

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

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

Annual Measurable Outcomes

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

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

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

Actions / Services

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

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

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

Goal Analysis

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

All actions were implemented in the 2019-2020 school year. The Extended Day was not fully implemented due to the shutdown of school effective 3/16/20. We continued to pay all employees after the shut down as if they were working as they had been prior to 3/16/20. Professional learning (Action 3) also was below the budgeted amount based on the inability to attend conferences, as well as

the delay in the full implementation of the Early Math Grant that was received for the 2019-2020 school year. We are being allowed to carryover the unused Early Math Grant due to the school closure. Expenditures were quite a bit less for Books and Supplies in Action 1 because we were given substantial COVID-related funds that were expended instead of General Fund dollars. This goal cost \$77,537 less than had been budgeted.

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

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

Expected	Actual
<p>Baseline 1. All students meeting A-G requirements: 2015-2016 = 43.9%</p> <p>White = 50.0% Native American = 7.1% Hispanic = 43.8% Socio-Economically Disadvantaged = 20.8%</p> <p>Please note: Student group data was added to the baseline data for clarity in demonstrating whether or not all students and each student group met the Expected Annual Measurable Outcome (EAMO).</p>	
<p>Metric/Indicator 2. Board adoption of a SUSD Career-Technical Education Plan 19-20 2. Implementation and review of the SUSD Career-Technical Education Plan yearly tasks; 2019-20 Plan goals met Baseline 2. Career-Technical Education Plan is currently under development and has not yet been approved by the governing board.</p>	<p>Met: Yearly review of the SUSD CTE Plan Met: Continue to establish partnerships with Community Colleges/Local Businesses Met: Evaluation of facilities and equipment needs Met: On-going provision of CTE professional development for instructors Met: CTE Plan implementation update to the School Board (2/24/2020)</p>
<p>Metric/Indicator 3. English Learner reclassification rate 19-20 3. English Learner reclassification rate: 2018-19 = 20% or higher.</p> <p>Baseline</p>	<p>Due to COVID-19 school closures, there was no opportunity to reclassify any English Learners.</p>

Expected	Actual
<p>3. English Learner reclassification rate: 2016-2017 = 26%.</p>	
<p>Metric/Indicator 4. English Learner academic progress as measured by state assessment Scaled Scores.</p> <p>19-20 4. Improve 2019-2020 the average score in each category of the ELPAC assessment; Overall, Oral Language, and Written Language, by 5 points,</p> <p>Baseline 4. English Learner academic progress as measured by State Assessment Scaled Scores: 2017 Sores: CELDT = 512 Comprehension = 505 Listening = 509 Reading = 501 Speaking = 538 Writing = 479</p>	<p>Due to COVID-19 shutdown, there are no 19-20 scores available to report.</p>
<p>Metric/Indicator 5. High School graduation rate</p> <p>19-20 5. High school graduation rate: 2018-2019 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.</p> <p>Baseline 5. High school graduation rate: 2015-2016: All Students = 93.4%</p>	<p>Graduation Rate 2018-2019 from Aeries Student Information System reporting graduation rate by enrollment, not cohort</p> <p>Met: All Students = 95.1% (+1.8) Met: White = 95.5% (+0.6) Met: Native American = 94.4% (+4.4) Met: Hispanic = 93.8% (+10.4%) Met: Low Income = 92.2% (+6.7%) Met: Students w/ Disabilities = 78.6% (+14.9%)</p> <p>Socio-Economic Disadvantaged and Students with Disabilities Student Groups did not meet the 93% or higher expectation, but each student group did surpass the 5% improvement mark</p>

Expected	Actual
White = 96.4% Native American = 93.3% Hispanic = 84.2% Low Income = 90.5% Students with Disabilities = 58.3%	allowing all students and all student groups to meet the graduation rate metric.
<p>Metric/Indicator 6. Percentage of students taking SAT and SAT performance</p> <p>19-20 6. SAT participation rate: 2018-2019 All students = 47% Student groups not meeting the 47% target will improve by 5% or more.</p> <p>Percentage of students meeting benchmarks: ELA: 585 Math: 560 Benchmarks met = 69%</p> <p>Baseline 6. SAT participation rate: 2015-2016 All students = 51% White = 68.2% Native American = 13.3% Hispanic = 63.2% Low Income = 33.3%</p> <p>Average SAT scores in 2016 Reading/Writing = 572 Math = 548 Benchmarks met = 64.6%</p>	<p>SAT participation and Performance Outcomes for 2019 as reported in local Student Information System</p> <p>Not Met: All Students = 42%</p> <p>Met: White = 46% Met: Native American = 33% Met: Hispanic = 38% Not Met: Low Income = 22% (-7% from 2018) Not Applicable: Students w/ Disabilities = NA (no participation)</p> <p>Not Met: SAT Performance Outcomes 2019 as reported by DataQuest</p> <p>Reading/Writing = 553 (local data) Math = 551 (local data) Benchmarks met = 57%</p>

Expected	Actual
<p>Metric/Indicator 7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam</p> <p>19-20 7. Percentage of students taking 1 or more AP course(s): 2019-2020 All students = 25% Student groups not meeting enrollment rate of 25% will increase rate by 5% or more.</p> <p>Percentage scoring 3, 4 or 5 2018-2019 = 55%.</p> <p>Baseline 7. Percentage of students taking 1 or more AP course(s) 2016-2017 All students = 22.2% White = 26.1% Native = 22.2% Hispanic = 6.4% Low Income = 7.5%</p> <p>Percentage scoring 3, 4 or 5 2015-2016 = 49.1%.</p>	<p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement courses:</p> <p>2019-2020</p> <p>Not Met: All Students = 22% Met: White = 27% Not Met: Native American = 6% (+1% over 2018-19) Met: Hispanic = 13% Not Met: Low Income = 8% (+1% over 2018-19) Students w/ Disabilities = NA (no participation)</p> <p>2018-2019; percent of participating students scoring a 3, 4 or 5 on an AP assessment</p> <p>Not Met: 2018-2019= 43% of participating students scored a 3, 4 or 5 on an AP assessment.</p>
<p>Metric/Indicator 8. Career-Technical Education pathway completion rate</p> <p>19-20 8. The CTE pathway completion rate for all students and all student groups will meet or exceed 35%.</p>	<p>The CTE pathway completion rate for graduating seniors in 2018-2019; using local data. (2017-18 data in parenthesis)</p> <p>Not Met: All graduating seniors = 22% (25%)</p> <p>Met: White = 50% (78%) Met: Native American = 23% (11%) Met: Hispanic = 27% (7%) Met: Low Income = 45% (26%)</p>

Expected	Actual		
<p>Student groups not meeting the 35% completion rate will increase by 5% or more. The calculation of the percentage of CTE pathway completers will be achieved by dividing the number of graduating seniors who have completed one or more CTE pathways divided by the number of graduating seniors overall and for each student group.</p> <p>Baseline 8. The CTE pathway completion rate: 2015-2016 All students = 46% White = 44% Native American = 59% Hispanic = 50% Low Income = 46% Students with Disabilities = 43%</p>	<p>Met: Students w/ Disabilities = 27% (11%)</p>		
<p>Metric/Indicator 9. Percentage of students classified as college ready on math and language arts by scoring 4 on the CAASPP grade 11 assessment</p> <p>19-20 9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2018-2019 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.</p> <p>Baseline 9. The college ready rate as measured by EAP: 2015-2016 All Students Math = 12% ELA = 26% White Math = 13%</p>	<p>The college ready rate as measured by EAP (Exceeds Standards on CAASPP) for 2018-2019; prior year performance is indicated in the brackets following the current year. Local data source Student Information System</p> <table> <tr> <td data-bbox="1056 1003 1507 1263"> <p>SUSD</p> <p>All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% % (18.82%) (25.59%)</p> <p>White Not Met: Math = 9.0% (14.04%) (18.79%)</p> </td><td data-bbox="1507 1003 1986 1409"> <p>State</p> <p>All Students Math = 13.9% ELA = 27.1%</p> <p>White Math = 19.9%</p> </td></tr> </table>	<p>SUSD</p> <p>All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% % (18.82%) (25.59%)</p> <p>White Not Met: Math = 9.0% (14.04%) (18.79%)</p>	<p>State</p> <p>All Students Math = 13.9% ELA = 27.1%</p> <p>White Math = 19.9%</p>
<p>SUSD</p> <p>All Students Not Met: Math = 7.0% (10.59%) (12.89%) Met: ELA = 24.0% % (18.82%) (25.59%)</p> <p>White Not Met: Math = 9.0% (14.04%) (18.79%)</p>	<p>State</p> <p>All Students Math = 13.9% ELA = 27.1%</p> <p>White Math = 19.9%</p>		

Expected	Actual	
ELA = 29% Native American Math = 10% ELA = 7% Hispanic Math = 8% ELA = 16% Low Income Math = 7% ELA = 13%	Met: ELA = 32.0% (22.81%) (36.34%)	ELA = 38.1%
	Native American American	Native
	Not Met: Math = 0% (26.67%) (5.68%)	Math = 5.9%
	Not Met: ELA = 10% (40%) (16.48%)	ELA = 17.7%
	Hispanic Not Met: Math = 0% (0%) (4.94%)	Hispanic Math = 5.7%
	Not Met: ELA = 0% (16.67%) (16.09%)	ELA = 17.7%
	Low Income Not Met: Math = 0% (2.56%) (6.05%)	Low Income Math = 6.6%
	Met: ELA = 9.1% (5.13%) (16.22%)	ELA = 17.5%
	Students w/ Disabilities (new) Disabilities Not Met: Math = 0% (1.5%) Not Met: ELA = 0% (3.5%)	Students w/ Math = 1.6% ELA = 4.1%
Growth goals of 4% over 2017-18 were made in English/Language Arts by All Students, White students and Low Income students. Our populations of Native Americans and Students with Disabilities are too small for public reporting, but local data indicates that growth targets were not met by these student groups. In Math no student groups showed growth. Overall this goal is unmet.		

Expected	Actual
<p>Metric/Indicator 10. Student access to a broad course of study as measured by schools' master schedules</p> <p>19-20 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.</p> <p>Baseline 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.</p>	<p>Met: All students have access to a broad course of study as measured by the schools' master schedules.</p>
<p>Metric/Indicator 11. The College and Career Index, indicating the percentage of graduating seniors who are prepared for college and/or career upon graduation from high school.</p> <p>19-20 11. The College and Career Index will be 50% or higher.</p> <p>Baseline The baseline data for 2016-2017 was 57.1%</p>	<p>Not Met: College and Career Index on the California School Dashboard for 2018-2019 indicates 43% of Sierra High School students are prepared for college and/or career upon graduation. This percentage shows a decline of 2.5% from 2017-2018.</p>
<p>Metric/Indicator 12. The percentage of graduates who enroll in one or more college courses through the Dual Enrollment program.</p> <p>19-20 12. The percentage of students participating in Dual Enrollment will be 15% of the graduating class.</p> <p>Baseline This is a new educational opportunity; therefore, there is no baseline data available for 2017-2018.</p>	<p>Met: 34% of Sierra High School Seniors are enrolled in, or have completed at least one college course through the Dual Enrollment and/or High School Enrichment Programs as reported on student transcripts, and/or current course schedule accessed from Aeries SIS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide online and blended learning opportunities for students in alternative education and for students in need of credit recovery in order to provide access to A-G courses.	Personnel LCFF \$64,953 4000-4999: Books And Supplies LCFF \$2,390	Personnel LCFF \$87,279 4000-4999: Books And Supplies LCFF \$1,202
2. The unduplicated student population demonstrates a college requirement completion rate of less than half that for all students (20.8% for low income students, 43.9% for all students). To address this gap, additional counseling services and a Native American Mentor Coordinator are being provided to support improved academic and career education outcomes. The additional services will allow early detection and support for students and result in an increase in the percentage of students meeting requirements for college admission and the completion of career pathways.	Personnel LCFF \$242,843 Personnel Title I \$32,047	Personnel LCFF \$247,831 Personnel Title I \$9,867 Personnel Title VI \$13,919
3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided through access and/or referral to additional support from certificated teachers during time structures that best suits the needs of the individual student. Tutoring and academic support will be provided through the implementation of teacher office hours before school, at lunch, and after school. This service will result in greater student access to a broad course of studies for students in grades 7-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses. (see also A/S # 12 for budget expenditure). Modification: Students in grades 7 and 8 will be included in accessing teacher office hours for support.	LCFF 0	LCFF 0
4. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity	Personnel LCFF \$51,313 Personnel Title I \$109,696	Personnel LCFF \$52,575 Personnel Title I \$109,568

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
gap early, Sierra Unified will provide a targeted, systematic approach to learning intervention and support in grades TK-6 which will result in an increase in the percentage of unduplicated student populations taking honors and advanced placement courses at the secondary level.		
<p>5. Continue to provide a structured program of inquiry based, advanced learning opportunities, available to a broad range of students, during the school day in grades 2-6.</p> <p>Modification: This action has been changed to reflect current practice. Extended learning program begins in grade 2 as opposed to grade 1.</p>	Personnel LCFF \$88,521	Personnel LCFF \$89,684
<p>6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills was provided through the addition of Chromebooks in the classroom. Classroom sets are in grades 2-6, English Language Arts, Math, History Social Science, and Science. A small group set is in each K-1 classroom and special education classes. There is also a library cart and an additional cart available at Sierra Junior Senior High School.</p>	Personnel LCFF \$68,960	Personnel LCFF \$77,799
<p>7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.</p>	Personnel LCFF \$496,560	Personnel LCFF \$449,510
<p>8. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD) to increase student access to a broad course of study.</p>	Personnel LCFF \$123,371	Personnel LCFF \$149,220
<p>9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.</p>	Personnel LCFF \$438,830	Personnel LCFF \$513,930

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
10. Though the English Learner population in Sierra Unified is small, approximately 1%, these students have needs related to academic support in order to meet reclassification goals. Sierra Unified will provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.	Personnel LCFF \$22,316	Personnel LCFF \$14,753
11. Develop and implement a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable 0
12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will provide staff office hours to provide tutoring and support to secondary students at all levels of ability; SAT test preparation preparatory sessions; and support for dual enrollment and advanced placement courses. By providing more academic support, unduplicated student populations will have greater access to college preparatory classes and will be better prepared for college entrance.	Personnel LCFF \$36,000	Personnel LCFF \$48,581
13. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will increase access to the PSAT by including grade 8 in addition to grade 10. This additional opportunity for the PSAT will better prepare students from unduplicated populations for the SAT examination and increase their opportunities for college entrance.	5000-5999: Services And Other Operating Expenditures LCFF \$1,500	5000-5999: Services And Other Operating Expenditures LCFF \$928
14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff, which will build their capacity to reach a broader spectrum of students and increase the percentage of unduplicated student populations who successful participate in the advanced placement program.	5000-5999: Services And Other Operating Expenditures LCFF \$4,000	1000-1999: Certificated Personnel Salaries LCFF \$6,464

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
15. Studies have shown that students who complete college course work while in high school through programs such as High School Enrichment or Dual Enrollment are more likely to stay in college and earn a degree. In order to facilitate a college going culture and bring access to students who may not otherwise have the means to travel to attend college courses, SUSD will provide Dual Enrollment opportunities for junior and senior students.	Not Applicable Not Applicable 0	Not Applicable Not Applicable 0

Goal Analysis

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

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

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

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

school day; English 1A is taught by a staff member to seniors in their Spring semester. Students are allowed to choose courses not offered on our master schedule through the High School Enrichment program to meet their personal academic goals.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LEA Plan Addendum priorities 2,3,5,6,7,8 SUSD Strategic Goals: 2,3,4,5

Annual Measurable Outcomes

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

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

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

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

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

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

Actions / Services

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

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

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

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

Analysis of In-Person Instructional Offerings

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

Initially, our greatest challenge was envisioning how we would need to utilize our space on each campus to support student learning as well as achieve a clean and safe environment for all students and staff members. Once we established size of classrooms and max capacity for each learning space we were able to best determine how to move our students throughout our campuses and provide signage to assist in directing student traffic patterns, set up sanitation routines, place sanitation stations at high traffic areas

entering campus. Reminders to wash hands and cover coughs were placed in prominent areas as reminders to all users of our campuses. Ultimately, as much as we tried to make our transition to campus seamless we encountered a number of roadblocks anywhere from severe winter weather to power outages and wildfire. On September 5, the Creek Fire began and would soon displace 80% of our students and staff members from their homes. By the end of the week we had located all of our students and determined that they and their families were safe and conducted a needs assessment. A new return to campus date was set following the exit of Fire and Law Enforcement leaving Sierra Junior/Senior High campus, used as base camp during the most active days of the Creek Fire. We were set to return October 26, only to be delayed by a Power Safety Shutoff in our area. Severe weather made travel, for a large majority of our families, unsafe January 25, and 27-29. Challenges that would not deter a very determined community. Within each of those challenges lie our greatest successes at getting our students and staff to campus and in the classroom. Success started with the desire among our classified and certificated staff members to return to school with all students. Our bargaining units were ready to "do what is right for our kids" and commit to full, in-person instruction beginning September 8, 2020. They only assurances that they wanted was a commitment to maintain physical distancing throughout the campus, full-time requirement of mask wearing by all on campus and the teachers additionally wanted to be able to teach in real-time only, no hybrid instruction. As mentioned above, we were unable to begin school in-person until late October. We contracted with AmeriCorps to provide additional reading intervention for our Kindergarten to 3rd grade students. This allowed us to begin to recover some lost learning opportunities. We are seeing growth in reading skills in over 100 students served by this program to date. Staff and students understandably were in need of socio-emotional support and tools as we started to gather for the start of in-person instruction in October. Sierra Unified contracted Denee Dyan with Fresno County for professional development in best practices in response to crisis, trauma and uncertainty: first to provide our staff with tools to recognize and begin to accept their own grief/trauma and secondly how to navigate real conversations with kids and feel in control of their own emotions while doing so. We opened school virtually to begin the initial processing with students and allowed them to socialize and tell or listen to the stories and experiences of one another- this was powerful for all involved, and taking the time to commit to the wellness of our people was a great success that we continue to reap the benefits.

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

Providing technology and connectivity to students came in significantly less than projected. In large part this is due to the fact that we were able to get students back on campus in October for in-person instruction, but we also had an emergency suspension of all

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

Analysis of the Distance Learning Program

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

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

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

1:1 Chromebook access and where needed hotspots with unlimited data were made available at District cost to ensure equity of access to education.

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

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

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

Support for Pupils with Unique Needs: From the onset of virtual learning, our students with unique needs were offered an in-person experience. Many of these students experience health issues that make it difficult, in this particular health crisis, to be comfortable and safe with in-person instruction, so we turned to a digital experience. This posed challenges that we anticipated as these are our students who learn best with personal interaction, reading of facial expressions for cues to aid understanding and benefit from in-the-moment redirection or intervention. This was our most difficult population of students to serve. The absence of social contact further compounded behavioral and mental health issues that the individual was already exhibiting in ideal conditions. When we reopened our campuses to in-person learning in October we saw that a number of these families chose to remain in a distance learning experience, all for their own individual reasons. We responded to this with the hiring of 2 additional full-time teachers; 1 interim and 1 on-going to assist with the demands of virtual teaching since an MOU was established between Sierra Unified and the bargaining unit to not teach in a hybrid model. Throughout our distance learning experience, we had families who chose to be in-person for their education and they were served by a fully qualified staff working to meet their academic and socio-emotional needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

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

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

Through the review of local benchmark data measuring incoming grade-level skills at grades 2,4,7 and 9 and current grade-level skills for the same grade levels, we are able to see a few trends. In grade 2, there was strong indication that over 90% of assessed students brought to 2nd grade a strong command of end-of-year 1st grade skills. In evaluation of outcomes from a second benchmark in February, 2nd graders continue to demonstrate over 70% mastery of grade-level skills. Grades 4, 7 and 9 demonstrated below average competency for incoming skills, but have demonstrated growth in English Language Arts and Math at the February 2021 measure. Teachers have indicated through classroom observation, informal data gathering and formative assessments that students overall in Sierra Unified show a need to improve in math fact fluency and written expression, especially when the need to apply critical

thinking is required. It is understood that development of new skill and application of higher order thinking and application of skill is suppressed when brains are stressed or traumatized and therefore focus will be given simultaneously to addressing the social-emotional aspect of learning while working to improve teacher and student capacity in the areas of critical thinking and the application of those skills in math fluency and written expression.

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

In addition to the professional development provided to staff, we provided weekly access to mindful yoga practice with a local instructor. COIL Yoga made available to students and teachers videos of calming practices that could be used in the classroom or at home. Students did not have to create an account to access the video link was shared weekly throughout the academic year. To monitor students' sense of belonging, safety and significance to school, site leadership developed a simple survey that was distributed to students 3 times this school year. The same questions were used at each school in all grade levels 3-12, including our Sierra @ Home school of choice that is fully distance learning. What we have learned from these surveys is that our students, having been in-person since October is that over time students' sense of significance and belonging have remained fairly steady with slight increases/decreases in overall response, however the students' sense of safety has shown 1% decline at the elementary and secondary sites between December 2020 and March 2021. This change can be attributed to the number of participants in each survey attempt, but we are noticing that the effects of crisis are showing in students' behaviors as we reach the end of our academic year. Increased roving supervision on campuses has been one response to observing students and their interactions with one another.

Analysis of Pupil and Family Engagement and Outreach

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

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

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

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

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. To respond to social-emotional needs of students, the development of social-emotional assessments and strategies to address learning loss. In addition, professional development for all staff will be provided to develop the ability to respond to crisis, trauma and uncertainty. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successfully behaviorally and academically.	\$200,000.00	\$142,000.00	No
School Nutrition	Sierra Unified School District will provide all children enrolled in the district access to a breakfast and lunch meal during any period of school closure during the 2020-2021 academic year at no cost to the family. Transportation costs for meal delivery include the use of 12 school vehicles traveling 644 miles per day; fuel costs are determined by 83 travel days between August 17-December 18, 2020	\$6, 644.15	\$1,201.00	No
Distance Learning Program (Distance Learning Professional Development)	Opportunities will continue to be provided and made available to teachers throughout the year, focusing on social-emotional and wellness, virtual and blended learning technology competency in both delivery and lesson design and Universal	\$566,111.00	\$184,197.00	No

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

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

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

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

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

Overall Analysis

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

Our greatest investment was getting our students back to in-person education at the earliest possible moment. What did we carry over? A profound understanding of how willing our educators are to serve students, and the support of our community to do the work necessary to educate kids is evident. Educating students in the midst of a pandemic and on the edge of a local crisis has shown us the importance of clear and frequent communication with all involved parties. Prior to the COVID-19 school closures our district was conducting regular community forums, often focused on a discussion topic, these forums were starting to really gather some momentum when we were closed. Going forward, part of the parent engagement will be addressed by regularly scheduled forums hosted by site leadership, and in some instances district leadership depending on the topic or need at the time. In our 2019-2020 LCAP survey, communication from school to home received a favorable increase from families surveyed. This in part had to do with a response to school closures and how we were going to message our plans to families to keep them informed because not only were we no longer physically at school, but we were also in isolation.

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

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

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

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

Student achievement is measured three times a year by District Learning Assessments (DLA) in grades 1-12 in ELA and Math. District Benchmarks are administered in October, February and May using Illuminate as the delivery platform. The outcomes from these assessments are used to inform placement in our MTSS model of intervention. Tier 2 students are served at the elementary school level by our Response to Extension and Intervention (REI) program every 6 weeks for recovery of missed concepts in ELA and Math. Tier 1 students are served in the classroom by a classroom teacher by way of deployment during the grade-levels' REI period. At the secondary level, teachers identify students that need assistance in closing gaps in their learning by providing dedicated tutoring times within the school day, and starting in March of 2021 after school as our school transportation became available. Teachers use interim assessments, chapter and unit tests, and engagement techniques that encourage student learning and reveal in-the-moment misunderstandings of concepts. Counselors at the secondary-level monitor student academic progress through the grading periods. Responses may include a parent meeting, daily check-in/check-out conferencing, and recommendation for teacher interventions. Moving forward in the 2021-2024 LCAP the district is proposing the development of a pre/post exam at transition grade-levels (2, 4, 7 and 9) that will provide the district clear marks for growth and recovery standards going forward. These assessment outcomes will be monitored by an assessment team to include teachers and the District Curriculum and Instruction Director. The team is planned to meet a minimum of 3 times each year to process the outcome data, share with school site teams, collect input and feedback from classroom teachers and make purposeful changes to the assessment process.

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

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

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

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

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

Upon review of the goals and metrics of 2019-20 LCAP outcomes and the input of stakeholders the following has been determined to inform the 2021-2024 LCAP: improvement of the A-G completion rates upon graduation. It was asked in a stakeholder meeting why we use the state average as our metric data point of achievement, so further discussion will look to the why. Review and development of our current Career Technical Education plan and practice will continue with upcoming forums for more direct community input. We are looking to improve our pathway completion rates, and future offerings. It is anticipated that the current CTE plan will be revised to reflect the expressed interests of the stakeholders. Close attention will be paid to participation rates in SAT and Advance Placement assessments, as a noted decline has taken place due to COVID-19 closures and suspensions. Use of communication tools and reminders directed to students and families will be utilized to assist with encouraging students to participate. We will continue to hold SAT School Day in the Fall and Spring each year. Many of the above mentioned areas will assist in the improvement of our reported College and Career Indicator. Students specifically asked for a "Counselor's Page" on their website that would provide them with links to scholarship opportunities, program and organization opportunities that tie into college and career opportunities, Quick Tips and updated announcements. Work done this year on improvement of chronic absenteeism rates will be a focused point of the new LCAP as an established team of district, site leaders and teachers have been reviewing root causes for the absences and testing some strategies that may support our overall system. Technology will need to be addressed as students and teachers have become proficient using this as a platform for instruction and learning. Specifically, we need to pursue access, equipment and connectivity. Within the LCP, wellness and addressing the needs of the whole child are foremost on our lists of things to address going forward. It is believed and witnessed that taking care of the emotional wellness of our staff and students better prepares them for the work they each need to do whether it is delivery of instruction or learning. Use of AmeriCorps reading tutors will continue and expand to Math tutoring. Continuation of DLAs for internal benchmark data, and adding pre/post year assessments to measure growth at designated grade-levels to be determined and developed by an Assessment Team. Professional development and training is to focus on the following three areas: wellness, writing and STEAM. These areas are identified through stakeholder input as well as district and site leader observations. For example, teachers have identified a gap in the ability for students to read and write critically in comparison to outcomes in Fall 2019.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

