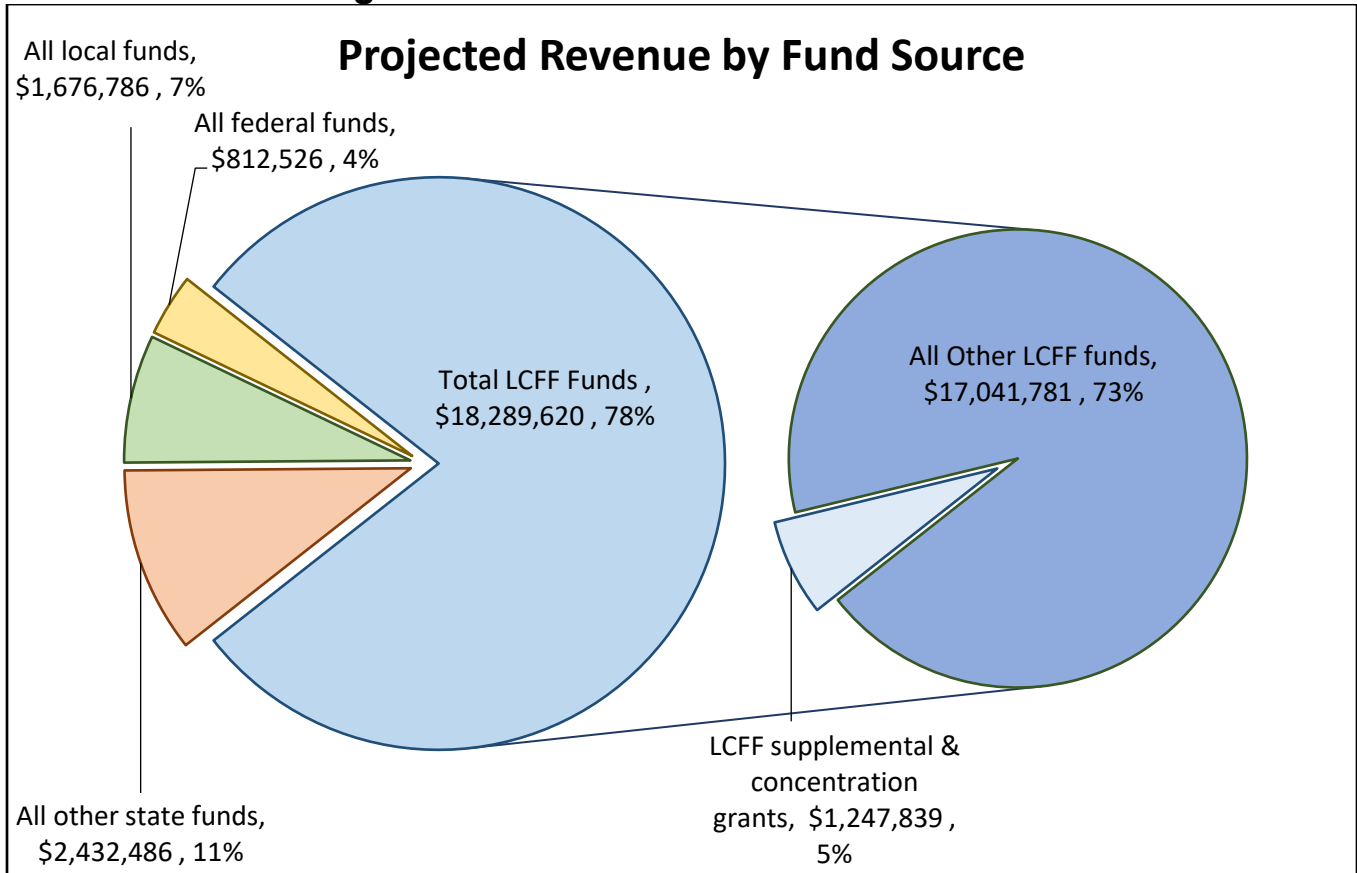


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Unified School District
CDS Code: 1075275
School Year: 2024-25
LEA contact information:
Anthony Abrams
District Superintendent
aabrams@sierrausd.org
(559) 855-3662

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

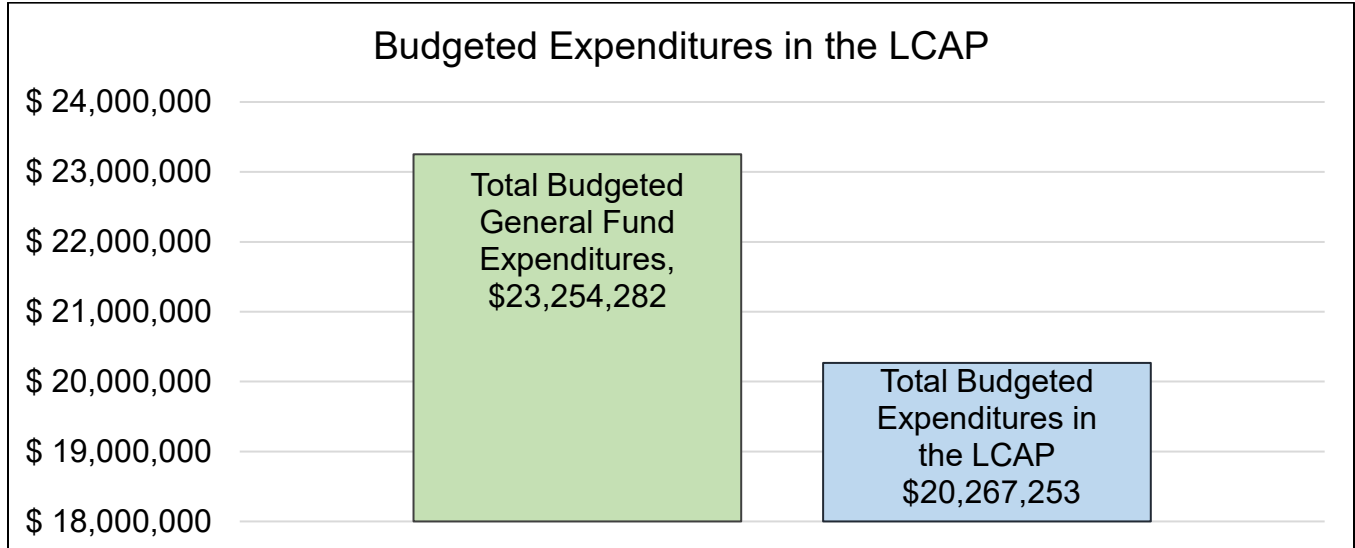


This chart shows the total general purpose revenue Sierra Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Unified School District is \$23,211,418, of which \$18,289,620 is Local Control Funding Formula (LCFF), \$2,432,486 is other state funds, \$1,676,786 is local funds, and \$812,526 is federal funds. Of the \$18,289,620 in LCFF Funds, \$1,247,839 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sierra Unified School District plans to spend \$23,254,282 for the 2024-25 school year. Of that amount, \$2,0267,253 is tied to actions/services in the LCAP and \$2,987,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

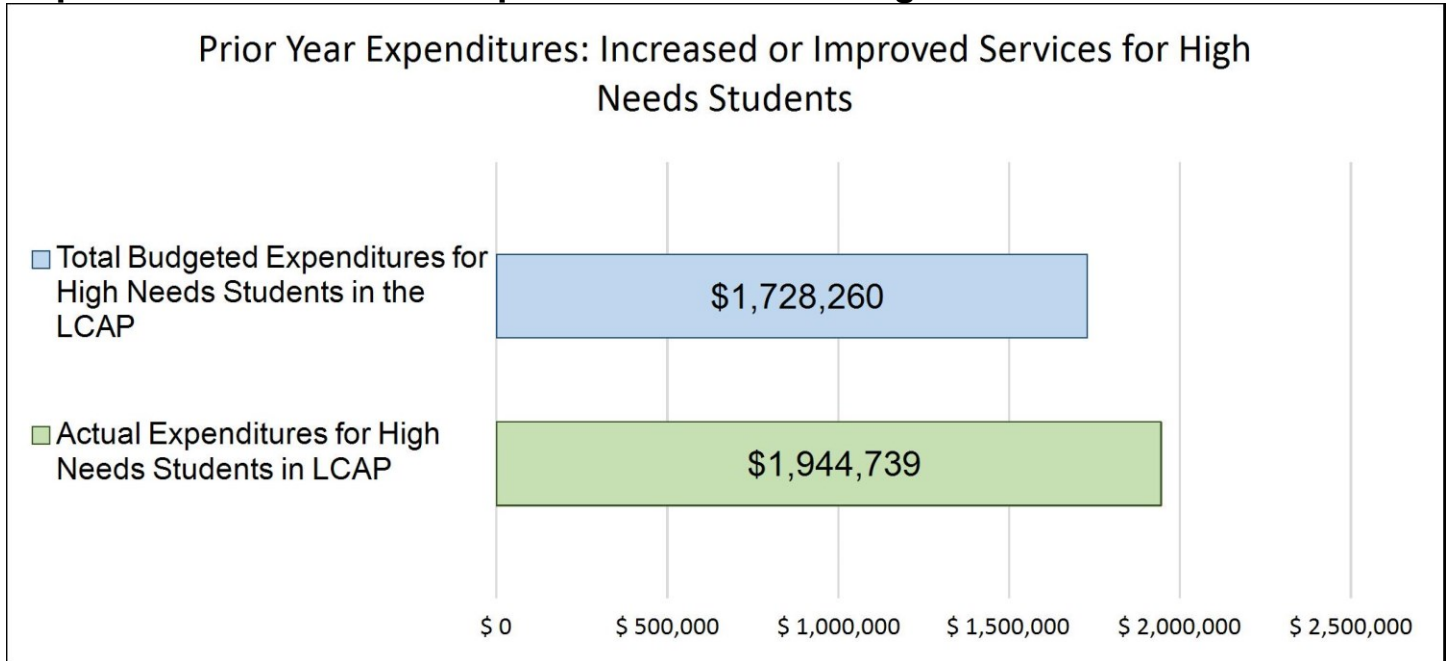
Federal funds: Title I (\$12,999), Special Education (\$410,229), Title II (\$57,650), Preschool (\$5,709), Title III (\$1,610), Title IV (\$19,166), Indian Education (\$18,851) Mental Health (\$13,721).
State funds: Special Education (\$1,128,525), Mental Health (\$94,807), Early Intervention (\$58,713), Ag Incentive (\$23,560), STRS on Behalf (\$822,903), AIECE (\$8,706), Pre-K Planning (\$67,460)
Retiree Benefits (\$245,320), Inter-fund Transfer (\$50,000)

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

In 2024-25, Sierra Unified School District is projecting it will receive \$1,247,839 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 \$1,854,712 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Sierra Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sierra Unified School District's LCAP budgeted \$1,728,260 for planned actions to increase or improve services for high needs students. Sierra Unified School District actually spent \$1,944,739 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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	<p>Misassignments: 0% Vacancies: 0%</p> <p>Data Year: 2019-2020 Report Year: 2020-2021 Data Source: SARC</p>	<p>Misassignments: 0% Vacancies: 0%</p> <p>Data Year: 2020-2021 Report Year: 2021-2022 Data Source: SARC</p>	<p>Misassignments: 0.5% Vacancies: 0%</p> <p>Data Year: 2021-2022 Report Year: 2022-2023 Data Source: SARC</p>	<p>Misassignments: 0.5% Vacancies: 0%</p> <p>Data Year: 2022-2023 Report Year: 2023-2024 Data Source: SARC</p>	<p>Misassignments: <3% Vacancies: <4%</p> <p>Data Year: 2022-2023 Report Year: 2023-2024 Data Source: SARC</p> <p>MET</p>
Access to standards aligned instructional materials	<p>Sufficient core instructional materials are available as reported to the Board 10.19.20</p> <p>Data Year: 2020-2021 Data Source: Board resolution on "Sufficiency of</p>	<p>Sufficient core instructional materials are available as reported to the Board 10.11.21</p> <p>Data Year: 2021-2022 Data Source: Board Resolution on "Sufficiency of</p>	<p>Sufficient core instructional materials are available as reported to the Board 09.12.22 and reviewed by an on-site visit by the Williams Visitation Committee 09/06/23.</p> <p>Data Year: 2022-2023</p>	<p>Sufficient core instructional materials are available as reported to the Board 09.11.2023.</p> <p>Data Year: 2023-2024 Data Source: Board Resolution "Sufficiency of Instructional</p>	<p>Sufficient core instructional materials</p> <p>Data Year: 2023-2024 Data Source: Board resolution on "Sufficiency of Instructional Materials"</p> <p>MET</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Instructional Materials"	Instructional Materials"	Data Source: Board Resolution on "Sufficiency of Instructional Materials" #07-22/23	Materials" 9/11/23 #07-23/24	
State Standardized Assessments (CAASPP): Math	<p>CAASPP scores for all students will improve from: Math -30 points from a Level 3 (proficient)</p> <p>All Students: -34.7 White: -20.4 Native American: -75.8 Hispanic: -64.6 SED: -57.6 SWD: -124.9 EL: * (7) FY: * (3)</p> <p>Data Year: 2018-2019 Data Source: CA Schools Dashboard</p>	<p>Distance from Standard is unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards:</p> <p>All Students: 31.11% White: 43.48% Native American: *(<10) Hispanic: 31.58% SED: 29.76% SWD: 10.84% EL: *(<10) FY: *(<10)</p> <p>Data Year: 2020-2021 Data Source: CAASPP Test Results website</p>	<p>Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4)</p> <p>DFS- All Students: -52.6 White: -37 Native American: -88.3 Hispanic: -72.6 SED: -71.7 SWD: -118.3 EL: * (<10) FY: * (<10)</p> <p>Met or Exceeded Standards- All Students: 31.4% White: 38.4% Native American: 20%</p>	<p>Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4)</p> <p>DFS - All Students: -60.4 White: -41.5 Native American: -105.2 Hispanic: -85.3 SED: -92.9 SWD: -137.0 EL: -91.1 FY: * (<11)</p> <p>Met or Exceeded Standards- All Students: 28.76% White: 34.76%</p>	<p>All students will improve to: Math -48 points DFS</p> <p>All student groups will improve 5 or more points over 2021-2022 DFS outcomes.</p> <p>Data Year: 2022-2023 Data Source: CA Schools Dashboard</p> <p>NOT MET</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Hispanic: 17.22% SED: 21% SWD: 9.4% EL: * (<10) FY: * (<10) Data Year 2021-2022 Data Source: CA School Dashboard/CAASPP Test Website	Native American: 17.04% Hispanic: 22.00% SED: 17.06% SWD: 11.57% EL: * (<11) FY: * (<11) Data Year: 2022-2023 Data Source: CA School Dashboard/CAASPP Test Website	
State Standardized Assessments (CAASPP): English/Language Arts	CAASPP scores for all students will improve to: ELA -5 points from a Level 3 (proficient) All Students: -4.9 White: -8.3 Native American: -47.7 Hispanic: -27.8 SED: -35.4 SWD: -107.9 EL: * (7) FY: * (3) Data Year: 2018-2019 Data Source: CA Schools Dashboard	Distance from Standard is unavailable for 2020-21. Using percent of students/student groups achieving Met or Exceeded Standards: All Students: 51.51% White: 57.14% Native American: *(<10) Hispanic: 52.64% SED: 50.98% SWD: 20.73% EL: *(<10) FY:* (<10)	Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4) DFS- All Students: -23.3 White: -8.2 Native American: -77.4 Hispanic: -27.2 SED: -49.8 SWD: -104.8	Distance from Standard (DFS) is reported below, indicating the number of points students performed below Level 3 on CAASPP/percent of students having Met or Exceeded Standard (Level 3 and 4) DFS- All Students: -33.4 White: -19.9 Native American:-75.4 Hispanic: -51.0 SED: -67.4 SWD: -117.3 EL: -119.6	All students will improve to -20 points DFS All student groups will improve 5 or more points over the 2021-2022 DFS outcomes. Data Year: 2022-2023 Data Source: CA Schools Dashboard NOT MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: CAASPP Test Results website	EL: * (<10) FY: * (<10) Met or Exceeded Standards- All Students: 45.8% White: 53.6% Native American: 24.7% Hispanic: 35.5% SED: 33.6% SWD: 19.8% EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: CA School Dashboard/CAASPP Test Website	FY: * (<11) Met or Exceeded Standards- All Students: 38.06% White: 44.35% Native American: 20.23% Hispanic: 31.13% SED: 16.19% SWD: 19.8% EL: * (<11) FY: * (<11) Data Year: 2022-2023 Data Source: CA School Dashboard/CAASPP Test Website	
Percentage of students earning Healthy Fitness Zone (5 of 6 standards) on Physical Fitness Testing	Physical Fitness Testing as measured by percent above state average Grade 5: CA 45.2% SUSD 73.4% Grade 7: CA 51.1% SUSD 62% Grade 9: CA 56.4% SUSD 61%	No data collected in 2020-2021 due to State suspension of the assessment. All students, Grades 5, 7 and 9, are participating in the 2021-2022 assessment.	PFT data represents the percentage of students participating in each of the 5 fitness areas by school site and grade: Area 1: Aerobic Capacity Area 2: Abdominal Strength and Endurance	PFT data represents the percentage of students participating in each of the 5 fitness areas by school site and grade: Area 1: Aerobic Capacity Area 2: Abdominal Strength and Endurance	All Grades and School Sites will maintain a 95% or greater participation rate in the PFT in at least 4 of the 5 areas measured Data Year: 2022-2023 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Each grade level is expected to show growth of 5% Data Year: 2018-2019 Data Source: Data Quest</p>		<p>Area 3: Trunk Extensor and Flexibility Area 4: Upper Body Strength and Endurance Area 5: Flexibility</p> <p>FES Grade 5- Area 1-2: 96% Area 3-4: 98% Area 5: 99%</p> <p>Sierra @ Home Elem Grade 5- Area 1-5: 100%</p> <p>Sierra Jr High Grade 7- Area 1: 96% Area 2-5: 97%</p> <p>Sierra @ Home Grade 7- Area 1-5: 0%</p> <p>Sierra High Grade 9- Area 1: 91% Area 2: 95% Area 3: 95% Area 4: 93% Area 5: 96%</p> <p>Sierra @ Home Grade 9</p>	<p>Area 3: Trunk Extensor and Flexibility Area 4: Upper Body Strength and Endurance Area 5: Flexibility</p> <p>FES Grade 5 - 96% Area 1: 97.50% Area 2: 96.30% Area 3-5: 97.5%</p> <p>Sierra @ Home Elem Grade 5 - 100% Area 1-5: 100%</p> <p>Sierra Jr High Grade 7 - 87% Area 1: 95.5% Area 2-3: 96.6% Area 4: 94.3% Area 5: 97.7%</p> <p>Sierra @ Home Grade 7 - 42.9% Area 1-5: 42.9%</p> <p>Sierra High Grade 9 - 90% Area 1: 93.5% Area 2: 91.4% Area 3: 94.6% Area 4: 92.5% Area 5: 94.6%</p>	<p>MET @ Foothill Elementary, Sierra @ Home Elementary and Sierra Junior High</p> <p>NOT MET at Sierra High and Sierra @ Home Secondary</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Area 1-5: 90% Data Year: 2021-2022 Data Source: SARC	Sierra @ Home Grade 9 - 88.9% Area 1-5: 88.9% Data Year: 2022-2023 Data Source: SARC	
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	4.8 of 5 Points Data Year: 2019-2020 Data Source: State Reflection Tool	4.0 of 5 Points Data Year: 2020-2021 Data Source: State Reflection Tool	3.6 of 5 Points Data Year: 2021-2022 Data Source: State Reflection Tool	2.8 of 5 Points Data Year 2022-2023 Data Source: State Reflection Tool	4.0 points or greater Data Year: 2022-2023 Data Source: State Reflection Tool NOT MET
English Learner academic progress as measured by ELPAC	Percentage of English Learner performance outcomes as measured by the Overall Score of 3 or 4 on ELPAC summative. Overall Score of 3+: 83% Data Year: 2018-2019 Data Source: ELPAC Report	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC: Level 4: 13.98% Level 3: 33.66% Level 2: 32.57% Level 1: 19.79% Data Year: 2020-2021 Data Source: ELPAC Report	Percentage of proficiency in English Language development (4= Well developed, 1= Minimally developed) Level 4: 25% Level 3: 25% Level 2: 33.33% Level 1: 16.67% Data Year: 2021-2022 Data Source: ELPAC Report/CAASPP website	Percentage of proficiency in English Language development (4= Well developed, 1= Minimally developed) Level 4: 0% Level 3: 58% Level 2: 17% Level 1: 25% Data Year: 2022-2023 Data Source: ELPAC Report/CAASPP website	Percent of students reaching Well Developed (Level 4): 27% Data Year: 2022-2023 Data Source: ELPAC Report NOT MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input and Promotion of Parental Participation	Full Implementation Data Year: 2020-2021 Data Source: Dashboard Fall 2021	Initial Implementation Data Year: 2021-2022 Data Source: Dashboard Fall 2022	Initial Implementation Data Year: 2022-2023 Data Source: Dashboard Fall 2023	Full Implementation Data Year: 2023-2024 Data Source: Dashboard Fall 2024	Full Implementation Data Year: 2023-2024 Data Source: Dashboard Fall 2024 MET

Goal Analysis

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

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

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

Action 1.1 Properly credentialed teachers

The LEA retained and hired properly credentialed teachers to ensure no miss-assignments or vacancies. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.2 Standards-aligned curriculum and materials

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

Action 1.3 State Standardized Assessment Outcomes

The LEA provided professional learning opportunities for teachers to collaborate around supporting and increasing student achievement throughout the academic year as well as analyzing the effectiveness of instructional practices. There were no substantive differences in the planned action compared to the actual implementation.

Action 1.4 Monitoring of student growth and achievement gaps

The LEA utilized all planned PLC days as calendared for teacher planning and assessment review. An attempt was made to change the format of the DLAs that was not successful. Teachers were unsure about the format and began to create their own DLAs, which made comparison with prior results inconsistent.

Action 1.5 After-School Program

The LEA's students took part in planned extended learning opportunities after school, for which the district was able to provide staffing for all students in grades TK-12 to participate in after-school academic intervention and support sessions. The format of the After-School programs changed significantly from the 2022-2023 year to 2023-2024 with an increased emphasis on academic support. The LEA also added staffing at the elementary schools for intervention and as support for Students with Disabilities.

Action 1.6 Development of Teacher Capacity

This action provided professional development in the areas of social-emotional learning, cultural awareness, writing instruction (K-5), and Universal Design for Learning (UDL) training of trainers in order to meet the variety of needs of students. Additional funds from carryovers allowed us to add to the number and types of professional development that was provided.

Action 1.7 Director of Curriculum and Instruction

The Director of Curriculum and Instruction position was retained and provided support for the district's teachers in the areas of instruction, academic support, and other areas of need. The position was filled for only half of the year so much of the work with professional development did not occur.

Action 1.8 Continuation High School

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

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

Overall Challenges: Sierra Unified recognizes that work on the recovery of learning still exists as demonstrated by state assessment outcomes. Continued high chronic absenteeism rates, suspension rates, and missed academic opportunities are starting to show their effects on student achievement overall. Extension of after-school opportunities and school-hour intervention/support periods have been implemented and will be monitored for their contribution to closing achievement gaps.

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

Action 1.1 Properly credentialed teachers increased by \$274,050 due to the addition of a teacher on special assignment at Sierra Junior High plus a 3% raise.

Action 1.2 Standards-aligned curriculum and materials increased by \$123,830 with the addition of carryovers from the Arts, Music and Instructional Materials Block Grant (\$142,719), Prop 28 (\$10,518), Ethnic Studies (\$750) and Lottery Instructional Materials (\$62,539) and a reduction in base spending of \$118,943.

Action 1.5 After-School Program increased by \$139,394 with the addition of \$139,394 in ASES/ASSETS funding through the Fresno County Office of Education.

Action 1.6 Development of teacher capacity increased by \$72,691 with a carryover from the Educator Effectiveness Block Grant (\$44,459), Elementary Math Grant carryover of \$7000, a new Multi-tiered Systems of Support (MTSS) grant of \$19,804, a Prop 28 grant for \$220 and carryover from the A-G Improvement grant of \$1,350.

Action 1.7 Director of Curriculum and Instruction decreased by \$75,063 due to the mid-year loss of our Director.

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

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

Action 1.1 Properly credentialed teachers

Metric: Appropriately assigned and fully credentialed teachers

Data Statement: There were no misassignments or vacancies during the 2022-2023 school year as reported in 2023-2024 SARC.

Analysis Statement: The LEA's efforts to retain qualified teachers and hire as necessary, ensured that all students had access to appropriately assigned and fully credentialed teachers, with no vacancies or misassignments, which gave students access to a collaborative and equitable learning and working environment, with proficient teachers and support staff in place.

Action 1.2 Standards-aligned curriculum and materials

Metrics: Access to standards-aligned instructional materials

Data Statement: The LEA's internal data and Williams Report indicated that sufficient core materials were provided for all students, classrooms and sites.

Analysis Statement: The LEA's maintenance and purchase of instructional curriculum and materials ensured that all students benefitted from access, promoting student achievement and the ability to access instruction. For students who do not have access to the internet at home, the district provided Chromebooks to students and internet access on the buses. We also provided hotspots for home use if internet access was available. However, in the State assessment tool that asked staff about the implementation of standards for all students, we only scored 2.8 out of 5 points.

Action 1.3 State Standardized Assessment Outcomes

Metrics: State Standardized Assessments (CAASPP) Math and ELA

Data Statement: All student groups have seen little to no improvement in Distance from Standard (DFS) from the 2018-2019 CAASPP results as compared to the 2022-2023 results.

Analysis Statement: While most schools had lower test results on State testing, we have not been able to reverse the downward trend in test scores. We have not been effective in helping students to improve their test scores over the 3-year period of this LCAP. Absenteeism continues to contribute to a student's inability to engage and connect in learning and socializing activities which contributes to all students having achievement gaps compared to statewide results.

Action 1.4 Monitoring of Student Growth and Achievement Gaps

Metrics: State Standardized Assessments (CAASPP) Math and ELA,

Data Statement: All student groups have seen little to no improvement in Distance from Standard (DFS) from the 2018-2019 CAASPP results as compared to the 2022-2023 results. Native American students in particular were further from standard by 35 points for Math and 32 points for ELA compared to the 2018-2019 results.

Analysis Statement: The LEA's efforts to address the achievement gaps that exist have not been effective in the 3-year period of this LCAP.

Action 1.5 After-School Program

Metrics: State Standardized Assessments (Math), Student School Connectedness Inventory,

Data Statement: Math CAASPP scores continue to be far below standards.

Analysis Statement: Intervention staff was added to the elementary afterschool program that will hopefully improve results on the state assessments in the 2023-2024 school year.

Action 1.6 Development of Teacher Capacity

Metrics: State Standardized Assessments (CAASPP) Math and ELA

Data Statement: All CAASPP results have not shown increases over the 3-year period of this LCAP.

Analysis Statement: Our low-income students show a decline in their Distance From Standard (DFS) on California State Assessments in math, measured at -92.9 points, and fewer of these students as a percentage, scored at the Met/Exceeded the Standard mark in comparison to 2021-2022 outcomes. Adoption of new Language Arts curriculum along with the professional development that comes with it will be utilized in the term of this 3-year LCAP to better prepare staff to assist students with State testing. Additionally, District Learning Assessments will be consistent with the format of the CASSPP tests to help prepare students to test.

Action 1.7 Director of Curriculum and Instruction

Metrics: CAASPP scores ELA and Math, Implementation of Standards

Data Statement: All CAASSP results have not shown increases over the 3-year period of this LCAP.

Analysis Statement: Teachers were provided 2 teacher workdays within the year to review local benchmark assessment data, realign curriculum pacing guides to meet student needs and apply the course of study for the upcoming session. With the newly approved math curriculum for the 2023-2024 academic year, new pacing guides were developed and implemented in the secondary grades.

Action 1.8 Continuation High School

Metrics: CAASPP scores ELA and Math, Graduation Rates (Goal 2)

Data Statement: All CAASSP results have not shown increases over the 3-year period of this LCAP. Completion of high school credits and earning a high school diploma are services provided by a continuation high school. Students engaged in completing their coursework are more likely to contribute to the overall success of the district by having access to materials at a pace and in an environment that allows them to succeed.

Analysis Statement: In 2022-2023 our continuation high school graduation rate was 92.90%, which was higher than the Districtwide 4-year Cohort graduation rate of 86.50%. The graduation rates indicate that this action was effective in increasing the overall graduation/completion rate of the district while providing an environment that is conducive to an individual's learning and growth.

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

The actions outlined in Goal 1 were not effective in supporting the progress towards meeting the goal of promoting student achievement as evidenced by the lack of progress in CAASPP testing results when compared to pre-COVID test results. While the decline in test scores was expected after 2020, the LEA has not been able to stop the downward trend of student scores when compared to statewide averages. The following changes are being made to the 2024-2027 LCAP based on analysis of metrics, discussions with educational partners, and reflections on the practices of the 2023-24 school year:

Action 1.3 State Standardized Assessment Outcomes

Sierra Unified will take a new approach to this action and will utilize our District Learning Assessments (DLA) to analyze data throughout the year and guide teachers with differentiated instruction for students. Through the work on DA with Fresno County Office of Education, our staff will learn to analyze the assessment data to update instruction for each student.

Action 1.4 Monitoring of student growth and achievement gaps

District Learning Assessments (DLA) will be created as formative assessments and be utilized by all classes of the same grade. Math DLAs will be created by the secondary Math department for use by all grades to ensure vertical articulation between the grades. These DLA's will be utilized consistently throughout the year, and modifications by staff will not be allowed to maintain consistency.

Action 1.6 Development of Teacher Capacity

Based on the lack of progress on the identified metric, this action was not effective as written. The following changes will be made as a strengthened approach in the 2024-25 LCAP. Professional development and teacher support will be provided by FCSS to support the

district's development of teacher capacity. Additionally, a new curriculum will be adopted in the 2025-26 school year at which time additional professional development will be provided specific to this program.

Action 1.7 Director of Curriculum and Instruction

We conducted a root cause analysis to identify the most likely root causes for the performance gap. Using that information, we determined there is a need to increase the skill set of all math and ELA teachers in the development of interim monitoring assessments to identify performance gaps, review data, and further build teacher capacity to increase student performance based on this data. Sierra Unified will provide and evaluate professional development in ELA and Math to teachers with the support of the Fresno County Office of Education. Also, we will analyze the instruction System alignment TK-12 to identify gaps and needs between the written, the taught, and the assessed curriculum.

All metrics in the new plan will be adjusted based on the actual outcome data in the current LCAP.

Descriptions of actions that are not contributing will be reworded in the name of brevity.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	All Students: 24% (24) White: 24% (17) Native American: 0% (10) Hispanic: 33% (6) SED: 13% (6) SWD: 0% (12) EL: 0% (0) FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	All Students: 34.6% (36) White: 42.6% (29) Native American: 7.7% (1) Hispanic: 26.7% (4) SED: 32.3% (30) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports	All Students: 24.3% (28) White: 29.2% (21) Native American: 0% (0) Hispanic: 18.2% (<10) SED: 20.6% (21) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year 2021-2022 Data Source: Dashboard Additional Reports	All Students: 45.0% (45) White: 53.0% (34) Native American: 11.0% (<10) Hispanic: 37.0% (<10) SED: 31.3% (10) SWD: 9.1% (<10) EL: * (<10) FY: * (<10) Data Year 2022-2023 Data Source: Dashboard Additional Reports	All Students 30% Student groups will show a 2% or more increase over the baseline. Data Year: 2022-2023 Data Source: CA Schools Dashboard MET
EL Reclassification Rate	55% (11 students) Data Year: 2020-2021 Source: CALPADS Fall 1, 2.9	10% (2 students) Data Year 2021-2022 Source: CALPADS SELA ODS Extract*	13% (2 students) Data Year: 2022-2023 Data Source: CALPADS reports 2.16 and 8.1	0% Data Year: 2023-2024 Data Source: CALPADS reports 2.16 and 8.1	20% students will be reclassified as indicated by RFEP status. Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: CALPADS Reports 2.16 and 8.1 NOT MET
High School Graduation Rate	<p>One-year graduation rate All Students: 90% (100) White: 90% (70) Native American: * (10) Hispanic: 100% (18) SED: 88.8% (45) SWD: 83% (12) EL: 0% FY: * (2)</p> <p>Data Year: 2019-2020 Data Source: Dashboard Additional Report</p>	<p>One-year graduation rate All Students: 91.3% (104) White: 92.6% (68) Native American: 92.3% (12) Hispanic: 86.7% (15) SED: 92.5% (93) SWD: * (10) EL: * (1) FY: * (1)</p> <p>Data Year: 2020-2021 Data Source: Dashboard Additional Report</p>	<p>One-year graduation rate All Students: 94.2% (97) White: 95.5% (64) Native American: 86.7% (13) Hispanic: 94.4% (17) SED: 88.9% (32) SWD: 85.1% (8) EL: 0% (0) FY: 0%(0)</p> <p>Data Year: 2021-2022 Data Source: CALPADS 1.23</p>	<p>One-year graduation rate All Students: 98.0% (101) White: 97.0% (64) Native American: 100% (9) Hispanic: 100% (19) SED: 93.8% (32) SWD: 82.0% (11) EL: 0% (0) FY: 0%(0)</p> <p>Data Year: 2022-2023 Data Source: CALPADS 1.23</p>	<p>One-year graduation rate All Students 95% Student groups will show a 2% or more increase over the baseline.</p> <p>Data Year 2022-2023 Data Source: CA Schools Dashboard</p> <p>MET for all students and groups except for SWD who declined by 1%</p>
4-Year Adjusted Cohort Graduation Rate	<p>4-Year Adjusted Cohort Graduation Rate All Students: 87.1% (101) White: 87.3% (71) Native American: 63.6% (11) Hispanic: 100% (17) SED: 86.7% (30)</p>	<p>4-Year Adjusted Cohort Graduation Rate All Students: 90.4% (104) White: 91.3% (69) Native American: 91.7% (12) Hispanic: 86.7% (15) SED: 92.5% (93)</p>	<p>4-Year Adjusted Cohort Graduation Rate All Students: 86.1% (100) White: 87.5% (63) Native American: 81.3% (13) Hispanic: 86.4% (20) SED: 84.2% (87)</p>	<p>4-Year Adjusted Cohort Graduation Rate All Students: 86.7% (112) White: 86.1% (72) Native American: (<10) (9) Hispanic: 82.6% (19) SED: 85.3% (81)</p>	<p>4-year Adjusted Cohort Graduation Rate All Students 92% or greater Student groups will show a 2% increase if not meeting the 92% target.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SWD: 72.7% (11) EL: * FY: *</p> <p>Data Year: 2019-2020 Data Source: Dashboard Additional Reports/Data Quest</p>	<p>SWD: 58.3% (12) EL: * FY: *</p> <p>Data Year: 2020-2021 Data Source: Dashboard Additional Reports/Data Quest</p>	<p>SWD: 50% (<10) EL: * (<10) FY: * (<10)</p> <p>Data Year 2021-2022 Data Source: Dashboard Additional Reports</p>	<p>SWD: 63.6% (7) EL: * (<11) FY: * (<11)</p> <p>Data Year 2022-2023 Data Source: Dashboard Additional Reports</p>	<p>Data Year 2022-2023 Data Source: Dashboard Additional Reports</p> <p>NOT MET</p>
SAT Participation Rate	<p>All students 27% (11-12 grade) 42 White: 30% (31) Native American: 17% (4) Hispanic: 25% (6) SED: 16% (9) SWD: 0% (0) EL: * FY: *</p> <p>Data Year: 2018-2019 Data Source: Aeries SIS</p>	<p>All Students: 21% (11-12 grade) 35 White: 23% (23) Native American: 7% (1) Hispanic: 17% (5) SED: 5% (3) SWD: 0% (0) EL: * FY: *</p> <p>Data Year: 2019-2020 Data Source: Aeries SIS</p>	<p>All Students: 37% (11-12 grade) 56 White: 39% (42) Native American: 27% (3) Hispanic: 31% (10) SED: 29% (12) SWD: 0% (0) EL: * FY: *</p> <p>Data Year 2020-2021 Data Source: Aeries SIS</p>	<p>All Students: 17.1% (11-12 grade) (152) White: 18.86% (106) Native American: 100.% (1) Hispanic: 67.0% (6) SED: 58.0% (8) SWD: * EL: * FY: *</p> <p>Data Year 2021-2022 Data Source: Aeries SIS</p>	<p>All students 25% or greater. Student Groups show a 2% or greater increase over the baseline data.</p> <p>Data Year: 2022-2023 Data Source: Aeries SIS</p> <p>NOT MET</p>
SAT performance outcomes	<p>ELA: 569 Math: 567 Benchmarks met: ELA: 87.9% Math: 72.7%</p> <p>Data Year: 2018-2019</p>	<p>ELA: 531 Math: 498 Benchmarks met: ELA: 87.5% Math: 50%</p> <p>Data Year 2019-2020</p>	<p>ELA: 658 Math: 626 Benchmarks met: ELA: 100% Math: 60%</p> <p>Data Year 2020-2021</p>	<p>ELA: 529 Math: 519 Benchmarks met: ELA: Math:</p> <p>Data Year 2021-2022</p>	<p>ELA 590 Math 565 Benchmarks met: ELA: 85% or better Math: 70% or better</p> <p>Data Year: 2021-2022</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries SIS	Data Source: Aeries SIS	Data Source: Aeries SIS	Data Source: Aeries SIS	Data Source: Aeries SIS NOT MET
Advanced Placement participation rate	All students (11-12): 34.97% (57) White: 40.52% (47) Native American: 13.3% (2) Hispanic: 21.43% (6) SED: 12.07% (7) SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students (11-12): 21.85% (33) White: 21.29% (23) Native American: 6.67% (1) Hispanic: 30.77% (8) SED: 20.8% (26) SWD: -- (16) EL: -- FY: -- Data Year: 2020-2021 Data Source: Aeries SIS	All Students (11-12 grade): 35% (54) White: 37% (40) Native American: 9% (1) Hispanic: 38% (12) SED: 24% (10) SWD: 0% (0) EL: * FY: *	All Students (11-12 grade): 30.9% (53) White: 53.6% (22) Native American: 6.2% (1) Hispanic: 26.4% (9) SED: 17.6% (9) SWD: 0% (0) EL: * FY: *	All Students (11-12) 37% Student groups will show a 2% or greater growth in participation over 2020-2021 academic year. Data Year: 2022-2023 Data Source: Aeries SIS NOT MET
AP Passage Rate	All Students scoring a 3 or greater: 48% White: 83.3% Native American: 0% Hispanic: 12.5% SED: 8.3% SWD: -- EL: -- FY: -- Data Year: 2019-2020 Data Source: Aeries SIS	All Students scoring a 3 or greater: 36% White: 50% Native American: 0% Hispanic: 38% SED: 88% SWD: -- EL: -- FY: -- Data Year: 2020-2021 Data Source: Aeries SIS	All students scoring a 3 or greater: 35% (19) White: 30% (12) Native American: * Hispanic: 50% (5) SED 50% (5) SWD: * EL: * FY *	All students scoring a 3 or greater: 58.4% (31) White: 30% (12) Native American: * Hispanic: 50% (5) SED 50% (5) SWD: * EL: * FY *	All Students scoring a 3 or greater: 40% Student groups will show a 2% or greater increase over baseline data. Data Year: 2022-2023 Data Source: Aeries SIS NOT MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program(EAP)- ELA *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment	11th Grade Students scoring Level 3-4: 53.9% Data Year: 2020-2021 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 57.14% Data Year: 2021-2022 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 38.61% Data Year: 2022-2023 Data Source: CAASPP Test Results website	57% 11th Grade students will score a Level 3-4 on CAASPP ELA. Data Year: 2022-2023 Data Source: CAASPP Test Results website NOT MET
Early Assessment Program(EAP)- Math *Participating in CAASPP Assessments 2021	Benchmark data to be set in 2021-2022 by outcomes of 2021 assessment	11th Grade Students scoring Level 3-4: 18.57% Data Year: 2020-2021 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 20.48% Data Year: 2021-2022 Data Source: CAASPP Test Results website	11th Grade Students scoring Level 3-4: 14.85% Data Year: 2022-2023 Data Source: CAASPP Test Results website	30% 11th Grade students will score a Level 3-4 on CAASPP Math. Data Year: 2022-2023 Data Source: CAASPP Test Results website NOT MET
Broad course of study	Students enrolled in advanced academic courses: All 49.49% (74) Students enrolled in VAPA courses: All 56.4% (223)	Students enrolled in advanced academic courses: All: 50% (50) Grades 11-12 Students enrolled in VAPA courses: All: 61% (197) Grades 9-12	Students enrolled in advanced academic courses: All: 41% (77) Grades 11-12 Students enrolled in VAPA courses: All: 53% (223) Grades 9-12	Students enrolled in advanced academic courses: All: 27.1% (48) Grades 11-12 Students enrolled in VAPA courses: All: 61.8% (222) Grades 9-12	Students enrolled in advanced courses: All 52% Grades 11-12 VAPA courses: All 58% Grades 9-12 CTE courses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students enrolled in CTE courses: All 50% (151)</p> <p>Data Year: 2020-2021 Data Source: Aeries SIS</p>	<p>Students enrolled in CTE courses: All: 53% (167) Grades 9-12</p> <p>Data Year: 2020-2022 Data Source: Aeries SIS</p>	<p>Students enrolled in CTE courses: All 47% (198) Grades 9-12</p> <p>Data Year: 2022-2023 Data Source: Aeries SIS</p>	<p>Students enrolled in CTE courses: All 45.9% (165) Grades 9-12</p> <p>Data Year: 2023-2024 Data Source: Aeries SIS</p>	<p>All 60% Grades 9-12</p> <p>Data Year: 2023-2024 Data Source: Aeries SIS</p> <p>NOT MET FOR Advanced courses and CTE courses MET for VAPA</p>
College and Career Index (CCI)	<p>Students meeting "Prepared" (based on cohort data) All Students: 40% (100) White: 44% (70) Native American: -- (10) Hispanic: 33% (18) SED: 22% (45) SWD: -- (12) EL: -- FY: *</p> <p>Data Year: 2019-2020 Data Source: Dashboard Additional Reports</p>	<p>*See Substantive Differences section regarding this data point.</p> <p>Data Year: 2020-2021 Data Source: Dashboard Additional Reports</p>	<p>*See Substantive Differences section regarding this data point.</p> <p>Data Year: 2021-2022 Data Source: Dashboard Additional Reports</p>	<p>Students meeting "Prepared" (based on cohort data) All Students: 43.2% (111) White: 50.7% (71) Native American: * Hispanic: 34.8% (23) SED: 43.6% (94) SWD: 18.2% (11) EL: * FY: *</p> <p>Data Year: 2022-2023 Data Source: Dashboard Additional Reports</p>	<p>Students meeting "Prepared" (based on cohort data) All Students: 50% Student groups will show 2% or more growth over baseline data</p> <p>Data Year: 2022-2023 Data Source: Dashboard</p> <p>NOT MET for All students, Hispanic and SWD MET for White</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment/High School Experience Program Participation	Grade 12 Students: 13% (13) White: 17% (12) Native American: * (10) Hispanic: 5.5% (1) SED: -- (45) SWD: -- (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: Dashboard Additional Reports	Grade 12 Students: 49% (51) White: 60.3% (41) Native American: 23% (3) Hispanic: 27% (4) SED: 48% (45) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: Dashboard Additional Reports	Grade 12 Students: 49.6% (57) White: 59.7% (43) Native American: * (<10) Hispanic: 54.5% (12) SED: 47.1% (48) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: Dashboard Additional Reports	Grade 12 Students: 58.3% (28) White: 58.3% (21) Native American: (<11) Hispanic: 50% (4) SED: 56.1% (23) SWD: 100% (1) EL: * (<11) FY: * (<11) Data Year: 2022-2023 Data Source: Dashboard Additional Reports	Grade 12 Students 50% Data Year: 2022-2023 Data Source: Dashboard Additional Reports MET
A-G Completion and CTE Pathway Completion rate (based on cohort data)	All Students: 6% White: 4.9% Native American: 0% Hispanic: 0.9% SED: 0.9% SWD: 0% Data Year: 2019-2020 Data Source: CALPADS 15.1 and Fall 1, 8.1a	All Students: 7.7% (8) White: 10.3% (7) Native American: 7.7% (1) Hispanic: 0% (15) SED: 8.6% (8) SWD: * (10) EL: * (1) FY: * (1) Data Year 2020-2021 Data Source: Dashboard Additional Reports	All Students: 12.2% (14) White: 15.3% (11) Native American: 0% (0) Hispanic: 9.1% (<10) SED: 11.8% (12) SWD: 0% (0) EL: * (<10) FY: * (<10) Data Year: 2021-2022 Data Source: Dashboard Additional Reports	All Students: 41.4% (46) White: 48.6% (35) Native American: (<11) Hispanic: 30.4% (7) SED: 40.0% (38) SWD: 9.1% (1) EL: * (<11) FY: * (<11) Data Year: 2022-2023 Data Source: Dashboard Additional Reports	All Students: 8% or greater Student groups will show a 2% or greater growth over baseline data Data Year: 2022-2023 Data Source: Dashboard MET

Goal Analysis

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

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

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

Action 2.1 Alternative Learning Opportunities

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

Action 2.2 Academic Counseling and Support Services

This action allowed for the provision of academic counseling and support services to students in the low-income student group who underperform the All Student group in graduation rate, A-G completion and participation in advanced courses, CTE and Dual Enrollment programs. Through the provision made in this action, our Native American students, who have a higher representation within the low-income student group, have access to a Native American Education Coordinator (7-12) and a Native American Education Advocate (TK-6) who work to support academic growth and school participation of students. Additionally, these individuals provide opportunities for students to connect to school through the development of relationships and participation in activities and support to access rigorous, advanced coursework. The Native American Education Coordinator and Advocate were utilized in assisting the work of Goal 4 (Chronic Absenteeism) by mentoring students whose attendance rates were targeted as at-risk. One additional academic counselor is being provided to the secondary schools through the use of Learning Recovery Emergency Block Grant funds. Through the addition of an academic counselor at the secondary level, students in Alternative Education were supported by a counselor, plus our 7th and 8th grade students began academic counseling prior to high school.

Action 2.3 Response to Intervention (RTi)

TK-6 grade students were provided a targeted and systemic approach to learning intervention through the use of an Academic Intervention Specialist, Americorp tutors in Reading (TK-3 grades), and Math (4-6 grades). Services were extended, as planned, to support 7th and 8th Grade students in the areas of English/Language Arts and Math intervention in the 2023-24 academic year. This expansion was achieved with the use of one-time Learning Recovery Emergency Block Grant funds to provide a teacher on special assignment (TOSA) to coordinate and collect data on the viability of the extension.

Action 2.4 Response to Extension (REi)

This action is utilized to provide an extension of learning for students in grades 2-6 during the academic school day. This action supported the academic development and support used to encourage high achievement in students and provided the services of full-time visual and performing arts teachers and a credentialed extension activities teacher using the Project-based Learning approach to teaching and learning. There were no substantive differences in the implementation of this action.

Action 2.5 Increase Student Engagement and Support

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

Action 2.6 English Learner Academic Support

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

Action 2.7 Access Academic and Student Support

Low-Income student groups are provided with opportunities that support access and participation in higher-level academic coursework that will assist in preparing them for College and Career. This is achieved through the use of Office Hours before, during, and after school at Sierra High School. Classroom teachers offer tutoring, support, and guidance to aid students' access to courses and programs that will assist students' desire to participate and complete higher-level courses and programs. This action included Elementary-level Summer School for the 2023-2024 academic year using ELO Grant funds. There were no substantive differences in the implementation of this action.

Action 2.8 PSAT Participation

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

Action 2.9 Dual Enrollment and High School Enrichment

Dual enrollment courses continued to be made available at Sierra High School in partnership with Clovis Community and Reedley Colleges. The provision of access to dual enrollment courses increases the likelihood that all students will be able to take advantage of early opportunities that minimize travel and the cost of a college education. Currently, our Welding instructor is available for in-person instruction, all other classes are offered online through the college and their assigned teaching staff. There were no substantive differences in the implementation of this action.

Action 2.10 Director of Education Services

Sierra Unified provides a district-level position of Special Education Program Coordinator to oversee professional development and training, delivery of services, monitoring of the MTSS program and to support teachers of students with disabilities as a means to increase student access to a broad course of study. This action provides for an administrative support person who maintains the schedule of the Special Education Department. There were no substantive differences in the implementation of this action, other than changing the title of the position from Director of Education Services to Special Education Program Coordinator.

Action 2.11 Library Services

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

Action 2.12 Instructional Technology

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

Action 2.13 Students with Disabilities

Instructional Paraprofessionals were provided to assist teachers in the implementation of student IEPs to ensure equity and access to district programming and a free appropriate education. These costs were included in Action 2.5, rather than Action 1.1, as listed on the 23-24 LCAP. There are no substantive differences in the implementation of this action.

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

Overall Challenges: The district faced challenges with maintaining a consistent instructional aide base. These positions are instrumental in supporting the district's efforts to increase student engagement in school and learning. When these individuals are gone, and students are waiting for replacements it leaves a gap in student support which can disrupt student learning, student success, and often the student's sense of security while in the learning environment. Students were provided with the support they needed, but the instability of the personnel caused some difficulties and disruption. A larger than average number of English Learners with no English language skills was a challenge given the availability of supports in place for English Learners.

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

Action 2.2 increased by \$135,245 (35%) due to the addition of an academic counselor at the secondary schools which was funded by Learning Recovery Emergency Block Grant funds.

Action 2.3 increased by \$122,577 (61%) due to the addition of a teacher on special assignment who was added to help analyze data in the RTI program at Sierra Junior High. This position was funded with Learning Recovery Emergency Block Grant funds.

Action 2.7 increased by \$21,543 (12%) due to larger-than-expected participation in Elementary summer school.

Action 2.9 decreased by \$17,152 (44%) because there were 4 sections of the class planned and only 2 were needed.

Action 2.11 Library Services decreased by \$20,489 when an employee retired and was replaced with a less senior employee.

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

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

Action 2.1 Alternative Learning Opportunities

Metric: A-G Completion Rate, One-Year High School Graduation Rate

Data Statement: By providing an alternate setting and opportunity for students to complete high school and/or recover credits, Sierra Unified is able to maintain a yearly graduation rate that exceeds 90%.

Analysis Statement: Sierra Unified has achieved a 98% 1-year graduation rate, indicating continuous growth over the course of this LCAP, and has shown growth in all years but one when compared to 2019-20 baseline data for the A-G Completion Rate.

Action 2.2 Academic Counseling and Support Services

Metric: A-G Completion Rate, One-Year High School Graduation Rate, AP Participation Rate, Broad Course of Study, Dual Enrollment Participation, A-G and CTE Pathway Completion

Data Statement: Utilizing the additional targeted support of the Native American Education Coordinator and Advocate to support the engagement and participation of our Native American student population is promoting growth in the noted metrics, as a significant number of our Native American students are identified as being part of low-income homes. 100% of Native American students graduated in 2022-2023.

Analysis Statement: The mentoring received through these services aids in encouraging student engagement and participation in activities and programs that facilitate academic and social growth. Each of these factors into school success; low-income students maintained their Advanced Placement Passage Rate (50%) over 2021. 100% of Native American students graduated in 2022-2023.

Action 2.3 Response to Intervention (RTI)

Metric: Advanced Placement participation rate, Broad Course of Study (advanced academic courses), Dual Enrollment/High School Experience Program Participation

Data Statement: It is believed that practice and delivery of early intervention at the elementary level will assist in increasing the number of students able to participate and access honors and advanced placement courses at the secondary level.

Analysis Statement: Data shows that the goal of 50% of all 12th-grade students participating in Dual Enrollment classes was exceeded in 2022-23. AP Participation was below the desired outcome of 37% in 2022-23, but the AP passage rate far exceeded the desired outcome of 40% scoring a 3 or greater by 58.4% of students scoring 3 or higher.

Action 2.4 Response to Extension (REI)

Metric: A-G Completion, Graduation Rate, Early Assessment Program (EAP), Advanced Placement (AP) Participation, Dual Enrollment/High School Enrichment Participation

Data Statement: Encouraging students to develop and expand on their critical thinking and application skills through the opportunity to participate in extension activities during the school day at the elementary level allows Sierra Unified to meet the unique learning needs of all students and support their individual academic growth.

Analysis Statement: The metrics used to support this action look to high school outcomes and records of achievement for students as a group. Using All Student group data Sierra Unified can see that EAP data from 11th Grade state assessment scores show decreases in the percent of students that Met/Exceed the standard over the previous assessment year (ELA 38.61%, Math 14.85%). AP Participation was down but Dual Enrollment participation among the 11th and 12th grade students continues to grow and improve. A-G Completion rates were far above the desired outcome.

Action 2.5 Increase Student Engagement and Support

Metric: CAASP outcomes, High School Graduation Rate, Broad Course of Study, local measures

Data Statement: Student engagement in their own learning must be supported and encouraged by opportunity and guidance in order to achieve favorable outcomes.

Analysis Statement: Sierra Unified marked 98% 1-year graduation rate that is inclusive of students earning a Certificate of Completion designated by fulfillment of their academic goals set forth in their Individualized Education Plan (IEP). Additionally, Sierra hosts a wide range of academic and elective courses that support student interest, meet A-G requirements, offer a variety of choice and academic rigor allowing students to seek and follow an academic path that encourages engagement in their own learning while also supporting students that seek to stretch and grow outside of a comfort zone. Although CAASPP scores do not show growth during the period of 2019-20 through 2022-23, local measures such as the District Learning Assessments (DLAs) were shown to be effective in the 22-23 and in the current year.

Action 2.6: English Learner (EL) Academic Support

Metric: EL Reclassification Rate, ELPAC

Data Statement: The reclassification rate fluctuates greatly throughout the 3-year LCAP due to the extremely small population of English Learners in the District. Often the students are foreign exchange students who return to their home country during the school year.

Analysis Statement: While Sierra Unified experiences noticeable shifts in our EL population from year to year, our students are able to achieve acquisition of language at a rate demonstrating growth. Sierra Unified supports our English Learners with a dedicated para-professional that offers 1:1 designated and targeted supports as needed, and works collaboratively with the classroom teacher to monitor student progress. While the percentage of students at Level 4 on the ELPAC decreased in 2022-23, we were effective in that students at levels 1 and 2 decreased throughout the 3-year plan.

Action 2.7: Access Academics and Student Support

Metric: A-G Completion, High School Graduation rate, SAT participation, AP participation, Dual Enrollment/High School Experience, A-G Completion and CTE Completion, CTE Participation (Goal 5), State Assessment outcomes (Goal 1)

Data Statement: The provision of Office Hours at Sierra Jr/Sr High School allows for students to independently seek support and assistance from teachers as needed to support their learning and foster the confidence to participate in upper-level academic courses that may

otherwise be unattainable. Students accessing extended learning through the summer school experience will be less likely to experience learning loss over the summer break.

Analysis Statement: Student outcome data shows SAT performance outcomes fluctuated greatly during the 3-year LCAP, with far fewer students taking the SAT than pre-COVID. A-G Completion and CTE Pathway Completion rates show that the action has been effective as it grew during the 3 year period, from 6% in 19-20 to 41.4% in 22-23.

Action 2.8 PSAT Participation

Metric: SAT Participation, SAT Performance Outcomes

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

Analysis Statement: Senior class members of the 2021-2022 academic year demonstrated that 38% of them took part in the PSAT in their 10th grade academic year. Of those students, 18.7% are from low income households. Looking at the students who participated in the PSAT during their 10th grade year, 53% of them went on to participate in the SAT prior to high school graduation. It should be noted that in the 2021-22 academic year, the SAT was not a requirement for California College entrance, in response to school closures during COVID-19, and may have had an effect on overall participation in the SAT.

Action 2.9 Dual Enrollment and High School Enrichment

Metric: Dual Enrollment/High School Experience Participation

Data Statement: Sierra Unified provides access to Dual Enrollment courses to 11th-12th grade students during the school day to influence an increase in students participating in college after high school.

Analysis Statement: Analyzing student exit outcomes of 12th-grade students, Sierra Unified has 58.3% of its enrolled 12th graders completing at least 1 semester college-level course through our designated partner schools.

Action 2.10 Director of Education Services

Metric: Broad Course of Study, High School Graduation Rate

Data Statement: Through monitoring of student class schedules the District is able to verify students accessibility, inclusion and participation in a broad course of study.

Analysis Statement: Students are included and provided support, as evidenced by their class schedules, in the visual and performing arts, agriculture, math, English and a variety of other courses to provide a full educational experience and meet their educational goals.

Action 2.11: Library Services

Metric: Access to Instructional Materials (Goal 1)

Data Statement: Providing personnel to staff the campus libraries allows students a space to gain access to instructional materials and technology that may not be available in the classrooms or at home. Additionally, the elementary Library Technician provides students with understanding of library systems and the organizational skills needed to navigate the space.

Analysis Statement: The provision of library technicians allows the District to support student access to learning experiences in a space that is an extension of the classroom, supporting student learning and engagement.

Action 2.12 Instructional Technology

Metric: Access to Instructional Materials (Goal 1)

Data Statement: A Technology Support Specialist is provided to maintain consistent access of school technology to students and teachers as a way of accessing instructional materials.

Analysis Statement: Sierra Unified is 1:1 with student Chromebooks in Grades 2-12. The Technology Support Specialist position allows for the District to provide consistently working technology systems to support student learning and student access to curriculum when necessary.

Action 2.13 Students with Disabilities

Metric: CAASPP scores Math and ELA (Goal 1), A-G Completion Rate, Dual Enrollment, A-G Completion and CTE Pathway Completion rate

Data Statement: Additional supports for Students with Disabilities has allowed these students to achieve success in a number of academic areas

Analysis Statement: Students with Disabilities showed growth during the 3-year plan in CAASPP scores in Math when all other groups have declined. A-G Completion rate went from 0 to 9.1%, Dual Enrollment participation went from 0 to 100% and A-G Pathway and CTE Pathway Completion went from 0 to 9.1%.

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

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

Action 2.6 This action will be changed to reflect the need for additional staff in the event that the number of English Learners increases during the next 3 years.

All metrics in the new plan will be adjusted based on the actual outcome data in the current LCAP.

Descriptions of actions that are not contributing will be reworded in the name of brevity.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	Foothill Elem - Fair 89.4% Sierra Jr/Sr High - Fair 77.15% Alternative Educ - Fair 83.59% Data Year: 2020-2021 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 85.21% Sierra Jr/Sr High - Fair 76.85% Alternative Educ - Fair 84.4% Data Year: 2021-2022 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 84% Sierra Jr/Sr High - Fair 81% Alternative Education - 88.5% Data Year: 2022-2023 Data Source: Facilities Inspection Tool (FIT)	Foothill Elem - Fair 84.94% Sierra Jr/Sr High - Poor 81.77% Alternative Education - Fair 87.49% Data Year: 2023-2024 Data Source: Facilities Inspection Tool (FIT)	All school sites rating of 90-95% (Good) or higher Data Year: 2023-2024 Data Source: FIT Report NOT MET
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% SWD 84.3% Data Year: 2019-2020	All Students 85% White 89.6% Native American 67% Hispanic 61.1% SED 84.3% SWD 75.2% EL * FY * Data Year: 2020-2021	All Students 92.3% White 92.81% Native American 90.11% Hispanic 92.18% SED 91.41% SWD 90.13% EL * FY * Data Year 2021-2022	All Students 90.39% White 90.68% Native American 88.93% Hispanic 89.65% SED 89.61% SWD 87.49% EL * FY * Data Year 2022-203	All Students 93% or greater with student groups not making the overall goal will show a 2% increase. Data Year: 2022-2023 Data Source: Aeries SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries SIS	Data Source: Aeries SIS	Data Source: Aeries SIS	Data Source: Aeries SIS	NOT MET
<p>Suspension Rate</p> <p>Note: baseline reflects data 2019-March 13, 2020, 128 school days</p>	<p>SUSD: 3.5% (1,333) Foothill: 3.7% (677) Lodge Pole Elem: 0% (18) Oak Mdw Community Day: 66.7% (3) Sierra Jr High: 5% (202) Sierra High: 3% (399) Sandy Bluffs Ed Center: 1.4% (69)</p> <p>Data Year: 2019-2020 Data Source: DataQuest</p>	<p>SUSD: 1.5% (1,340) Foothill: 0.8% (607) Sierra Jr High: 3.2% (190) Sierra @ Home: 0% (469) Sierra High: 1.8% (379) Sierra Alternative High: 3.3% (61)</p> <p>Data Year: 2020-2021 Data Source: DataQuest</p>	<p>SUSD: 6.0% (1,357) Foothill: 3.7% (653) Sierra Jr. High: 14.7% (191) Sierra @ Home: 0% (184) Sierra High: 6.6% (407) Sierra Alternative High: 9.3% (43)</p> <p>White: 4.7% (948) Native American: 8.3% (241) Hispanic: 6.9% (245) SED: 8.3% (810) SWD: 8.4% (197) EL: 5.6% (14) FY: 0% (2)</p> <p>Data Year: 2021-2022 Data Source: Data Quest</p>	<p>SUSD: 8.1% (1,414) Foothill: 4.8% (706) Sierra Jr. High: 15% (207) Sierra @ Home: 0% (121) Sierra High: 11% (419) Sierra Alternative High: 10.5% (38)</p> <p>White: 7.2% (783) Native American: 12.8% (187) Hispanic: 7.7% (323) SED: 9.7% (719) SWD: 13.8% (254) EL: 0% (21) FY: 0% (0)</p> <p>Data Year: 2022-2023 Data Source: Data Quest</p>	<p>SUSD 3% All schools and student groups not meeting the 3% goal will show a 2% improvement.</p> <p>Data Year: 2022-2023 Data Source: Data Quest</p> <p>NOT MET</p>
Expulsion rate	<p>SUSD: 0% (1,333)</p> <p>Data Year: 2019-2020 Data Source: DataQuest</p>	<p>SUSD: 0% (1,340)</p> <p>Data Year: 2020-2021 Data Source: DataQuest</p>	<p>SUSD: 0% (1, 357)</p> <p>Data Year: 2021-2022 Data Source: Data Quest</p>	<p>SUSD: 0% (1,414)</p> <p>Data Year: 2022-2023 Data Source: Data Quest</p>	<p>All Students 0.5% or less</p> <p>Data Year: 2022-2023 Data Source: Data Quest</p> <p>MET</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication 76.7%</p> <p>School Culture/Climate 80.25%</p> <p>Parent Engagement 74.19%</p> <p>Data Year: 2020-2021 Data Source: SUSD School Culture/Climate Survey (Parent)</p>	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication 64.6%</p> <p>School Culture/Climate 74.9%</p> <p>School Safety 83%</p> <p>School Connectedness 77.6%</p> <p>Parent Engagement 66.3%</p> <p>Data Year: 2021-2022 Data Source: SUSD School Culture/Climate Survey (Parent)</p>	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication: 56%</p> <p>School Culture/Climate: 55.3%</p> <p>School Safety: 76%</p> <p>School Connectedness: 85%</p> <p>Parent Engagement: 57%</p> <p>Data Year: 2022-2023 Data Source: CA Healthy Kids Survey (Parent)</p>	<p>Measuring favorable ratings from parents in the areas:</p> <p>School to Home Communication: 68%</p> <p>School Culture/Climate: 56%</p> <p>School Safety: 58%</p> <p>School Connectedness: 67%</p> <p>Parent Engagement: 59%</p> <p>Data Year: 2023-2024 Data Source: CA Healthy Kids Survey (Parent)</p>	<p>Improve to a rating of 85-90% in each area</p> <p>Data Year: 2023-2024 Data Source: CA Healthy Kids Survey (Parent)</p> <p>NOT MET</p>
Junior High Dropout Rate	<p>0%</p> <p>Data Year: 2019-2020 Data Source: CALPADS Fall1 8.1</p>	<p>0%</p> <p>Data Year: 2020-2021 Data Source: CALPADS Fall1: 8.1a</p>	<p>0%</p> <p>Data Year: 2021-2022 Data Source: CALPADS Fall1: 8.1</p>	<p>0%</p> <p>Data Year: 2022-2023 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> <p>MET</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	0% Data Year: 2019-2020 Data Source: CALPADS Fall 1 8.1	0% Data Year: 2020-2021 Data Source: CALPADS Fall 1: 8.1a	0% Data Year: 2021-2022 Data Source: CALPADS Fall 1: 8.1	0% Data Year: 2022-2023 Data Source: CALPADS Fall 1: 8.1	1% or lower Data Year: 2023-2024 Data Source: CALPADS Fall 1, 8.1 MET
Student Sense of Safety at School and School Connectedness	Elementary: Connectedness: 88% Safety: 89.6% Junior/Senior High School: Connectedness: 82% Safety: 92.8% Overall: Connectedness: 85.8% Safety: 91.2% Data Year: 2020-2021 Data Source: SUSD School Culture/Climate Survey (student)	Elementary: Connectedness: 73.7% Safety: 88.9% Junior/Senior High School: Connectedness: 77.3% Safety: 59.3% Overall: Connectedness: 80.2% Safety: 74.1% *Staff: Connectedness: 79% Safety: 85.8% Data Year: 2021-2022	Sense of Safety: Overall: 77.9% (Grades 3-12) Overall: 65% (Grades 5, 7, 9 and 11) School Connectedness: Overall: 76% (Grades 3-12) Overall: 62% (Grades 5, 7, 9 and 11) Data Year: 2022-2023 Data Source: Student School Connectedness Inventory *all students Grades 3-12 Data Source: CA Healthy Kids Survey **Students in Grades 5, 7, 9 and 11	Sense of Safety: Overall: 73.7% (Grades 3-12) Overall: 42% (Grades 5, 7, 9 and 11) School Connectedness: Overall: 73.33% (Grades 3-12) Overall: 47% (Grades 5, 7, 9 and 11) Data Year: 2023-2024 Data Source: Student School Connectedness Inventory *all students Grades 3-12 Data Source: CA Healthy Kids Survey **Students in Grades 5, 7, 9 and 11	Overall Combined Connectedness: 88% Safety: 95% Data Year: 2023-2024 Data Source: Student School Connectedness Inventory and CA Healthy Kids Survey NOT MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: SUSD School Culture/Climate Survey (student) and Student Connectedness Inventory			
School Site Council Attendance	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 2:3 Percentage: 83%</p> <p>Data Year: 2019-2020 Data Source: Self-reported</p>	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 3:3 Percentage: 100%</p> <p>Data Year: 2020-2021 Data Source: Self-reported</p>	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 1:1 Percentage: 100% (of meetings reported)</p> <p>Data Year 2021-2022 Data Source: Self-reported</p>	<p>Number of Site Council Meetings conducted with a Quorum should be 3 or greater as evidenced by attendance sign-in sheets and/or minutes of the meeting:</p> <p>Foothill Elementary 4:4 Sierra Jr/Sr High 1:1 Percentage: 100% (of meetings reported)</p> <p>Data Year 2022-2023 Data Source: Self-reported</p>	<p>90% quorum in combined meeting total</p> <p>Data Year: 2023-2024 Data Source: reported by Site Administration</p> <p>MET</p>

Goal Analysis

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

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

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

Action 3.1 Facilities

The LEA provided clean and well-maintained facilities through the use of year-round custodial and maintenance staff. There were no substantive differences in the implementation of this action.

Action 3.2 School Transportation

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

Action 3.3 Social-Emotional Learning Support

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

Action 3.4 School Psychologists

As part of our Behavioral-MTSS structure school psychologists support student behavioral, social, mental, and academic needs, and are called upon to provide oversight of the training of classified staff that are deployed into classrooms to support the integration of students into the classroom environment. An additional Psychologist was added with Learning Recovery Emergency Block Grant funds.

Action 3.5 School Health Staff

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

Action 3.6 Administration, Management, and Office Staff

The LEA provides administration and management to support the operations of the school campus and ensure a physically safe campus and environment that supports student learning. Office staff are utilized to support the work of administration and keep a smooth running facility. There were no substantive differences in the implementation of this action.

Action 3.7 Extra Curricular Activities

The LEA provides for student participation in extra-curricular activities to provide opportunities for school connection and social growth. To provide these opportunities, staff and after-school transportation were made available to improve accessibility for students of low-income families who may find it difficult to transport students to and from school for extra activities. There were no substantive differences in the implementation of this action.

Action 3.8 Eagle's Nest

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

Action 3.9 Communications

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

Action 3.10 Parent Education

The District has made available funds to engage families in opportunities for learning about important topics regarding their children and their involvement in school, educational partner development, newsletters and development of a parent information page on the district website. This action was not done during the 2023-24 school year.

Action 3.11 Late Bus

The LEA has moved this action to be included in Action 3.7 Extra Curricular Activities

Action 3.12 Noontime Assistants

The LEA provides noontime assistants at Foothill Elementary School as a response to the need to reduce suspension rates and increase supervision during the lunch hour recess. There were no substantive differences in the implementation of this action.

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

Overall Challenges: Parent Education and Communications challenge the district. Through our parent LCAP meetings we received input to support improvement in these areas. It was shared with us that communication should include a brief description of what the committees, groups or activities are as opposed to notifying parents/families that these groups are meeting, need help or are inviting parents to attend. Clarifying the "what" will likely solicit improved communications. Parent Education, from the perspective of parent input, is asking for expert

agencies to come and discuss with parents hot-topic items and providing information on warning signs or how-to information that would assist parents in keeping their children safe and healthy.

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

Action 3.3 increased by \$55,576 (17%) due to the hiring of additional Behavior Aides.

Action 3.4 increased by \$118,558 (110%) with the addition of another School Psychologist who is funded through the Learning Recovery Emergency Block Grant.

Action 3.10 did not occur so the \$10,000 budgeted did not get expended in 2023-24.

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

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

Action 3.1 Facilities

Metric Facilities maintained in good repair

Data Statement: According to the 2023-24 Facilities Inspection Tool (FIT) Report, Sierra Unified reported a rating of Fair for Foothill Elementary and Alternative Education, and Poor for Sierra Junior/Senior High, although the rating percentage for Sierra Junior/Senior High did increase over the 3 year period of the LCAP.

Analysis Statement: The use of a year-round maintenance and custodial staff was effective in allowing Sierra Unified to address the needs of the facilities on a consistent basis without major disruptions to the academic time when students are present. Each campus showed approximately a 1% improvement in their FIT rating over 2022-2023.

Action 3.2 School Transportation

Metric: Attendance Rate, Student School Connectedness Inventory

Data Statement: Providing consistent bus transportation to students allows Sierra Unified to achieve an attendance rate of 90% or greater, as this is the only means of transportation for a large number of students to get to and from school. When students attend school regularly, there is a correlation to attendance and school connection and a sense of belonging.

Analysis Statement: The Student School Connectedness Inventory demonstrates that over the course of the academic year, students increase in their self-perception of a sense of belonging and connection. In reflection of this same data as it is used in Goal 4 (Chronic Absenteeism) it can be noted that students who experience at-risk chronic attendance who are partnered with a mentor show an increase in

attendance, as a connection is made to school in the form of a personal contact or relationship with that mentor. The action was effective in increasing attendance for all groups in 2023-24.

Action 3.3 Social-Emotional Learning Support

Metric: Suspension Rate, Expulsion Rate, Drop-out Rate, CAASPP outcomes

Data Statement: All CAASPP results have not shown increases over the 3-year period of this LCAP. The provision of school site behavioral aides, and outside services of the All 4 Youth agency, Sierra Unified is able to support the social-emotional learning of its students and support the work of 2 school psychologists in the district.

Analysis Statement: The use of behavioral aides, trained to identify and respond to students through the use of Positive Discipline strategies and trauma-informed practices, allow for the district to specifically address the needs of students in the moment and assist them in processing their feelings and reactions in the moment. The presence of All 4 Youth counselors, some contracted for paid service others available 1-day per week for any student, allows the district to support the work of our school psychologists and provide service to a larger number of students. The ability to recognize and respond to students experiencing emotional or social trouble allows the district to keep drop-out rates and expulsion rates less than 0.5% in the district. Additionally, the district can address the increased suspension rates among our students. Suspension rates as reflected in the metrics are for the year that the high school/junior high principal left mid-year. Suspension data for the 2023-24 year indicates that suspension rates are down.

Action 3.4 School Psychologists

Metric: Suspension Rate, Expulsion Rate, Drop-out Rate Student School Connectedness Inventory

Data Statement: On-site school psychologists provide development of connectedness and belonging with students that is beyond the service of an IEP, and have oversight of training classified staff deployed into classrooms or present in designated supervision areas to reduce the need for an increase in direct services.

Analysis Statement: Utilizing the school psychologists to provide this training ensures that consistency in practice and follow-up is achieved for the system. Student School Connectedness Inventory indicates that students, measured 3 times a year, show an increase in their overall sense of belonging and connection to school and people at school over the course of the academic year. This action was effective in maintaining a less than 0.5% dropout and expulsion rate among its student population. This can be attributed to the provision of appropriately placed individuals to assist and monitor student behavior.

Action 3.5 School Health Staff

Metric: Attendance Rate, Chronic Absenteeism Rate (Goal 4)

Data Statement: Sierra Unified provides health staff on school sites to assist with student health needs and watch for at-risk attendance behaviors related to illness.

Analysis Statement: This action has been effective in providing an LVN at Foothill Elementary, and an RN at Sierra Junior/Senior High, staff is provided with support to address student health needs ranging from bumps/bruises to monitoring prescription medication intake.

Additionally, the health office is an area where student attendance behavior and patterns of attendance may be monitored. Noticing these patterns allows health staff to support administrative staff in reducing the rate of chronic absenteeism.

Action 3.6 Administration, management and office staff

Metric: Culture/Climate Survey

Data Statement: The purpose of administration and management is to support smooth operations of school campuses that demonstrate physically safe campus environments and an orderly learning space. Office staff provide a customer-focused environment that supports the work of administration for smooth operations

Analysis Statement: Parents indicate, in the School Climate Survey, that only 55% of parents participating in the district-wide survey feel that the school culture is consistent. Areas for specific improvement include parents' desire to feel part of the decision-making process of important issues and to have their concerns taken seriously. Overall, parents of elementary-aged students scored district culture higher than middle school and high school parents in all measured areas.

Action 3.7 Extra-Curricular Activities

Metric: Student School Connectedness Inventory and CA Healthy Kids (Climate) Survey, CAASPP outcomes

Data Statement: All CAASPP results have not shown increases over the 3-year period of this LCAP. Student participation and engagement in their learning show a direct correlation to their sense of belonging and connection to their school and the people in their school.

Analysis Statement: Students in Grades 5, 7, 9, and 11 indicate a 68% sense of connection to school and people of the school when completing the CA Healthy Kids Survey in April 2024. When students (Grades 3-11) responded to the Student School Connectedness Inventory the indication, over 3 surveys in 2023-2024, measuring student connection shows a measure of 76%. Growth in Connection is shown where Trial 1 indicated an overall sense of connection measured at 74.7% and Trial 3 showed the same measure at 77.8%. The data indicates that the promotion of opportunities beyond the classroom; academics, arts, athletics and ag can provide students with experiences that will assist in development of connection, and the staff needs to assist in guiding students to those opportunities.

Action 3.8 Eagle's Nest

Metric: School Climate Survey

Data Statement: By providing before-school care in a supervised facility allows families to know that their children have a safe and welcoming environment to be placed as needed to support families commuting to work during off-school hours.

Analysis Statement: This action was effective in providing students in Kindergarten to Sixth Grades enrolled at Foothill Elementary access to Eagle's Nest for extended services. Elementary parents indicate an 85% overall connection to school; 91% indicate that the school has adults who really care about students and 89% feel that the staff treat parents with respect. These indicators assist the district in identifying any areas that may need focus when it comes to providing safe and secure environments for their children.

Action 3.9 Communications

Metric: School Climate Survey

Data Statement Sierra Unified and its staff provide communication that keeps families informed about activities and school events. Schools respond promptly to phone calls, messages and emails.

Analysis Statement: Overall 56% of parents participating in the CA Healthy Kids survey support that the communication measure is met by Sierra Unified and its staff. Communication includes the above-mentioned notice/invitation to participate and/or getting timely responses to communication coming from home to school but also includes communication from the school to home regarding expected learning outcomes, student's individual progress between report cards, a student class or program placement and what the parent's expected role is in their child's education. Through Educational Partner meetings, held in May, it was learned from parents that the volume of communication was sufficient, but the content needed to provide increased details and explanations about the event. For example, "What is Site Council and why would I be interested in participating in this meeting?" Through the use of Parent Square and the Aeries Parent Portal, parents can

monitor their child's academic progress between grading periods, but again, the district needs to provide information about how to access that portal and the information that is available for them to view. In the 2022-2023 school year, 839 posts went to parents through Aeries Communications, with 81% of parents choosing email and 99% of parents choosing text as their means of communication with the district.

Action 3.10 Parent Education

Metric: All Metrics of the LCAP document

Data Statement: Educating and informing parents on the outcomes of our metrics as they relate to our overall goals while also addressing their need to access information about how to participate and influence their child's education and school involvement can be achieved through intentional planning and delivery of topic-specific guest speakers, information nights and presentations.

Analysis Statement: Through educational partner meetings there was an expressed desire for the District to provide opportunities to learn more about how parents can educate their own children in regards to safeguarding them from social and emotional pitfalls present in today's world in relation to social media, drug use, physical and psychological abuse, and even just how to help kids express themselves when they are experiencing emotions they are unfamiliar with. Although this action was not implemented in 2023-24, it will be implemented in 2024-25.

Action 3.11 Late Bus - moved to Action 3.7

Action 3.12 Noontime Assistants

Metric: On-campus suspensions, Students Sense of Safety

Data Statement: The use of noontime assistants for supervision of the playground and lunchroom activities at Foothill Elementary School increases safety for all students and decreases the rate of on-campus suspensions due to unsafe behaviors.

Analysis Statement: Foothill Elementary experienced a 4.8% suspension rate in 2022-2023, although the on-campus suspension rate went down. The use of extra supervision at the lunch period allows for the intervention of unsafe behavior and immediate redirection or reteaching of appropriate and safe behavior on the playground while also addressing the social interaction side of the situation that builds positive relationships among the student body. Ensuring that the assistants are trained and the training is refreshed at consistent intervals will allow for increased safety of children physically and socially as well as develop a decrease in suspension rates.

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

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

Action 3.3 will be strengthened by analyzing programs and gaps with Positive behavioral intervention and support and the expansion of PBIS practices at all sites.

Action 3.7 will be strengthened by improved communications with parents and students so that there is an awareness of the offerings of extra-curricular activities.

Action 3.9 will be changed based on Education Partner feedback to include regular updating of the District's social media platforms to make sure that current, relevant content is available where parents go most often to get information on schools.

Action 3.10 will be planned from the beginning of the school year and calendared by site administration so that parents will know what the dates and topics are for the educational forums to be held 3 times per year.

All metrics in the new plan will be adjusted based on the actual outcome data in the current LCAP.

Descriptions of actions that are not contributing will be reworded in the name of brevity.

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

Goals and Actions

Goal

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

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 Data Source: Aeries SIS	Student Demographic- All: 19.5% (1,321) White: 14.2% Native American: 43.6% Hispanic: 20.2% SED: 20.4% (1,145) SWD: 36.1% (202) FY: 37.5% (24) EL: 12.5% (16) School Site Data- SUSD: 19.5% (1,321) Foothill Elem: 17% (582) Sierra Jr High: 12.9% (186) Sierra @ Home: 23.2% (439) Sierra High: 17.3% (376) Sierra Alternative HS: 83% (53)	All Students: 40.4% (1,337) White: 35.9% Native American: 59.1% Hispanic: 41.3% SED: 48.4% SWD: 55.4% FY: 42.5% EL: 37.5% School Site Data- SUSD: 40.4% (1,337) Foothill Elem: 48.7% (641) Sierra Jr. High: 28.6% (185) Sierra @ Home: 27.5% (160) Sierra High: 34.6% (396) Sierra Alternative HS: 84.6% (39)	All Students: 33.7% (1,380) White: 31.7% Native American: 42.1% Hispanic: 41.8% SED: 41.5% SWD: 33.7% FY: 30.8% EL: 27.8% School Site Data- SUSD: 33.7% (1,380) Foothill Elem: 37% (689) Sierra Jr. High: 31.5% (200) Sierra @ Home: 21.2% (99) Sierra High: 28.8% (410) Sierra Alternative HS: 96.3% (27)	5% decrease Chronic Absenteeism rate for all students K-12 from Year 1 Outcomes. 2% decrease in rate of absenteeism in all student groups. Data Year: 2022-2023 Data Source: Data Quest NOT MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year 2020-2021 Data Source: DataQuest	Data Year: 2021-2022 Data Source: DataQuest	Data Year: 2022-2023 Data Source: DataQuest	

Goal Analysis

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

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

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

Action 4.1 Monthly Tracking of Student Attendance

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

Action 4.2 Student Interventions and Supports

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

Action 4.3 Parent and Community Communication/Education.

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

Overall Successes: The greatest success came from focusing our energy and efforts on a number of students, vs an arbitrary percentage, which gave the committee a charge and focus. Sierra Unified made a concerted effort to keep the community and parents informed of our attendance progress each month through the use of visual representations of monthly attendance and year-to-date attendance by posting it to our district webpage. Additionally, the Differentiated Assistance Team committed themselves to testing our theory that relationships at

school improve student attendance through targeted mentoring and casual daily contact. All actions were informed through a systemization of the data review using weekly huddles and Aeries Analytics to inform the next steps.

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

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

No material differences between budgeted and actual expenditures.

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

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

Action 4.1 Monthly Tracking of Student Attendance

Metrics: Chronic Absenteeism Rate

Data Statement: The consistent monthly tracking of student attendance aided the Team in identifying students for support and mentoring in efforts to turn around negative attendance issues.

Analysis Statement: The LEA's goal to establish a monthly tracking system for student attendance was effective in reducing chronic absenteeism rates. Providing a systemic process for identifying students, viewing and reacting to the monthly data led to routine responses and intervention. Reports are pulled on the last school day of the month and distributed to the appropriate team members within 5 business days.

Action 4.2 Student Interventions and Supports

Metrics: Chronic Absenteeism Rate, Monitoring Student Growth and Achievement Gaps (Goal 1), Attendance Rate, Suspension Rate and Student Sense of School Connectedness Inventory(Goal 3)

Data Statement: Analysis of student academic performance in relation to their perceived connections to school and school personnel have an impact on overall student performance and progress. These supports were effective in reducing the Chronic Absenteeism rate.

Analysis Statement: Students who demonstrated lower positive attendance rates were shown to have lower academic achievement and less of a social connection to school and the school environment. Partnering students with a mentor and attempting to connect students to a caring trusted adult who checked in on their progress regularly and showed an interest in their day, bridges a disconnect. Once relationships

were established and more regular attendance was achieved, student's academic achievement began to improve as evidenced by weekly grade checks and overall quarterly grades.

Action 4.3 Parent and Community Communication/Education

Metrics: Chronic Absenteeism Rate, California Healthy Kids Survey (Parents) Goal 3

Data Statement: Informed parents with awareness and education of the effect of absenteeism are better prepared to work with the school community to support their child's education and attendance. This communication was effective in reducing the Chronic Absenteeism rates.

Analysis Statement: Engaging parents through heightened awareness of how absences impact their child's ability to engage in school and learn is part of Goal 4 in an effort to build a partnership for student success in school. Written communication to inform parents of the effects of absenteeism was presented to build an understanding, additionally, visual graphs were updated monthly on the district website to show the public how attendance rates were progressing as the year moved along. Adding a monthly tip on attendance and how to respond to different situations were sent home via Parent Square as one more way to heighten awareness and bring about importance to this issue. While parent forums were not held this year, they are planned for the upcoming academic year, as the work of the Differentiated Team is ready to engage the community on this topic.

Chronic Absenteeism rates have not returned to pre-COVID levels, but there is improvements from 2021-22 to 2022-23 in All Students and all subgroups with the exception of Hispanic students who increased slightly from 41.3% in 2021-22 to 41.8% in 2022-23.

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.

With the success of Action 4.2 to pair a small group of students to a dedicated adult, the LEA will expand this program to include every student in the District. Beginning with the first day of school, each student will have an assigned adult who will monitor their attendance and check in with them in person when they are not at school. This action will hopefully encourage all students to attend school more often.

All metrics in the new plan will be adjusted based on the actual outcome data in the current LCAP.

Descriptions of actions that are not contributing will be reworded in the name of brevity.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE participation rate	Grade 9-12 students: 49% (504) White: 51% (291) Hispanic: 44% (69) Native American: 28% (51) SED: 40.2% (169) SWD: 28% (47) EL: * (1) Data Year: 2019-2020 Data Source: Aeries Query	Grades 9-12 students: 50% (459) White: 65% (276) Hispanic: 37.3% (75) Native American: 37.3% (51) SED: 58% (320) SWD: 39% (51) EL: -- (4) Data Year: 2020-2021 Data Source: Aeries Query	Grades 9-12 students: 53.8% (390) White: 63.2% (223) Hispanic: 49.3% (69) Native American: 56.1% (41) SED: 44.1% (118*) SWD: 34.8% (46) EL: -- (3) FY: -- (0) Data Year: 2021-2022 Data Source: Aeries SIS Query	Grades 9-12 students: 63.5% (362) White: 73.4% (169) Hispanic: 47.0% (69) Native American: 40.4% (19) SED: 54.3% (56) SWD: 53.8% (28) EL: -- (2) FY: -- (0) Data Year: 2022-2023 Data Source: Aeries SIS Query	Grade 9-12 students: 60% All student groups will demonstrate a 3% or greater increase in participation. Data Year: 2022-2023 Data Source: Aeries Query MET
CTE Pathway Completion Rate	CTE Pathway Completion All Students: 15% (15) White: 15.7% (11) Hispanic: 11% (2) Native American: * (10) SED: 13% (6)	CTE Pathway Completion All Students: 29.8% (31) White: 21% (14) Hispanic: 13.3% (2) Native American: 38.4% (5)	CTE Pathway Completion All Students: 27.0% (31) White: 30.6% (22) Hispanic: 22.7% (5) Native American: 18.8% (<10)	CTE Pathway Completion All Students: 16.7% (78) White: 15.5% (55) Hispanic: 30% (10) Native American: 5% (20)	All Students: 25% White: 10% Hispanic: 8% Native American: 5% SED: 15% SWD: 5% EL: * FY: *

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 0% (12) EL: -- FY: * (2) Data Year: 2019-2020 Data Source: California Dashboard Additional Reports	SED: 32.3% (30) SWD: * (10) EL: * (1) FY: * (1) Data Year: 2020-2021 Data Source: California Dashboard Additional Reports	SED: 28.4% (29) SWD: 0 (no participants) EL: * FY: * Data Year: 2021-2022 Data Source: California Dashboard Additional Reports	SED: 2.9% (69) SWD: 4% (50) EL: * FY: * Data Year: 2022-2023 Data Source: California Dashboard Additional Reports	Data Year: 2022-2023 Data Source: CA Schools Dashboard MET for White, Hispanic, Native American, SED and SWD NOT MET for All students

Goal Analysis

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

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

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

Action 5.1: Career Technical Education Program

The LEA successfully completed this action through the provision of fully-certificated teachers that allowed for increased student access to career-readiness and job-skills-focused instruction. There were no substantive differences in the planned action compared to the actual implementation.

Action 5.2: Bi-annual Meetings

Bi-annual meetings with record of attendance were held by each CTE pathway. Advisors reviewed course progress and student engagement data as part of the meeting. There were no substantive differences in the planned action compared to the actual implementation.

Action 5.3 Student job-skills Survey

The LEA gained knowledge of jobs desired by students through the use of interest surveys that included a skills assessment. Courses were proposed and considered by advisory boards, site council members, and the school board for addition to the program. There were no substantive differences in the planned action compared to the actual implementation.

Action 5.4: Career Technical Education Pathways

The LEA utilized current jobs data and student interest surveys to provide new, A-G approved courses and explored future courses to complete existing incomplete pathways. An additional pathway was added for the 2023-24 school year in Floriculture. There were no substantive differences in the planned action compared to the actual implementation.

Action 5.5: Career Exploration

The LEA successfully completed this action through the provision of classroom and site-wide guest speakers, on-site career exploration fairs and outside field trips and competitions that required students utilize learned skills to demonstrate ability and competency. In addition to the job fairs held at Sierra High School, job fairs were added at Sierra Junior High and Foothill Elementary. There were no substantive differences in the planned action compared to the actual implementation.

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

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

Action 5.1 was less by \$87,633 due to the reduction of a .50 FTE in Industrial Arts and not spending all of the CTEIG funds that were budgeted.

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

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

Action 5.1: Career Technical Education Program

Metric: CTE Participation Rate

Data Statement: The ability to staff the CTE program with qualified individuals was effective in increasing participation of students.

Analysis Statement: The 2022-23 participation measured by the All Students group (63.5%) shows a 14.50% increase over the 2019-20 (baseline) academic year.

Action 5.2: Bi-Annual Meetings

Metric: CTE Participation

Data Statement: Regular and purposeful engagement of education partners kept CTE programs running smoothly and growing to meet the needs of students and their interests.

Analysis Statement: This action was effective in increasing participation rates, 63.5% of students in the All Students group.

Action 5.3: Student Job-skills Survey

Metric: CTE Participation

Data Statement: Regular surveying of student interests and skills has been effective in increasing enrollment of students in CTE courses.

Analysis Statement: Through students' surveys we have added non-agricultural based pathways increasing access to CTE courses to more students in response to their desired interests.

Action 5.4: CTE Pathways

Metric: CTE Pathway Completion

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

Analysis Statement: The School board approved the addition of a Floral Arts class for the 2023-24 year for students looking to explore the field of floriculture, which added many more female students than previously. While overall pathway completion was down from the prior year for All Students, this action was effective in showing growth from the baseline. The desired outcome was met for White, Hispanic, Native American, Low income, and Students with Disabilities.

Action 5.5: Career Exploration

Metric: CTE Participation

Data Statement: Utilizing on-site Career Fair opportunities, guest speakers from industry-specific businesses, and off-site field trips, students are provided multiple avenues of exploration throughout the year. This action was effective in increasing participation in CTE courses.

Analysis Statement: Students experienced 4 on-campus Career Fairs over the school year at three sites. Presenters interacted with students, answered questions, explained the variety of opportunities for work available within their industry, and passed out literature where appropriate. Teachers invited topic, pathway-relevant guest speakers to share their experience with students, and others were able to go off campus and interact with industry experts at their work sites.

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

All metrics in the new plan will be adjusted based on the actual outcome data in the current LCAP.

Descriptions of actions that are not contributing will be reworded in the name of brevity.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Sierra Unified School District (SUSD), located in eastern Fresno County, serves a student population of just under 1,300 in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the foothills. The District covers a large region, approximately 2,000 square miles. More than half of the residents in the community are older than 55 years of age. An increase in mobility rates has caused some instability in the community population. There are three Native American Rancherias within the boundaries of our school district: Table Mountain Rancheria, Big Sandy Rancheria, and Cold Springs Rancheria. Sierra Unified continues to host 3 separate campuses; Foothill Elementary School (TK-6), and Sierra Junior High School (7-8) sharing a campus, facilities, and staff with Sierra High School (9-12) and Sierra Alternative High School (10-12). Additionally, Sierra Unified hosts 1 school of choice option; Sierra @ Home. Sierra @ Home provides core academic content online and serves students from Kindergarten through 12th grades. Within the Sierra Unified attendance area, there are two Thompson Districts consisting of students grades TK-8. In grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School.

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

School Census Data indicates the following enrollment demographic for the 2023-2024 school year. An enrollment count of 1,292 students; 55.96% White, 21.67% Hispanic, 13.54% American Indian, and 8.83% other student groups. Enrollment of other student populations includes 46.98% Low-Income, 15.33% Students with Disabilities, 1.24% English Learners, and 2.63% Homeless and Foster Youth. The staff and students of Sierra Unified continue to prove their strength of character, determination, and support of one another to continue and grow from their shared experiences.

Reflections: Annual Performance

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

Sierra Unified continues to work toward improvement in many areas through the monitoring of the progress of actions taken to meet the 5 Goals set in this LCAP document.

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

District-wide, we are required to address ELA and Math for Students with Disabilities and Math for Native American students (Goal 1, Action 1.11). We are required to address Chronic Absenteeism for Hispanic students (Goal 4, Action 4.1). We are required to address the Suspension Rate for American Indian students, Foster Youth, Hispanic students, Homeless students, Students with Two or More Races, Low-Income students, Students with Disabilities, and All Students (Action 3.12).

Additionally, we are required to address the following indicators at sites:

Foothill Elementary: ELA for Students with Disabilities (Goal 1, Action 1.11), Suspension Rate for American Indian students, Hispanic students, Low-Income students, and Students with Disabilities (Goal 1, Action 3.12).

Sierra High School: Suspension Rate for American Indian Students, Low-income students, Students with Disabilities, White Students, and All students (Goal 1, Action 3.12).

Sierra Junior High: Math for Low-Income students (Goal 1, Action 1.11), Chronic Absenteeism for Hispanic students, Low-Income students, Students with Disabilities, White Students and All students (Goal 4, Action 4.1), Suspension Rate for Hispanic Students, Students with Disabilities and All Students (Action 3.12).

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

Successes include reduction of overall Chronic Absenteeism rates by 6.5%, as well as maintenance of Graduation rates. College and Career indicators also showed an increase for All Students.

Reflections: Technical Assistance

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

Utilizing the work of a team of district staff, a Differentiated Assistance team continued the focused work through improvement science where a theory of practice assigned staff members to address at-risk students through mentorship and relationship building to establish a connection and foster belonging at school to increase/maintain attendance. This practice, along with increased communication with parents regarding attendance policy and monitoring systems, allowed Sierra Unified to reduce its chronic absenteeism rate to 33.7% (2022-2023 Data Quest) from 40.4%. Native American students improved their overall attendance by 21.93% over the 2021-2022 academic year. All of

the work of the Differentiated Assistance team was aided by the establishment of internal systems for consistent tracking/monitoring of student attendance in order to intervene in a timely manner.

Both Students with Disabilities and Native American students are identified for DA for ELA and Math. Hispanic students are identified for Chronic Absenteeism. Students with Disabilities, American Indian students, and Hispanic students are identified for Suspension Rate. To address these areas, Sierra Unified is working under the guidance of the Fresno County Office of the Superintendent of Schools to identify areas of improvement and develop strategies to implement toward work in improving currently identified areas. The Special Education Coordinator is working with the Compliance and Improvement Monitoring (CIM) Technical Assistance Team to gather data and analyze the individual student outcomes and other supporting local data to investigate what is happening between the delivery and engagement of instruction to the application of learning. Through the analysis of the student outcomes and observations, the team will be able to form a plan to improve the system that supports student learning and implement a plan that includes frequent monitoring and adjustment. In the case of test scores, the Special Education Coordinator has been reviewing local benchmark data and assessing student progress using supplemental programs, like IXL and CAASPP practice tests to support student skill-building. Those outcomes then are reviewed to see what further support is needed to fill in learning gaps.

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

Actions that address these areas are Goal 1, Action 1.11 for CAASPP testing, Goal 4, Action 4.1 for Chronic Absenteeism, and Goal 1, Action 3.12 for Suspension Rate.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

No schools are identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

No schools are identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>When: March 20, 2024 Sierra Junior/Senior High School Site Council, April 4, 2024 Foothill Elementary Site Council, April 8, 2024 Sierra Junior/Senior High School staff, April 15, 2024 Foothill Elementary staff</p> <p>How: LCAP Presentation/Discussion/Input sessions</p> <p>What: The Chief Business Official communicates the importance and intent of LCAP, encourages teachers' input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p> <p>Feedback from teachers was the following: Change from Positive Discipline to Trauma-Informed De-escalation, offer stipends for volunteer committees, add Math professional development, additional support for new teachers, academic and behavior supports in the classroom, more parent engagement, incentives to students for increased attendance, partner with Madera County Office of Education to offer staff Masters programs at a lower cost, addition of the Minga program to provide student engagement data, have all ASB cards for junior and senior high students paid for with LCAP funds so students don't feel left out if they can't afford an ASB card,</p>
Principals	<p>When: March 20, 2024 Sierra Junior/Senior High School Site Council, April 4, 2024 Foothill Elementary Site Council, April 8, 2024 Sierra Junior/Senior High School staff, April 15, 2024 Foothill Elementary staff</p>

Educational Partner(s)	Process for Engagement
	<p>How: LCAP Presentation/Discussion/Input sessions What: The Chief Business Official communicates the importance and intent of LCAP, encourages principals' input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from principals was the following: encourage students with incentives for 90% attendance instead of just 100% attendance, support for new teachers, especially teachers who are not eligible for Inclusion support.</p>
Administrators	<p>When: March 20, 2024 Sierra Junior/Senior High School Site Council, April 4, 2024 Foothill Elementary Site Council, April 8, 2024 Sierra Junior/Senior High School staff, April 15, 2024 Foothill Elementary staff How: LCAP Presentation/Discussion/Input sessions What: The Chief Business Official communicates the importance and intent of LCAP, encourages administrators' input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p>
Other School Personnel	<p>When: April 8, 2024 Sierra Junior/Senior High School staff, April 22, 2024 California School Employees Association (CSEA) How: LCAP Presentation/Discussion/Input sessions What: The Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from staff was the following: add a Native American tutor</p>
Certificated Local Bargaining Unit	<p>When: April 17, 2024 How: LCAP Presentation/Discussion/Input sessions What: The Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p>

Educational Partner(s)	Process for Engagement
	Feedback from staff was the following: more professional development, get a social media person to communicate with parents, add Americorps tutors to Sierra @ Home and Sierra Junior High
Classified Local Bargaining Unit	<p>When: April 22, 2024 California School Employees Association (CSEA)</p> <p>How: LCAP Presentation/Discussion/Input sessions</p> <p>What: The Chief Business Official communicates the importance and intent of LCAP, encourages staff input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p> <p>Feedback from staff was the following: create an internship program for students that supports jobs within the District</p>
Parents	<p>When: February 28, 2024 Junior Parent Night, March 20, 2024 Sierra Junior/Senior High School Site Council, April 4, 2024 Foothill Elementary PFA</p> <p>How: LCAP Presentation/Discussion/Input sessions</p> <p>What: The Chief Business Official communicates the importance and intent of LCAP, encourages parents' input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p> <p>Feedback from parents was the following: need more parent meetings with specific communication regarding the topic covered, the website is not user friendly, have parent trainings on Aeries, more information to parents regarding finances, more extracurricular options for Junior High students,</p>
Students	<p>When: March 20, 2024 Sierra Junior/Senior High School Site Council, April 24, 2024 Sierra High School students and Sierra Junior High School students</p> <p>How: LCAP Presentation/Discussion/Input sessions</p> <p>What: The Chief Business Official communicates the importance and intent of LCAP, encourages students' input, and discusses current LCAP goals and actions, current performance data, and district and site needs.</p>

Educational Partner(s)	Process for Engagement
	Feedback from students was the following: concerns over inconsistent expectations from teachers, need more support in AP/dual enrollment classes, more electives for junior high, add clubs for junior high, more science classes, learning is not engaging enough, not enough rigor, put the mirrors back in the restrooms
PAC	When: May 16, 2024 How: LCAP Presentation/Discussion/Input session What: LCAP draft presented to the Parent Advisory Committee in advance of the meeting. Meeting time utilized for analysis and review of proposed LCAP goals and actions for the 2024-2027 LCAP.
PAC: Draft LCAP Presentation for Comments	When: May 30, 2024 How: The PAC was engaged through an in-person meeting What: The revised draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. No questions or comments were provided to the Superintendent and no written response was needed.
DELAC	Not required
DELAC: Draft LCAP Presentation for Comments	Not required
Mid-Year Report	When: February 12, 2024 How: Presentation to the Governing Board What: The Chief Business Official presented the LCAP midyear report and Budget Overview for Parents to the Board.
SELPA Consultation	When: September 14, 2023, October 19, 2023, November 7, 2023, January 22, 2024, February 15, 2024 How: SELPA Operations Committee Meeting What: The SELPA offered consultations on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews, Operations Committee Meetings, Superintendent Governance Council, FCSS LCAP and Compliance Workshops/Office Hour Meetings.

Educational Partner(s)	Process for Engagement
Public Comment	When: June 11-June 25, 2024 How: No public comments were received What: LCAP draft document was available online and at school sites and the District office.
Public Hearing	When: June 10, 2024 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2024-25 LCAP presented to the Board of Trustees at a regular Board meeting
Board Adoption	When: June 26, 2024 How: 2024-25 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2024-25 LCAP was adopted by the Board of Trustees.

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

Reflecting on feedback received from educational partners (students, staff, parents, community members, and administration) via Sierra Unified's LCAP survey, climate/culture survey, community meetings, and LCAP presentations, Sierra Unified will be addressing three key areas in the 2024-2025 LCAP.

Through the use of PLCs and the work of districtwide administration in implementing practices of the CA-MTSS grant it is anticipated that parents, students, and staff will feel more involved in determining the progress of their campus culture and common practices. Practices of inclusivity and accountability will be achieved through the use of informational community meetings, parent education opportunities, and the development of a student advisory committee will increase engagement and information sharing.

Teaching staff noted on their Local Indicators input that the implementation of standards had decreased to a 2.8 from a 3.6 in the previous year, citing a need for new teacher support with curriculum implementation that includes professional development with the curriculum tools available. Additional professional development will be added through a contract with the Fresno County Office of the Superintendent of Schools for ELA and Math-specific training to support content instruction. This additional training will help students groups who are showing a Red level on the California Dashboard. For English/Language Arts, that includes Students with Disabilities districtwide, and specifically at Foothill Elementary. For Math, this includes American Indian students and Students with Disabilities districtwide plus Low-Income students at Sierra Junior High. (Goal 1, Action 1.11)

Communication is an area that is always in need of improvement. Parent meetings and survey outcomes provided low ratings when it came to school-to-home communication. In a parent meeting we asked, "What do you need from the communication?" The response was, "How

do we get involved?". Evidently, the district has done a fair job of notifying families of what is being done at school, announcing events, activities and inviting them to attend meetings, but all of those communications lacked the information that said why these are important or how attending an LCAP meeting or a Site Council meeting would benefit the parent or the student. From this, it is learned specifically how the district can improve its communication going forward. (Goal 3, Action 3.10)

Based on feedback from staff, we will be adding the Minga application at junior high and high school, which is a student engagement application that also gives incentive points to students for participation in student events. The addition of this application is intended to increase student connectedness. (Goal 3, Action 3.6)

Based on feedback from junior high students and parents, we will be adding enrichment activities to the junior high after school program. It is believed that this will also reduce suspension rates and increase attendance by giving junior high students a reason to come to school and stay academically eligible to participate in extra-curricular activities. (Goal 1, Action 1.5)

Based on feedback from staff and administration, we will be adding Math tutors for junior high students through Ameri-Corps, which will be funded with carryover from the Learning Recovery Emergency Block grant. (Goal 1, Action 1.11)

Goals and Actions

Goal

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

State Priorities addressed by this goal.
<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% sufficient materials Data Year: 2023-2024 Data Source: Board resolution on "Sufficiency of Instructional Materials"			Sufficient core instructional materials are available as reported to the Board	
1.3	State Standardized Assessments (CAASPP): Math	Met or exceeded Standards All Students: 28.76% White: 34.76% Native American: 17.04% Hispanic: 22.00% LI: 17.06% SWD: 12.38% EL: 9.89% FY: * (<11) Sierra Junior High LI: 18.47% Data Year: 2022-2023 Data Source: DataQuest			Met or Exceeded Standards: All students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in both year 2 and year 3 for a total increase in the 3-year plan of 11%.	
1.4	State Standardized Assessments (CAASPP): English/Language Arts	Met or Exceeded Standards All Students: 38.06% White: 44.35% Native American: 20.23% Hispanic: 31.33% LI: 27.21%			Met or Exceeded Standards: All students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 16.19% EL: 11.05% FY: * (<11) Foothill Elementary SWD 17.39% Data Year: 2022-2023 Data Source: DataQuest			both year 2 and year 3 for a total increase in the 3-year plan of 11%.	
1.5	State Standardized Assessments (CAASPP): Science	Met or Exceeded standards All Students: 30.18% White: 45.31% Native American: 20.16% Hispanic: 18.88% LI: 19.32% SWD: 8.70% EL: 2.35% FY: * (<11) Data Year: 2022-2023 Data Source: DataQuest			Met or Exceeded Standards: All students and all student groups will improve by 3% over previous year in year 1, 4% over previous year in both year 2 and year 3 for a total increase in the 3-year plan of 11%.	
1.6	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	2.85 of 5 points Data Year: 2022-2023 Data Source: State Reflection Tool			3.50 of 5 Points or greater	
1.7	English Learner academic progress as measured by ELPAC	Overall Score of 3+: 50.27%			Percentage of English Learner performance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: ELPAC Report			outcomes as measured by the Overall Score of 3 or 4 on ELPAC summative will be 53%	
1.8	EL Reclassification Rate	0% Data Year: 2023-24 Data Source: CALPADS reports 2.16 and 8.1			10% of EL students will be reclassified as indicated by their RFEP status.	
1.9	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	Full Implementation Data Year: 2023-2024 Data Source: Dashboard Fall 2024			Full Implementation	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers	Ensure properly credentialed teachers with no mis-assignments or vacancies., including all costs of the District Office.	\$6,924,004.00	No
1.2	Standards-aligned curriculum and materials	Provide standards-aligned, district/state approved instructional materials.	\$176,208.00	No
1.3	State Standardized Assessment outcomes	Use of Aeries Analytics and other software to analyze trends in student outcomes and effectively plan instruction based on those outcomes.	\$14,759.00	No
1.4	Monitoring of student growth and achievement gaps	Monitor student growth and close the achievement gaps through the use of District Learning Assessments (DLAs) in Math and ELA. Utilize formative, teacher-designed assessments between DLAs to inform instruction. Provide two non-student work days to review assessment data, and adjust instruction.	\$10,000.00	No
1.5	After-School Program	Increase student performance by providing an after-school program running from 3:00-6:30 pm. Based on student and parent feedback, we will be offering more enrichment activities at the junior high after school program.	\$1,038,937.00	No
1.6	Development of teacher capacity	The District will seek opportunities to develop and deliver adult learning in the areas of instructional use of technology, strategies for differentiation of instruction and use of supplemental materials and content specific professional development that includes mental-health and wellness needs identified by school sites, departments and grade levels.	\$74,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Director of Curriculum, Instruction, and Technology	The Director of Curriculum, Instruction and Technology will provide support to the teaching staff in order for their focus to remain on the classroom instruction and progress of students.	\$159,151.00	Yes
1.8	Continuation High School	Provide an alternative academic setting (WASC accredited alternative education campus) for students to progress in their academic path towards graduation.	\$228,685.00	Yes
1.9	Differentiated Assistance through FCOE	Work in partnership with Fresno County Office of Education utilizing Differentiated Assistance support. Sierra Unified is working under the guidance of the Fresno County Office of the Superintendent of Schools to identify areas of improvement and develop strategies to implement toward work in improving currently identified areas. The focus of the DA team's work in 2024-25 will be academics, with an emphasis on data analysis of recent results which will lead to training for staff in the areas of Math and ELA instruction.	\$0.00	No
1.10	English Learner Academic Support	Provide a paraprofessional to support English learners students in both integrated and designated ELD classes.	\$18,997.00	Yes
1.11	Professional Development for Math and ELA	As part of a comprehensive needs assessment, SUSD looked into LEA-level data for ELA and Math for the the Students with Disabilities subgroup and Math data for the Native American subgroup as they are in the lowest performance level (red) in these areas on the 2023 CA Dashboard. The results of the needs assessment indicated these student groups share a common need of common curriculum and benchmark assessment practices across the District. This common need will be addressed with professional development through a contract with the Fresno County Office of the Superintendent of Schools for ELA and Math-specific training to support content instruction.	\$31,900.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>As part of a site level needs assessment at Foothill Elementary, including a review of ELA data, the Students with Disabilities group was found to need common, schoolwide curriculum and benchmark assessment practices. This common need will be addressed by aligning curriculum and benchmark assessments with the help of professional development on analysis of state testing data and Universal Design for Learning (UDL).</p> <p>As part of a site level needs assessment at Sierra Jr. High, including a review of Math data, the Low-income student group was found to need common, schoolwide curriculum and benchmark assessment practices. This common need will be addressed by aligning curriculum and benchmark assessments with the help of professional development on analysis of state testing data and Universal Design for Learning (UDL).</p> <p>This action will address the following lowest-performing level (red) indicators on the 2023 Dashboard: LEA-Wide Students with Disabilities for ELA and Math, Native American for Math, Students with Disabilities at Foothill Elementary for ELA, and Low-Income students at Sierra Junior High for Math</p>		
1.12	Math tutors for junior high students	Provide math tutors for junior high students through AmeriCorps	\$11,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Development of this broad goal is to track the performance and participation of students in various areas of their course work to determine the District's fulfillment in providing equitable access for students to meet College and Career ready indicators as well as ensure that work is being done to prepare students to leave our secondary campuses with the defined 21st Century Skills of critical thinking, creativity, collaboration, communication and citizenship. Student populations with 11 or less students representing the group will have data represented as an (*) to protect privacy of an individual's identity.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rate	<p>All Students: 45.0% (45/100) White: 53.0% (34/64) Native American: 11% (<11) Hispanic: 37.0% (<11) LI: 31.3% (<11) SWD: 9.1% (<11) EL: * (<11) FY: * (<11)</p> <p>Data Year: 2022-2023 Data Source:</p>			All Students 51%. Student groups will show a 2% increase over prior year for a 3-year total increase of 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Additional Reports				
2.2	High School Graduation Rate	All Students: 98.0% (101/103) White: 97.0% (64/66) Native American: 100% (9/9) Hispanic: 100% (19/19) LI: 93.8% (32/34) SWD: 82.0% (11/13) EL: 0% (0) FY: 0% (0) Data Year: 2022-2023 Source: CALPADS 1.23			One-year graduation rate All students 95%, student groups increase by 2% over prior year	
2.3	Advanced Placement participation rate	All students (11-12): 30.9% (53) White: 53.6% (22) Native American: 6.2% (1) Hispanic: 26.4% (9) LI: 17.6% (9) SWD: 0% EL: 0% FY: 0% Data Year: 2022-2023 Data Source: Aeries SIS			All Students (11-12) 35%, student groups increase by 2% over prior year	
2.4	AP Passage Rate	White: 58.4% (31/53) Native American: 0% Hispanic: 50.0% (5/10) LI: 50.0% (5/10)			All Students scoring a 3 or greater: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0% EL: 0% FY: 0% Data Year: 2022-2023 Data Source: Aeries SIS				
2.5	Early Assessment Program(EAP)- ELA	11th Graders scoring 3-4: 38.61% Data Year: 2022-2023 Data Source: CAASPP Test Results website			Increase by 3% in year 1, 4% in both year 2 and year 3 for a 3 year total increase of 11%.	
2.6	Early Assessment Program(EAP)- Math	11th Graders scoring 3-4: 14.85% Data Year: 2022-2023 Data Source: CAASPP Test Results website			Increase by 3% in year 1, 4% in both year 2 and year 3 for a 3 year total increase of 11%	
2.7	Broad course of study	Students enrolled in advanced courses: 27.1% (48/177) Students enrolled in VAPA courses: 61.8% (222/359) Students enrolled in CTE courses: 45.9% (165/359) Data Year: 2023-2024 Data Source: Aeries SIS			Students enrolled in advanced academic courses: 30% (Grades 11-12) Students enrolled in VAPA Courses: 60% (Grades 9-12) Students enrolled in CTE Courses: 50% (Grades 9-12)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	College and Career Index (CCI)	All Students: 43.2% (48/111) White: 50.7% (36/71) Native American: * Hispanic: 34.8% (8/23) LI: 43.6% (41/94) SWD: 18.2% (2/11) EL: * FY: * Data Year: 2023 Data Source: Dashboard Additional Reports			Students meeting "Prepared" (based on cohort data) All Students: 50% , student groups increase by 2% over prior year	
2.9	Dual Enrollment/High School Experience Program Participation	All Students 12th grade: 58.3% (28/48) White: 58.3% (21/36) Native American: * (<11) Hispanic: 50.0% (4/8) LI: 56.1% (23/41) SWD: 100% (1/1) EL: * FY: * Data Year: 2022-2023 Data Source: Dashboard Additional Reports			All 12th Grade students 60%, student groups increase by 2% over prior year	
2.10	A-G Completion and CTE Pathway Completion rate (based on cohort data)	All Students: 41.4% (46/111) White: 48.6% (35/71) Native American: * Hispanic: 30.4% (7/23)			All students 40% or greater, student groups increase by 2% over prior year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 40.0% (38/94) SWD: 9.1% (1/11) EL: * FY: * Data Year: 2022-2023 Data Source: CALPADS 15.1 and Fall 1, 8.1a				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Learning Opportunities	Provide online and blended learning opportunities for students in grades K-12 in alternative education settings to facilitate their achievement of academic success.	\$481,532.00	No
2.2	Academic Counseling and Support Services	Provide academic counseling and support services (Native American Liaison and Native American Education Advocate) to promote academic participation, growth and school connectedness.	\$412,190.00	No
2.3	Response to Intervention (RTI)	Provide targeted and systematic approach to learning intervention and support in grades TK-9 (Academic Intervention Specialist and support staff, and AmeriCorps tutors)	\$203,947.00	No
2.4	Response to Extension (REI)	Provide a structured program of advanced learning opportunities available to a broad range of students in grades 2-6 during the school day.	\$302,586.00	No
2.5	Increase student engagement and support	Provide instructional para-professionals to increase engagement and support for students of the Low-Income student groups to maximize course access and academic growth.	\$728,155.00	Yes
2.6	Office Hours and AP/SAT Support	Provide Office Hours (grades 7-12) before, during and after school as well as support for AP classes	\$65,280.00	Yes
2.7	Elementary Summer School	Provide Elementary Summer School	\$94,684.00	No
2.8	PSAT participation	Provide access to the PSAT exam for all students in 8th and 10th grade by financing and hosting the exam.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Dual Enrollment and High School Enrichment	Provide one on-campus instructor to teach a Dual Enrollment class.	\$21,949.00	No
2.10	Special Education Program Coordinator	Provide a Special Education Program Coordinator to provide professional training, oversight of service delivery, monitoring of the Multi-Tiered System of Support (MTSS) program and support teachers of students with disabilities.	\$184,379.00	No
2.11	Library Services	Provide Library Technicians to provide access to instructional technology, literacy skills and library science by all students.	\$89,289.00	No
2.12	Instructional technology	Provide a Technology Support Specialist to maintain inventory, keep devices running, and troubleshooting access to digital curriculum for students and staff.	\$99,498.00	No
2.13	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's individual academic and social-emotional needs. Funding for this action can be found in Action 1.1.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Attendance Rate	<p>All Students 90.39% White 90.68% Native American 88.93% Hispanic 89.65% LI: 89.61% SWD: 87.49% EL * FY *</p> <p>Data Year: 2022-23 Data Source: Aeries SIS</p>			All students 92% or higher, all student groups increase by 2%	
3.3	Suspension Rate	<p>SUSD: 8.1% (1414) Foothill: 4.8% (706) Sierra Junior High: 15% (207) Sierra @ Home: 0% (121) Sierra Alternative High: 10.5% (38)</p> <p>White: 7.7% (783) Native American 12.8% (187) Hispanic: 7.7% (323) LI: 9.7% (719) SWD: 13.8% (254) EL: * FY *</p> <p>LEA-wide: Homeless 16%, Two or More Races 8.1%</p>			All students 6%, student groups decrease by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foothill Elem: NA 16.66%, Hispanic 29.12%, LI 25.70%, SWD 17.39% Sierra High: All students 45.24%, NA <11, LI 26.67%, SWD <11, White 55.10% Sierra Junior High: All students 44.89%, Hispanic 36.58%, SWD 12.00% Data Year: 2022-2023 Data Source: DataQuest				
3.4	Expulsion rate	SUSD: 0% (1,414) Data Year: 2022-2023 Data Source: DataQuest			All students 0.5% or less	
3.5	Sense of Safety and School Connectedness	Safety Students: 46% Parents: 58% Teachers: 77% Connectedness Students: 50% Parents: 59% Teachers: 88% Data Year: 2023-2024 Data Source: CA Healthy Kids Survey			Improve to 60% in each area for students, 60% for parents, 85% for staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Junior High Dropout Rate	0% Data Year: 2022-2023 Data Source: CALPADS Fall1 8.1			0.5% or less	
3.7	High School Dropout Rate	0% Data Year: 2022-2023 Data Source: CALPADS Fall1 8.1			1% or less	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Provide clean, safe and well-maintained facilities. To achieve this, the District provides for year-round custodial, operations and maintenance staff as well as a School Resource officer and Campus Aides.	\$3,377,761.00	No
3.2	School transportation	Provide safe student transportation to and from school and school-activities by qualified and well-trained individuals.	\$1,780,672.00	No
3.3	Social-Emotional Learning support	Provide Behavior Aides and additional mental health supports through All 4 Youth.	\$420,399.00	Yes
3.4	School Psychologists	Provide two full-time, on-site school psychologists to serve the needs of students and provide for the development of connectedness and belonging beyond the service of an IEP. These positions are part of our MTSS structure and work in coordination with behavior aides on their campuses to serve students' behavioral, social, mental, and academic needs. The on-site school psychologists provide oversight and training of classified staff deployed into classrooms.	\$231,242.00	No
3.5	School Health Staff	Provide schools with a School Nurse who oversees an LVN to take care of students with health needs on campus.	\$209,162.00	No
3.6	Administration, management and office staff	Provide administrative and management to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment. Office staff provide a customer-focused environment that supports the work of administration in keeping a smooth running facility.	\$1,572,625.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Extra-Curricular Activities	Provide extra-curricular activities for students to keep them engaged in school.	\$371,408.00	Yes
3.8	Eagle's Nest	Provide a welcoming and safe environment for students who require before and after school care as a service for families. Additionally, a well-trained and engaged staff are available for student learning.	\$42,095.00	No
3.9	Communications	Provide a website that contains up-to-date information and calendars for the District and all schools. The District utilizes Parent Square, formerly Aeries Communication, as its primary tool to electronically communicate weekly with parents regarding upcoming and significant events, while also being utilized for emergency communications.	\$20,000.00	No
3.10	Parent education	Provide parent education opportunities in the form of focused topic forums, family engagement nights, a parent information page on the website and newsletters.	\$10,000.00	No
3.11	Noon time Assistants	Provide noon-time instructional assistants to support the safety of all students during lunch break.	\$68,043.00	No
3.12	Student Behavior Expectations	As part of a comprehensive needs assessment, SUSD looked into LEA-level data for the All students, Native American, Foster Youth, Hispanic, Homeless, Two or more races, Low-income, and the Students with Disabilities student groups as they are in the lowest performance level (red) in the Suspension indicator on the 2023 CA Dashboard. The results of the needs assessment indicated these student groups share a common need of increased connectedness to the adults at school and their peers. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>As part of a site level needs assessment at Foothill Elementary, including a review of suspension data, a common need among Native American, Hispanic, Low-income, and the Students with Disabilities subgroups of increased connectedness to the adults at school and their peers was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS).</p> <p>As part of a site level needs assessment at Sierra High School, including a review of suspension data, a common need among All students, Native American, Low-income, Students with Disabilities, and the White subgroups of increased connectedness to the adults at school and their peers was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS).</p> <p>As part of a site level needs assessment at Sierra Jr. High, including a review of suspension data, a common need among All students, Hispanic, and the Students with Disabilities subgroups of increased connectedness to the adults at school and their peers. was found. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS).</p> <p>As part of a site level needs assessment at Sierra Alternative High, including a review of suspension data, the All-student group was found to need increased connectedness to the adults at school and their peers.. This common need will be addressed by outlining student expectations and providing a review of the model of Positive Behavioral Interventions and Supports (PBIS).</p> <p>This action will address the following lowest-performing level (red) indicators on the 2023 Dashboard: LEA-wide American Indian students, Foster Youth, Hispanic students, Homeless students, Students of Two or More Races, Low-Income students, Students with Disabilities and All students for Suspension Rate, American Indian students, Hispanic students, Low-Income students, and Students with Disabilities at Foothill Elementary,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>American Indian students, Low-Income students, Students with Disabilities, and White students and All students at Sierra High, Hispanic students, Students with Disabilities and All students at Sierra Junior High, and All students at Sierra Alternative High for Suspension Rate.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sierra Unified's chronic absenteeism rate is above county and state averages and an effort to decrease this rate for all students K-12 is needed. Targeted groups for this goal include Hispanic students district-wide and Hispanic students, Low-Income students, Students with Disabilities, White students and All Students at Sierra Junior High.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

In response to high levels of chronic absenteeism, Sierra Unified has developed this goal to decrease the chronic absenteeism rate across all grades and all student groups. Through the use of improvement science strategies and regular reviews of our actions, Sierra Unified will make progress toward reducing our Chronic Absenteeism rate by 5%. The metrics and actions listed will assist in establishing regular data tracking of student attendance, the development of targeted student intervention, and parent education with communication to build partnerships between school and home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate	All: 33.7% White: 31.7% Native American: 42.1% Hispanic: 41.8% LI: 41.5%			3% decrease for all groups in year 1, 4% decrease in both year 2 and year 3 for a total	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 33.7% FY: 30.8% EL 37.5% Sierra Junior High: All Students 31.50%, Hispanic 34.00%, LI 34.90%, SWD 51.40%, White 27.80% Data Year: 2022-23 Data Source: DataQuest			decrease in the 3 year plan of 11%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Tracking of Student Attendance	<p>Sites will engage in monthly attendance data reviews to reduce chronic absenteeism rates throughout the district. To do this, a site and district designee will pull attendance data from the Aeries Analytics System on the last working day of each month, beginning with August to track and monitor monthly absenteeism rates.</p> <p>LEA-level As part of a comprehensive needs assessment, SUSD looked into LEA-level data for the Hispanic student group as they are in the lowest performance level (red) in the Chronic Absenteeism indicator on the 2023 CA Dashboard. The results of the needs assessment indicated this subgroup needs knowledge and motivation regarding the importance of school attendance. To address this need, the SARB process will be revamped to have hearings for Chronically Absent students on a regular basis to reestablish consequences to parents for excessive absenteeism districtwide.</p> <p>School level As part of a site level needs assessment at Sierra Jr. High, including a review of Chronic Absenteeism data, a common need among All students, and the Hispanic, Low-income, Students with Disabilities, and the White subgroups of improved attendance and knowledge of attendance during the school year was found. This common need will be addressed by additional information to parents and check-ins with students regarding their attendance, in addition to the strengthened SARB process.</p> <p>This action will address the following lowest-performing level (red) Chronic Absenteeism indicators on the 2023 Dashboard: LEA-Wide Hispanic students All students, Hispanic, Low-income, Students with Disabilities, and White students at Sierra Jr. High</p>	\$4,455.00	No
4.2	Student interventions and supports	Teachers and staff members will make intentional daily contact with students assigned to their caseload with attendance rates between 75-90%. The purpose of the meeting is to review attendance as well as both	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>academic and behavioral outcomes for the prior week. Establishing a relationship with the student to foster connectedness and a sense of belonging is the primary goal. All students districtwide will be assigned a staff member who will check in weekly with the students to let them know someone cares that they are at school.</p>		
4.3	Parent and Community Communication/Education	<p>Clear communication that engages the input of our community and parents will provide us with an opportunity to educate and inform parents and families of the importance regular attendance has on student performance. Committing to three meetings per academic year, we will utilize our forums to inform, educate, communicate, and listen for areas of concern, growth, and development in the area of attendance. The Differentiated Assistance Attendance Team will be responsible for the content and calendar of these meetings.</p>	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)</p>
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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% of those individuals seeking a job in the workforce are unable to identify their transferable job skills with a high degree of confidence. The development of a student survey to assess desired job skills versus specific industry or area of work interest will allow the District the flexibility needed to design a program that meets the needs/wants of a diverse population while also allowing for growth of a program to meet the qualifications and readiness of students entering an ever-changing job market.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE participation rate	Grade 9-12 students: 63.5% (230/362) White: 73.4% (169/230) Hispanic: 47.0% (69/147)			60% of all 9-12 students, all student groups will increase by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native American: 40.4% (19/47) LI: 54.3% (56/103) SWD: 53.8% (28/52) EL: * FY: * Data Year: 2022-2023 Data Source: Aeries Query				
5.2	CTE Pathway Completion Rate	All Students: 16.7% (78) White: 15.5% (55) Hispanic: 30.1% (20) Native American: 5.0% (20) LI: 2.9% (69) SWD: 4.0% (50) EL: * FY: * Data Year: 2022-2023 Data Source: California Dashboard Additional Reports			All students 25%, all student groups increase by 3%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Technical Education Program	Provide a quality CTE program funding fully-certificated teachers, and program operations that allow all students access to career readiness and job-skills focus.	\$786,483.00	No
5.2	Bi-annual meetings	Sierra High School CTE teachers will engage in bi-annual meetings with the advisory panels for each CTE course offered on campus. Additionally, community stakeholders will be engaged in bi-annual community forums that will be scheduled to closely follow the advisory meetings where input will be heard and questions addressed by those involved. Community forums will be hosted by the site principal and course instructors, and agendas with sign-in sheets will be submitted and held in the front office of the school site as evidence of this action.	\$0.00	No
5.3	Student job-skills survey	A survey will be developed and administered to students in grades 9-11 annually. The purpose of this survey will be to measure the correlation between the job skills most desired by students, and our current course offerings.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Career Technical Education Pathways	Provide relevant career technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education. Potentially, new courses will enter as A-G compliant pathways to maximize students' abilities to meet college and career readiness upon graduation.	\$0.00	No
5.5	Career Exploration	Provide all students, at least 2 times each year, an exposure to career/work experiences that build connections between their developing career/job skills to real-world work. These experiences should highlight a variety of industries and include entry-level work as well as skilled-labor, jobs that require additional schooling beyond high school (college or trade-school) and work that is attainable with evidence of strong work ethic and skills.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,247,839	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.910%	0.000%	\$0.00	7.910%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Development of teacher capacity</p> <p>Need: CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group.</p> <p>We conducted a root cause analysis to identify the most likely root causes for this</p>	<p>The District will seek opportunities to develop and deliver adult learning in the areas of instructional use of technology, strategies for differentiation of instruction, and use of supplemental materials and content-specific professional development that includes mental health and wellness needs identified by school sites, departments, and grade levels. By utilizing additional contract days, weekly Late-Start Mondays, and release days, the District will provide for the on-going learning and skill</p>	<p>Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income)</p> <p>Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance gap. Using that information, we determined there is a need to increase the skill set of all math and ELA teachers in providing differentiated instruction that meets the needs of our low-income students.</p> <p>Scope: LEA-wide</p>	<p>development of its educators. Specifically, educators will be provided opportunities for professional development in Universal Design for Learning (UDL), Cultural Awareness development, specific curricular development in math, English/Language Arts, and social-emotional wellness. In providing the staff an opportunity to increase their own skill and capacity to deliver solid instruction and support for students, it is anticipated that students of low income will gain enhanced learning experiences that will meet their individual needs while also covering the content of math and English language arts instruction. While the focus of this action lies in the improvement of math development and language arts applications, it is expected that all curricular areas will benefit as educators gain an understanding of how best to meet the needs of all students in the classroom.</p> <p>While the focus of this action is designed to meet the needs of Low Income students, it is expected that all students will benefit as the educators that deliver their instruction and learning experiences grow professionally in their approach to student learning, and therefore this action will be provided on an LEA-wide basis.</p> <p>We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on information gathered from stakeholder feedback from teachers and administrators. Based on the prior years' experience, teachers and administration have identified gaps and requested professional development in an effort to raise</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student achievement and believe this local approach will be most effective.	
1.7	<p>Action: Director of Curriculum, Instruction, and Technology</p> <p>Need: CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group.</p> <p>We conducted a root cause analysis to identify the most likely root causes for this performance gap. Using that information, we determined there is a need to increase the skill set of all math and ELA teachers in the development of interim monitoring assessments to identify performance gaps, review data, and further build teacher capacity to increase student performance based on this data.</p> <p>Scope: LEA-wide</p>	<p>To address this need, SUSD will utilize the Director of Curriculum, Instruction, and Technology to provide training that will support teachers and administrators in the development of interim assessments, as well as formative assessments, to identify academic performance gaps, review data sets and provide for the professional learning that builds the individual capacity of each teacher to provide for increased student performance. The training to support teachers will be provided by arranged professional learning opportunities or by the Director, and cover areas of need as indicated by the Local Indicators document, teacher/administrator input at staff and leadership meetings, and from general observations while on campus. Through targeted professional learning opportunities, it is expected that SUSD can address learning gaps by providing engaging learning strategies in the classroom, and routinely reviewing data to look for student behavior, attendance, and performance trends to support Low-Income students. To use data effectively to inform instruction will become part of the professional learning around the development of a PLC model and become part of the bi-monthly department and grade-level meetings. Increased teacher awareness, along with skill-development and capacity building will lead to greater student learning. Because teachers are better equipped through training that will support student learning, student achievement is expected to increase in Low-Income students.</p>	<p>Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income)</p> <p>Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>The instructional support via the Director of Curriculum, Instruction, and Technology to increase adult learning and capacity is designed specifically to meet the identified needs and barriers faced by Low-Income students; however, since the increased instructional support will benefit all students, this action will be implemented LEA-wide.</p> <p>We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on the root cause analysis findings. The findings noted that there was little alignment between, curriculum, benchmark assessment and CAASPP scores. In turn, it is a priority to align these to raise academic achievement across all areas. Though we considered bringing in outside professional development agencies, we believe that an internal alignment will be the most effective first step.</p>	
1.8	<p>Action: Continuation High School</p> <p>Need: CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group. Additionally, Graduation Rate data indicate that our Low-Income students graduate at a lower rate than the All Student group.</p>	<p>To provide greater access and flexibility for Low-Income students and their families, Sierra Unified provides the staff and facilities to operate a WASC-accredited alternative education campus. The alternative campus provides a non-traditional school setting that is beneficial to students working on their course requirements and completing their high school diplomas. Sierra Unified realizes that our Low-Income students seek alternative settings for their education to complete their high school diploma. Our experience shows that students attending our accredited alternative high school</p>	<p>Metric 1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income)</p> <p>Metric 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A root cause analysis was performed during our local needs assessment and ed partner feedback indicates that an alternative educational environment is needed for our students who work best in non-traditional settings.</p> <p>Scope: Schoolwide</p>	<p>have thrived in an environment that is smaller, more flexible with schedules and personalized to meet their unique learning needs resulting in higher rates of graduation among students who have traditionally not achieved graduation status.</p> <p>This action is specifically designed for Low-income students, however because all students will benefit from this action, it will be available LEA-wide.</p>	<p>Metric 2.2 High School Graduation Rate (All Students/ Low-Income)</p>
<p>2.5</p>	<p>Action: Increase student engagement and support</p> <p>Need: CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group.</p> <p>We conducted a root cause analysis to identify the most likely root causes for this performance gap. Using that information, and feedback from teachers, we determined that LI students have a need for additional staff presence to increase engagement and provide instructional support.</p> <p>Scope: LEA-wide</p>	<p>To meet this need for LI students, paraprofessionals will be pushed into classrooms to assist teachers with the facilitation of instruction and support the student in the inclusive classroom environment alongside peers. In some cases, where students are better served in a smaller group setting, students will be pulled from class or provided a support period after a lesson to be supported in the development of an academic skill. The use of para-professionals to support learning through engagement will assist the teacher and students in achievement of the learning goals by providing increased opportunities and support for student skill development and differentiated support based on the needs of each student. The effectiveness of these instructional supports, through the use of paraprofessionals, will be evidenced from student achievement from the classroom level up through the monitoring of daily progress, formative content assessments, local benchmarks and state assessments, specifically in the areas of Math and English Language Arts. We expect that Low Income students will increase their achievement on CAASPP ELA and Math assessments</p>	<p>1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income) 1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>through the use of paraprofessionals, as the program has been designed to meet their specific needs. However, since all students that are not meeting proficiency would benefit from the support, this action will be implemented LEA-wide.</p> <p>We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on our experience in utilizing in-person direct support to provide targeted direct instruction to students. Not having these adults present in the classroom leads to an increased ratio of adult to student support which can hinder the level of learning in the classroom environment.</p>	
<p>2.6</p>	<p>Action: Office Hours and AP/SAT Support</p> <p>Need: Sierra Unified District’s Low-income students have lower A-G Completion rates (45.0% for All Students, 31.3% for LI) and Graduation Rates (98.0% for All Students, 82.00% for LI).</p> <p>Our needs assessment indicates that our Low-Income students lack consistent access to academic support throughout and beyond the school day and would benefit from additional, flexible, and accessible academic support opportunities to increase course completion rates.</p> <p>Scope: Schoolwide</p>	<p>To work at closing the gap and increasing course completion for Low-Income students, Office Hours will be provided before, during and after school to offer tutoring and support to secondary students at all levels of ability. It is expected that by providing more opportunities for academic support at different points of the day, Low-Income group students will have greater access to the necessary tutoring opportunity and those students will realize the opportunity for greater success in classes. While this action is designed to meet the needs of Low-Income students, this action will be implemented schoolwide.</p>	<p>2.1 A-G Completion Rate (All Students/ Low-Income)</p> <p>2.2 High School Graduation Rate (All Students/ Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>Action: Social-Emotional Learning support</p> <p>Need: CAASPP ELA and Math data indicate that our Low-Income students perform lower than the All Student group.</p> <p>Ed partner feedback indicating that Low-income students often miss instruction for emotional health related reasons and need additional support services for increased emotional wellness, enabling students to return to class ready to learn following the provision of these supports.</p> <p>Scope: LEA-wide</p>	<p>To meet this identified need, social-emotional wellbeing supports will be provided to target the needs of our low-income students. The district is utilizing outside agencies such as All 4 Youth, which provide additional access to mental health clinicians, as well as additional classified behavioral aides. The additional All 4 Youth mental health clinicians are beyond services received at no charge. An on-site SEL counselor is provided at Foothill Elementary School. Ongoing professional development will be provided to classified and certificated staff to support the provision of trauma informed practices and supports. Social-Emotional Learning is provided to students using specially trained classified staff who will provide direct supports to students via teaching, modeling, small group and individual supports that teach and reinforce verbal and non-verbal deescalation and calming techniques. Providing a variety of supports will assist students in self regulation and coping to reduce time a student is out of class and/or not able to focus on learning, whether at school or at home. These services will be provided at times most convenient for the student and designed to minimize student time away from instruction.</p> <p>Although this action is designed to specifically address the identified social/emotional and mental health needs of our low-income students, these services may benefit any student. Therefore, this action will be implemented on an LEA-wide basis.</p> <p>We believe this action is the most effective use of the funds to support increased LI academic</p>	<p>1.3 State Standardized Assessments (CAASPP) Math (All Students/ Low-Income)</p> <p>1.4 State Standardized Assessments (CAASPP) English/Language Arts (All Students/ Low-Income)</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		motivating and have a history of high levels of participation.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

The LEA does not receive these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No schools have greater than 55% concentration of unduplicated students.	No schools have greater than 55% concentration of unduplicated students.
Staff-to-student ratio of certificated staff providing direct services to students	No schools have greater than 55% concentration of unduplicated students.	No schools have greater than 55% concentration of unduplicated students.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15775993	1,247,839	7.910%	0.000%	7.910%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,364,274.00	\$1,541,796.00	\$112,648.00	\$248,535.00	\$20,267,253.00	\$17,142,740.00	\$3,124,513.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Properly credentialed teachers	All	No			All Schools		\$6,375,598.00	\$548,406.00	\$6,924,004.00				\$6,924,004.00	
1	1.2	Standards-aligned curriculum and materials	All	No			All Schools		\$0.00	\$176,208.00	\$139,190.00	\$37,018.00			\$176,208.00	
1	1.3	State Standardized Assessment outcomes	All	No			All Schools		\$0.00	\$14,759.00	\$14,759.00				\$14,759.00	
1	1.4	Monitoring of student growth and achievement gaps	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.5	After-School Program	All	No			Specific Schools: Foothill Elementary		\$875,740.00	\$163,197.00		\$1,038,937.00			\$1,038,937.00	
1	1.6	Development of teacher capacity	Low Income	Yes	LEA-wide	Low Income	All Schools		\$70,478.00	\$3,800.00	\$74,278.00				\$74,278.00	0
1	1.7	Director of Curriculum, Instruction, and Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		\$159,151.00	\$0.00	\$159,151.00				\$159,151.00	0
1	1.8	Continuation High School	Low Income	Yes	School wide	Low Income	Specific Schools: Sierra Alternative High School		\$217,175.00	\$11,510.00	\$228,685.00				\$228,685.00	0
1	1.9	Differentiated Assistance through FCOE	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.10	English Learner Academic Support	English Learners	Yes	Limited to Unduplicated	English Learners			\$18,997.00	\$0.00	\$18,997.00				\$18,997.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.11	Professional Development for Math and ELA	All	No			All Schools		\$0.00	\$31,900.00		\$31,900.00			\$31,900.00	
1	1.12	Math tutors for junior high students	All	No			Specific Schools: Sierra Junior High		\$11,000.00	\$0.00		\$11,000.00			\$11,000.00	
2	2.1	Alternative Learning Opportunities	All	No			Specific Schools: Sierra @ Home		\$480,182.00	\$1,350.00	\$481,532.00				\$481,532.00	
2	2.2	Academic Counseling and Support Services	All	No			All Schools		\$412,190.00	\$0.00	\$293,906.00	\$50,745.00		\$67,539.00	\$412,190.00	
2	2.3	Response to Intervention (RTI)	All	No			Specific Schools: Foothill Elementary		\$203,947.00	\$0.00	\$82,516.00			\$121,431.00	\$203,947.00	
2	2.4	Response to Extension (REI)	All	No			Specific Schools: Foothill Elementary		\$302,586.00	\$0.00	\$302,586.00				\$302,586.00	
2	2.5	Increase student engagement and support	Low Income	Yes	LEA-wide	Low Income	All Schools		\$728,155.00	\$0.00	\$545,020.00	\$152,076.00		\$31,059.00	\$728,155.00	0
2	2.6	Office Hours and AP/SAT Support	Low Income	Yes	School wide	Low Income	Specific Schools: Sierra Junior High, Sierra High School 7-12		\$65,280.00	\$0.00	\$65,280.00				\$65,280.00	
2	2.7	Elementary Summer School	All	No			All Schools Specific Schools: Foothill Elementary TK-6		\$94,605.00	\$79.00		\$94,684.00			\$94,684.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	PSAT participation	All	No			Specific Schools: Sierra Junior High, Sierra High, Sierra @ Home, Sierra Alternative High 8th and 10th grade		\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	0
2	2.9	Dual Enrollment and High School Enrichment	All	No			Specific Schools: Sierra High School 11-12		\$21,949.00	\$0.00	\$21,949.00				\$21,949.00	00
2	2.10	Special Education Program Coordinator	All	No			All Schools		\$184,379.00	\$0.00	\$184,379.00				\$184,379.00	00
2	2.11	Library Services	All	No			All Schools		\$73,753.00	\$15,536.00	\$89,289.00				\$89,289.00	00
2	2.12	Instructional technology	All	No			All Schools		\$99,498.00	\$0.00	\$99,498.00				\$99,498.00	00
2	2.13	Students with Disabilities	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Facilities	All	No			All Schools		\$2,117,042.00	\$1,260,719.00	\$3,377,761.00				\$3,377,761.00	
3	3.2	School transportation	All	No			All Schools		\$1,295,504.00	\$485,168.00	\$1,780,672.00				\$1,780,672.00	
3	3.3	Social-Emotional Learning support	Low Income	Yes	LEA-wide	Low Income	All Schools		\$402,399.00	\$18,000.00	\$391,893.00			\$28,506.00	\$420,399.00	0
3	3.4	School Psychologists	All	No			All Schools		\$231,242.00	\$0.00	\$231,242.00				\$231,242.00	0
3	3.5	School Health Staff	All	No			All Schools		\$207,439.00	\$1,723.00	\$209,162.00				\$209,162.00	
3	3.6	Administration, management and office staff	All	No			All Schools		\$1,491,723.00	\$80,902.00	\$1,572,625.00				\$1,572,625.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Extra-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools		\$244,908.00	\$126,500.00	\$371,408.00				\$371,408.00	0
3	3.8	Eagle's Nest	All	No			Specific Schools: Foothill Elementary		\$42,095.00	\$0.00	\$42,095.00				\$42,095.00	
3	3.9	Communications	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.10	Parent education	All	No			All Schools		\$0.00	\$10,000.00			\$10,000.00		\$10,000.00	
3	3.11	Noon time Assistants	All	No			Specific Schools: Foothill Elementary		\$68,043.00	\$0.00	\$68,043.00				\$68,043.00	
3	3.12	Student Behavior Expectations	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Monthly Tracking of Student Attendance	All	No			All Schools		\$0.00	\$4,455.00	\$4,455.00				\$4,455.00	
4	4.2	Student interventions and supports	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Parent and Community Communication/Education	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Career Technical Education Program	All	No			Specific Schools: Sierra Junior High and Sierra High		\$647,682.00	\$138,801.00	\$558,399.00	\$125,436.00	\$102,648.00		\$786,483.00	
5	5.2	Bi-annual meetings	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.3	Student job-skills survey	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.4	Career Technical Education Pathways	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.5	Career Exploration	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15775993	1,247,839	7.910%	0.000%	7.910%	\$1,854,712.00	0.000%	11.757 %	Total:	\$1,854,712.00
								LEA-wide Total:	\$1,541,750.00
								Limited Total:	\$18,997.00
								Schoolwide Total:	\$293,965.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Development of teacher capacity	Yes	LEA-wide	Low Income	All Schools	\$74,278.00	0
1	1.7	Director of Curriculum, Instruction, and Technology	Yes	LEA-wide	Low Income	All Schools	\$159,151.00	0
1	1.8	Continuation High School	Yes	Schoolwide	Low Income	Specific Schools: Sierra Alternative High School	\$228,685.00	0
1	1.10	English Learner Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$18,997.00	
2	2.5	Increase student engagement and support	Yes	LEA-wide	Low Income	All Schools	\$545,020.00	0
2	2.6	Office Hours and AP/SAT Support	Yes	Schoolwide	Low Income	Specific Schools: Sierra Junior High, Sierra High School 7-12	\$65,280.00	
3	3.3	Social-Emotional Learning support	Yes	LEA-wide	Low Income	All Schools	\$391,893.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Extra-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	\$371,408.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,506,204.00	\$19,183,620.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Properly credentialed teachers	No	\$6,591,024	\$6,843,574
1	1.2	Standards-aligned curriculum and materials	No	\$140,990	\$264,820
1	1.3	State Standardized Assessment outcomes	No	\$14,759	\$14,759
1	1.4	Monitoring of student growth and achievement gaps	No	\$10,000	\$10,000
1	1.5	After-School Program	No	\$477,951	\$617,345
1	1.6	Development of teacher capacity	Yes	\$73,278	\$145,969
1	1.7	Director of Curriculum and Instruction	Yes	\$153,691	\$78,628
1	1.8	Continuation High School	Yes	\$217,295	\$225,746
2	2.1	Alternative Learning Opportunities	No	\$458,400	\$472,395
2	2.2	Academic Counseling and Support Services	No	\$389,984	\$525,229

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Response to Intervention (RTI)	No	\$200,202	\$322,779
2	2.4	Response to Extension (REI)	No	\$304,049	\$291,327
2	2.5	Increase student engagement and support	Yes	\$552,066	\$582,780
2	2.6	English Learner academic support	Yes	\$17,913	\$18,342
2	2.7	Access Academics and Student Support	Yes	\$185,507	\$207,050
2	2.8	PSAT participation	No	\$1,500	\$1,500
2	2.9	Dual Enrollment and High School Enrichment	No	\$39,101	\$21,949
2	2.10	Director of Education Services	No	\$185,711	\$169,339
2	2.11	Library Services	No	\$92,472	\$71,983
2	2.12	Instructional technology	No	\$93,511	\$95,741
2	2.13	Students with Disabilities	No	\$0	\$0
3	3.1	Facilities	No	\$3,220,420	\$3,171,089
3	3.2	School transportation	No	\$1,713,199	\$1,687,909
3	3.3	Social-Emotional Learning support	Yes	\$328,595	\$384,171

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	School Psychologists	No	\$107,552	\$226,110
3	3.5	School Health Staff	No	\$195,933	\$195,719
3	3.6	Administration, management and office staff	No	\$1,480,156	\$1,394,840
3	3.7	Extra-Curricular Activities	Yes	\$363,275	\$377,898
3	3.8	Eagle's Nest	No	\$44,723	\$14,920
3	3.9	Communications	No	\$20,000	\$19,431
3	3.10	Parent education	No	\$10,000	\$0
3	3.11	Late bus		\$0.00	\$0
3	3.12	Noon time Assistants	No	\$64,768	\$59,732
4	4.1	Monthly Tracking of Student Attendance	No	\$4,455	\$4,455
4	4.2	Student interventions and supports	No	\$0.00	\$0
4	4.3	Parent and Community Communication/Education	No	\$0.00	\$0
5	5.1	Career Technical Education Program	No	\$753,724	\$666,091
5	5.2	Bi-annual meetings	No	\$0	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Student job-skills survey	No	\$0	\$0
5	5.4	Career Technical Education Pathways	No	\$0	\$0
5	5.5	Career Exploration	No	\$0	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,188,709	\$1,728,260.00	\$1,944,739.00	(\$216,479.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Development of teacher capacity	Yes	\$73,278.00	\$145,969.00		
1	1.7	Director of Curriculum and Instruction	Yes	\$153,691.00	\$78,628.00		
1	1.8	Continuation High School	Yes	\$217,295.00	\$222,724.00		
2	2.5	Increase student engagement and support	Yes	\$508,933.00	\$530,394.00		
2	2.6	English Learner academic support	Yes	\$17,913.00	\$18,342.00		
2	2.7	Access Academics and Student Support	Yes	\$65,280.00	\$207,050.00		
3	3.3	Social-Emotional Learning support	Yes	\$328,595.00	\$372,777.00		
3	3.7	Extra-Curricular Activities	Yes	\$363,275.00	\$368,855.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$15,692,953	\$1,188,709	0	7.575%	\$1,944,739.00	0.000%	12.392%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- 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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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