)	\$256,641.00				\$256,641.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Increase student engagement and support	\$159,838.00		\$268,101.00	\$23,399.00	\$451,338.00
2	6	English Learners	English Learner academic support	\$16,553.00				\$16,553.00
2	7	English Learners Foster Youth Low Income	Office Hours and student support to access academics		\$40,800.00			\$40,800.00
2	8	All	PSAT participation	\$1,500.00				\$1,500.00
2	9	All	Dual Enrollment and High School Enrichment	\$33,783.00				\$33,783.00
2	10	All	Director of Education Services	\$161,486.00				\$161,486.00
2	11	All	Library Services	\$83,969.00				\$83,969.00
2	12	All	Instructional technology	\$82,107.00				\$82,107.00
3	1	All	Facilities	\$2,425,072.00				\$2,425,072.00
3	2	All	School transportation	\$1,556,716.00				\$1,556,716.00
3	3	English Learners Foster Youth Low Income	Social-Emotional Learning support	\$230,853.00				\$230,853.00
3	4	English Learners Foster Youth Low Income	School Psychologists	\$96,449.00				\$96,449.00
3	5	All	School Health Staff	\$177,522.00				\$177,522.00
3	6	All	Administration, management and office staff	\$1,366,675.00				\$1,366,675.00
3	7	English Learners Foster Youth Low Income	Extra-Curricular Activities	\$252,726.00				\$252,726.00
3	8	All	Eagle's Nest	\$59,224.00				\$59,224.00
3	9	All	Communications	\$125,074.00				\$125,074.00
3	10	All	Parent education			\$10,000.00		\$10,000.00
3	11	English Learners Foster Youth Low Income	Late Bus	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	12	English Learners Foster Youth Low Income	Noon time Assistants	\$50,276.00				\$50,276.00
3	13	English Learners Foster Youth Low Income	Additional direct services to students	\$95,108.00				\$95,108.00
4	1	All	Monthly Tracking of Student Attendance	\$4,455.00				\$4,455.00
4	2	All	Student interventions and supports					\$0.00
4	3	All	Parent and Community Communication/Education					\$0.00
5	1	All	Career Technical Education Program	\$383,691.00		\$102,648.00		\$486,339.00
5	2	All	Bi-annual meetings					\$0.00
5	3	All	Student job-skills survey					\$0.00
5	4	All	Career Technical Education Pathways					\$0.00
5	5	All	Career Exploration					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,713,122.00	\$2,941,552.00
LEA-wide Total:	\$1,367,550.00	\$2,555,180.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$345,572.00	\$386,372.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Recovery and Resiliency Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$802,438.00
1	6	Development of teacher capacity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,215.00	\$71,215.00
1	7	Director of Curriculum and Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,682.00	\$138,682.00
1	8	Continuation High School	Schoolwide	Low Income	All Schools Specific Schools: Sierra Alternative High School	\$295,296.00	\$295,296.00
2	2	Academic Counseling and Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,126.00	\$349,818.00
2	5	Increase student engagement and support	LEA-wide	English Learners Foster Youth Low Income		\$159,838.00	\$451,338.00
2	6	English Learner academic support	LEA-wide	English Learners	All Schools	\$16,553.00	\$16,553.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Office Hours and student support to access academics	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sierra Junior High and Senior High		\$40,800.00
3	3	Social-Emotional Learning support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,853.00	\$230,853.00
3	4	School Psychologists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,449.00	\$96,449.00
3	7	Extra-Curricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,726.00	\$252,726.00
3	11	Late Bus	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	12	Noon time Assistants	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Foothill Elementary	\$50,276.00	\$50,276.00
3	13	Additional direct services to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,108.00	\$95,108.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.