

Introduction:

LEA: Sierra Unified School District Contact: Melissa Ireland, Superintendent, mireland@sierrausd.org

559-855-3662 (ext.107) LCAP Year: 2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>January 15, 2015 – <u>District Review and Planning Meeting</u> – met with district level staff to review data and progress toward goals.</p> <p>January 21, 2015 – <u>Community Information Meeting</u> – Provided background information on LCFF and LCAP process. Reviewed Eight State Priorities. Reviewed LCAP goals and plan submitted 6/2015. Overview of projected budget for 2015-16.</p> <p>February 3, 2015 – <u>Community Information Meeting</u> - Provided detail on needs as identified by LCAP committee in spring of 2014. Overview of expected measureable outcomes.</p> <p>February 24, 2015 – <u>Community Input and Information Meeting</u> – Review of existing LCAP strategy data, discussed gaps between expected and actual outcomes. Gathered input on potential additional goals and strategies. Solicited community/parents to participate on LCAP Advisory.</p> <p>February 27, 2015 – <u>SUSD District Management Needs Meeting</u> – prioritized needs identified through data review and community input.</p> <p>March 4, 2015 – <u>SUSD Governing Board Special Meeting</u> – presented district needs as identified by district management and community input.</p> <p>Winter 2014-15 <u>Long Range Planning Survey (online)</u> – online survey of school community members. Provided parent feedback regarding school program priorities.</p> <p>Stakeholder Outreach for LCAP Information and Input - Presented data on expected and actual outcomes, reviewed current and projected budget, invited staff to participate in LCAP Advisory process, reviewed eight state priorities, answered questions and gathered input at the following meetings:</p> <p>March 9, 2015 - <u>Sierra Unified Teachers Association</u></p> <p>March 10, 2015 - <u>Sierra High School Student Leadership Meeting</u></p> <p>March 11, 2015 – <u>Sierra Junior/Senior High School Faculty Meeting</u></p> <p>March 19, 2015 - <u>California Schools Employee Association</u></p> <p>March 25, 2015 - <u>Foothill Elementary School Faculty Meeting</u></p>	<p>Identified further areas of need, clarified progress for presentation to community.</p> <p>Developed knowledge base and understanding among community members and potential LCAP Advisory members. Led to an informed group for the development of the LCAP.</p> <p>Developed knowledge base and understanding among community members and potential LCAP Advisory members. Led to an informed group for the development of the LCAP.</p> <p>Identified needs and considerations for adjusting strategies and data collected as evidence leading to a more representative LCAP. Identified members for the LCAP Advisory. Generated community understand and support</p> <p>Reviewed strategies and needs as identified by district level departments and school staffs. Yielded a prioritized list of needs to bring before the governing board. Resulted in improved strategies for meeting LCAP goals.</p> <p>Gained governing board for support for identified priorities. Maintained transparency and communication between advisory/community groups and governing board.</p> <p>Provided widespread input on community and staff priorities for Sierra Unified. Verified the importance of LCAP goal strategies: support for struggling learners, increased counseling services, career-technical education.</p> <p>Inclusion of all impacted school community groups provided for a thorough review of LCAP as submitted in the spring of 2014. With the exception of minor adjustments to strategies, consensus was reached that goals should remain largely unchanged to provide more time for implementation of strategies and collection of data.</p>

<p>Annual Update:</p> <p>Stakeholder Outreach on Annual Update:</p> <ul style="list-style-type: none"> March 9, 2015 - <u>Sierra Unified Teachers Association</u> March 10, 2015 - <u>Sierra High School Student Leadership Meeting</u> March 11, 2015 – <u>Sierra Junior/Senior High School Faculty Meeting</u> March 19, 2015 - <u>California Schools Employee Association</u> March 25, 2015 - <u>Foothill Elementary School Faculty Meeting</u> <p>LCAP Advisory Meetings:</p> <ul style="list-style-type: none"> March 4, 2015 March 12, 2015 March 24, 2015 April 7, 2015 April 28, 2015 May 12, 2015 <p>May 27, 2015</p> <p>June 15, 2015</p>	<p>Annual Update:</p> <p>Presented data on expected and actual outcomes, reviewed current and projected budget, invited staff to participate in LCAP Advisory process, reviewed eight state priorities, answered questions and gathered input.</p> <p>Reviewed LCAP goals, reviewed and revised strategies, reviewed available data. Identified data sources of evidence of progress towards goals.</p> <p>Impacted LCAP :</p> <ul style="list-style-type: none"> Goal #1: Adjusted strategies to meet goal, eliminated some, added others. Goal #2: Reduced the number of strategies to reach. Expanded metrics to include all targeted student groups. Goal #3: Identified new sources of evidence for measuring progress toward increasing community engagement. Goal 4. Adjusted strategies and expected outcomes to include available data. <p>Final review of draft prior to LCAP hearing.</p> <p>LCAP Public Hearing</p> <p>LCAP Adoption</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Every student in all subgroups in Sierra Unified will receive rigorous, research based instruction aligned to Common Core State Standards (CCSS), delivered by highly qualified personnel.		Related State and/or Local Priorities:	
			1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>	
			COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>	
			Local: Specify: <u>LEA Plan Addendum priorities 1,2;</u> SUSD Strategic Goals: <u>1,3,4</u>	
Identified Need :	1. Highly qualified teachers for all students in all subjects and grade levels 2. Aligned and adopted instructional materials 3. Systems wide process of walk-through observation of instruction 4. Professional learning and support for instruction 5. Time and structure for teacher collaboration 6. Multiple measures of student progress, including District Learning Assessments (grades 1-11) and All-School Write (grades 7-12)			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff 2. Math textbook adoption for grades TK-6 3. Classroom observation logs, indicating supervision of instruction by site administrators - using a collaboratively developed observation format. 4. Teacher survey on teacher confidence in instruction and knowledge of CCSS will increase by 10% 5. Verification of all curriculum and assessment maps for all grade levels and all content areas 6. District Learning Assessment administrations #2 and #3 will improve an average of 10% from previous administration 7. All School Write; average 60% pass rate for all student groups in grades 7-12 8. District calendar indicating early release days for professional development			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teachers.		Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,819,078 LCFF
1b. Provide standards-aligned, district approved instructional materials.		Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$114,597 LCFF
1c. Provide ongoing professional learning and training in the development of curriculum/assessment guides, research-based instructional strategies, and curriculum development.		Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$45,494 Title I
1d. Develop system-wide formative assessments and student		Districtwide	<input checked="" type="checkbox"/> ALL	\$25,984 LCFF

information network to monitor student learning and guide instructional decisions.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1e. Support implementation of CCSS through academic coaching.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$159,087 LCFF
1f. Provide training and support to implement professional learning communities in order to provide a means of sharing curriculum development and instructional strategies for CCSS.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See 1c above

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff 2. Language Arts Adoptions 7-12 3. Classroom observation logs identifying progress on Instructional Focus 4. Teacher survey on teacher confidence in instruction and knowledge of CCSS will increase by 10% 5. Verification of revised curriculum and assessment maps for all grade levels and all content areas 6. District Learning Assessment - increase in percent correct by 10% from first to second, and from second to third, administration for all grade levels and student groups 7. All school write 70% pass rate for students in grades 7-12 8. District calendar indicating early release days for professional development and meeting agendas indentifying targeted instructional strategies and ongoing review of instructional focus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teacher.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,900,545 LCFF
1b. Provide standards-aligned, district approved instructional materials.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$114,597 LCFF
1c. Provide ongoing professional learning and training in the development of curriculum/assessment guides, research-based instructional strategies, and curriculum development.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,494 Title I
1d. Develop system-wide formative assessments and student information network to monitor student learning and guide instructional decisions.	Districtwide	<u>x</u> _ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,984 LCFF
1e. Support implementation of CCSS through academic coaching.	Districtwide	<u>x</u> _ALL	\$161,314 LCFF

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
1f. Provide training and support to implement professional learning communities in order to provide a means of sharing curriculum development, instructional strategies, and review of student progress toward proficiency in CCSS.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	See 1c above
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff 2. Language Arts Adoptions TK-6 3. Classroom observation logs identifying progress on Instructional Focus, observation includes peer observations and feedback. 4. Teacher survey on teacher confidence in instruction and knowledge of Common Core standards average 90% or better 5. Verification of revised curriculum and assessment maps for all grade levels and all content areas 6. District Learning Assessment - increase in percent correct by 10% from first to second, and from second to third, administration for all grade levels and student groups 7. All school write 90% pass rate for all students in grades 7-12 8. District calendar indicating early release days for professional development with meeting agendas to include discussion of instructional strategies, ongoing review of instructional focus, and student progress toward proficiency in CCSS		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teacher.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,959,550 LCFF
1b. Provide standards-aligned, district approved instructional materials for TK- 6 ELA and 7-12 Science.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$114,597 LCFF
1c. Provide ongoing professional learning and training in the development of curriculum/assessment guides, research-based instructional strategies, and curriculum development.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$45,494 Title I
1d. Develop system-wide formative assessments and student information network to monitor student learning and guide instructional decisions.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,984 LCFF
1e. Support implementation of CCSS through academic coaching.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$162,927 LCFF

1f. Provide training and support to implement professional learning communities in order to provide a means of sharing curriculum development and instructional strategies for CCSS.	Districtwide	<input checked="" type="checkbox"/> ALL	See 1c above
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	Goal 2: Every student in all sub-groups will graduate from Sierra Unified with 21st Century Skills, prepared for college and/or career.	Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify: <u>LEA Plan Addendum priorities 1,3, 4, 5, 6, 7, 8; SUSD</u> Strategic Goals: 1,2, 3
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Identified Need :	1. Increase GATE participation rates in grades 2-12 – improve GATE participation rate 2. Increase high school graduation rates 3. Decrease high school dropout rate 4. Decrease junior high dropout rate 5. Increase the rate of CTE pathway completion 6. Enrollment in honors and advanced placement classes 7. Increase numbers and percentage of students passing advanced placement assessments with a score of 3, 4, or 5 8. Increase the numbers of students taking the SAT college entrance exams and the average scores of all students taking the exams 9. Increase percentage of students identified by the Early Assessment Program (EAP) as college ready in math and language arts 10. Increase Student access to technology 11. Increase Instructional use of technology 12. Establish baseline data for CAASPP 13. Increase English Learner proficiency and reclassification rates. (Please note that Students who are English Learners make-up approximately 1% of the district population, and of that group as many as 50% are foreign exchange students who are in the state for one year or less.) 14. Secure Western Association of Schools and Colleges (WASC) Accreditation for the alternative education high schools in the district	
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners

LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	1. Increase the percentage of students in all groups meeting A-G college entrance requirements by 2% 2. Increase CTE pathway completion rates for all students and all subgroups by 1% up to 50% 3. Increase the unduplicated enrollment in honors courses by 2% 4. Increase the unduplicated enrollment in advanced placement courses by 2% 5. Increase the number/percentage of students scoring 3,4, or 5 on advanced placement exams for all student groups by 2% 6. Increase the number/percentage of students taking college entrance exams for all student groups by 1% 7. Improve the average scores on SAT for all students in all groups by 1% 8. Increase the percentage of students identified as college ready on the Early Assessment Program (EAP) in Language Arts and Math for all student groups by 5% 9. Improve or maintain the percentage of students who qualify and participate in GATE programs for all student groups by .5% up to 25% 10. Increase high school graduation rate for all students in all groups by .5% 11. Decrease the high school dropout rate for all students in all groups by .5%	

12. Maintain 0% junior high dropout rate

13. Secure Western Association of Schools and Colleges (WASC) accreditation for the alternative education high schools in the district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	All Alternative Education Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$78,749 LCFF
2b. Provide academic and career counseling to targeted groups to support an increase in the percentage of all students meeting requirements for college admission.	Sierra High School	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Native American Students</u>	\$157,153 (LCFF \$130,490, Title & \$26,663)
2c. Implement a targeted, systemic approach to learning intervention and support in grades K-12 in order to increase the percentage of students taking honors and advanced placement courses.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$101,769 Title I \$40,000 LCFF
2d. Implement a structured program of extended learning opportunities available to a broad range of students with the aim of increasing targeted student access to GATE.	Foothill Elementary School	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1,500 LCFF
2e. Provide weekly access to instruction embedded technology in order to increase student proficiency on technology standards.	Foothill Elementary School, Sierra Junior High, Sierra High	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$157,830 LCFF
2f. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$79,088 LCFF
2g. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD).	Students in grades 7-12	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$86,567 LCFF (Contribution to Special Education)
2h. Provide instructional para-professionals to increase engagement and support for students with disabilities.	Districtwide	<input type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>xStudents with Disabilities</u>	\$398,472 LCFF (Contribution to Special Education)

2i. Provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$18,901 LCFF
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	1. Increase the percentage of students in all groups meeting A-G college entrance requirements by 1% 2. Increase CTE pathway completion rates for all students and all subgroups by 1% 3. Increase the unduplicated enrollment in honors courses by 1% 4. Increase the unduplicated enrollment in advanced placement courses by 1% 5. Increase the number/percentage of students scoring 3,4, or 5 on advanced placement exams for all student groups by 1% 6. Increase the number/percentage of students taking college entrance exams for all student groups by 1% 7. Improve the average scores on SAT for all students in all groups by 1% 8. Increase the percentage of students identified as college ready on the Early Assessment Program (EAP) in Language Arts and Math for all student groups by 1% 9. Improve or maintain the percentage of students who qualify and participate in GATE programs for all student groups by .5% 10. Increase high school graduation rate for all students in all groups by .5% 11. Decrease the high school dropout rate for all students in all groups by .5% 12. Maintain 0% junior high dropout rate 13. Increase students identified as proficient on CAASPP by 2.5% in all student groups over 2015-2016		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	All Alternative Education Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$79,851 LCFF
2b. Provide academic and career counseling to targeted groups to support an increase in the percentage of all students meeting requirements for college admission.	Sierra High School	<input checked="" type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$159,353 (LCFF \$132,690, Title 7 \$26,663)
2c. Implement a targeted, systemic approach to learning intervention and support in grades K-12 in order to increase the percentage of students taking honors and advanced placement courses.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$103,193 Title I \$40,000 LCFF
2d. Implement a structured program of extended learning opportunities available to a broad range of students with the aim of increasing targeted student access to GATE.	Foothill Elementary School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,500 LCFF
2e. Provide weekly access to instruction embedded technology in	Foothill	<input checked="" type="checkbox"/> ALL	\$168,942 LCFF

order to increase student proficiency on technology standards.	Elementary School, Sierra Junior High, Sierra High	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2f. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$80185 LCFF
2g. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD)	Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$87,778 LCFF (Contribution to Special Education)
2h. Provide instructional para-professionals to help engage and support students with disabilities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$404,051 LCFF (Contribution to Special Education)
2i. Provide instructional paraprofessional for EL students, to support them in accessing the curriculum.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$19,166 LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. Increase the percentage of students in all groups meeting A-G college entrance requirements by 1% 2. Increase CTE pathway completion rates for all students and all subgroups by 1% 3. Increase the unduplicated enrollment in honors courses by 1% 4. Increase the unduplicated enrollment in advanced placement courses by 1% 5. Increase the number/percentage of students scoring 3,4, or 5 on advanced placement exams for all student groups by 1% 6. Increase the number/percentage of students taking college entrance exams for all student groups by 1% 7. Improve the average scores on SAT for all students in all groups by 1% or points 8. Increase the percentage of students identified as college ready on the Early Assessment Program (EAP) in Language Arts and Math for all student groups by 1% 9. Improve or maintain the percentage of students who qualify and participate in GATE programs for all student groups by .5% 10. Increase high school graduation rate for all students in all groups by .5% 11. Decrease the high school dropout rate for all students in all groups by .5% 12. Decrease the junior high school dropout rate for all students in all groups by .5% 13. Increase students identified as proficient on CAASPP by 2.5% for all student groups over 2016-2017		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
2a. Provide online and blended learning opportunities for students	All Alternative	<input checked="" type="checkbox"/> ALL	\$80,650 LCFF

in alternative education settings in order to provide access to A-G courses.	Education Schools	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
2b. Provide academic and career counseling to targeted groups to support an increase in the percentage of all students meeting requirements for college admission.	Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$160,946 (LCFF \$134,283, Title 7 \$26,663)
2c. Implement a targeted, systemic approach to learning intervention and support in grades K-12 in order to increase the percentage of students taking honors and advanced placement courses.	District wide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$104,225 Title I \$40,000 LCFF
2d. Implement a structured program of extended learning opportunities available to a broad range of students with the aim of increasing targeted student access to GATE.	Foothill Elementary School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,500 LCFF
2e. Provide weekly access to instruction embedded technology in order to increase student proficiency on technology standards.	Foothill Elementary School, Sierra Junior High, Sierra High	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$170,631 LCFF
2f. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$80,997 LCFF
2g. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD).	Sierra High School, Sierra Junior High	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$88,656 LCFF (Contribution to Special Education)
2h. Provide instructional para-professionals to help engage and support students with disabilities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$408,091 LCFF (Contribution to Special Education)
2i. Provide instructional para-professionals to help engage and support students with disabilities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$19,358 LCFF

GOAL:

Goal 3: All students in all sub-groups will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn, and reach their full potential.

Related State and/or Local Priorities:

1 2 3 4 5 6 7 8

COE only: 9__ 10__
 Local: Specify: LEA Plan Addendum priorities 2,3,5,6,7,8
 SUSD Strategic Goals: 2,3,4,5

Identified Need :	1. Clean, well-maintained facilities 2. Systematic behavior intervention strategies to allow students to maintain access to the academic program 3. Alternative methods of student discipline, including Positive Behavior Interventions and Supports (PBIS) and Restorative Discipline (RD) 4. Improve Student Attendance Review Board (SARB) to address the issue of chronic absenteeism		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. Achieve 100% exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Decrease the rate of referrals to alternative education for all students and all student groups by .25% 4. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups 5. Increase attendance rate for all students and all student groups to 95% or higher 6. Decrease the chronic absenteeism rate by 1% or lower for all students and all student groups 7. Decrease the percent of students identified for level 3 Behavioral Response-to-Intervention (BRtI) rates for all students and all student groups for placement by 2% and exit a minimum of 2% from level 2 BRtI 8. Increase the number of students indicating they feel safe on their school campus by 5%.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,167,301 LCFF
3b. Provide safe student transportation to school and to and from school activities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,317,882 LCFF
3c. Implement Positive Behavior Interventions and Supports (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.	Foothill Elementary School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
3d. Continue to implement Restorative Discipline (RD) as means of retaining students on the comprehensive campuses by supporting the development on constructive conflict resolution.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$15,000 LCFF

3e. Provide mental health services for low-income students who do not have access to private health care providers, ensuring that school campuses are emotionally safe places for students.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$87,307 LCFF (Contribution to Special Education)
3f. 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.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$70,499 LCFF
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$685,015 LCFF
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$353,805 LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Achieve 100% exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Decrease the rate of referrals to alternative education for all students and all student groups by .25% 4. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups. 5. Increase attendance rate for all students and all student groups to 95% or higher. 6. Decrease the chronic absenteeism rate by 1% or lower for all students and all student groups 7. Decrease the percent of students identified for level 3 Behavioral Response-to-Intervention (BRTI) rates for all students and all student groups for placement by 2% and exit a minimum of 2% from level 2 BRTI. 8. Increase the number of students indicating they feel safe on their school campus by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,185,516 LCFF
3b. Provide a safe ride to school and to and from school activities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,330,028 LCFF
3c. Implement PBIS, a positive approach to student behavioral	Districtwide	<input checked="" type="checkbox"/> ALL	No cost

expectations, focused on clear expectations and positive reinforcement.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3d. Continue to implement RD as means of retaining students on the comprehensive campuses by supporting the development on constructive conflict resolution.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$15,000 LCFF
3e. Provide mental health services for low-income students who do not have access to private health care providers, ensuring that school campuses are emotionally safe places for students.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$88,529 LCFF (Contribution to Special Education)
3f. 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.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$71,486 LCFF
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$693,635 LCFF
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$434,758 LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. Achieve 100% Exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Decrease the rate of referrals to alternative education for all students and all student groups by .25% 4. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups. 5. Increase attendance rate for all students and all student groups to 95% or higher. 6. Decrease the chronic absenteeism rate by 1% or lower for all students and all student groups 7. Decrease the percent of students identified for level 3 Behavioral Response-to-Intervention (BRI) rates for all students and all student groups for placement by 2% and exit a minimum of 2% from level 2 BRI. 8. Increase the number of students indicating they feel safe on their school campus by 5%.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities	Districtwide	<input checked="" type="checkbox"/> ALL	\$3,217,371 LCFF

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
3b. Provide a safe student transportation to school and to and from school activities.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,343,328 LCFF
3c. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development on constructive conflict resolution.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$15,000 LCFF
3e. Provide mental health services for low-income students who do not have access to private health care providers, ensuring that school campuses are emotionally safe places for students.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$89,414 LCFF (Contribution to Special Education)
3f. 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.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$72,200 LCFF
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700,571 LCFF
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$439,106 LCFF

GOAL:	Goal 4: Parents, family and community stakeholders will become more fully engaged as partners in the education of the students of Sierra Unified.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify: <u>LEA Plan Addendum priorities 3; SUSD</u> Strategic Goals: <u>2,5</u>
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Identified Need :	1. More family participation in education 2. Greater community involvement in schools 3. Increased communication; home/school and community/school/district
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. Increase the rate of family participation in students' education as measured by attendance at community and school meetings by 2.5% 2. Increase the rate of family/parent input into school decision-making by increasing rate of return on school surveys by 2.5% 3. Improve school-to-home communications ratings on parent surveys by 2.5% 4. Improve parent satisfaction with school services on parent surveys by 2.5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Provide a welcoming and friendly environment for students who require before and after school care as an increase in school services for families.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$17,000 net cost LCFF
4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, Site Councils, LCAP Advisory Committee, Parent-Faculty Associations.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No cost
4c. Provide online parent surveys to increase parent input on school programs and services.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$700 LCFF
4d. Host community forums on hot button topics such as the new standards, assessment, and special education to increase stakeholder engagement.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No cost
4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$5,000 LCFF

4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Districtwide	<input checked="" type="checkbox"/> ALL	\$137,127 LCFF
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. Increase the rate of family participation in students' education as measured by attendance at community and school meetings by 2.5% 2. Increase the rate of family/parent input into school decision-making by increasing rate of return on school surveys by 2.5% 3. Improve school-to-home communications ratings on parent surveys by 2.5% 4. Improve parent satisfaction with school services on parent surveys by 2.5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Provide a welcoming and friendly environment for students who require before and after school care as an increase in school services for families.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$17,000 net cost LCFF
4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, Site Councils, LCAP Advisory Committee, Parent-Faculty Associations.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4c. Provide online parent surveys to increase parent input on school programs and services.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700 LCFF
4d. Host community forums on hot button topics such as the new standards, assessment, and special education to increase stakeholder engagement.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF
4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. Increase the rate of family participation in students' education as measured by attendance at community and school meetings by 2.5% 2. Increase the rate of family/parent input into school decision-making by increasing rate of return on school surveys by 2.5%
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- 3. Improve school-to-home communications ratings on parent surveys by 2.5%
- 4. Improve parent satisfaction with school services on parent surveys by 2.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Provide a welcoming and friendly environment for students who require before and after school care as an increase in school services for families.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$17,000 net cost LCFF
4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, Site Councils, LCAP Advisory Committee, Parent-Faculty Associations.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4c. Provide online parent surveys to increase parent input on school programs and services.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700 LCFF
4d. Host community forums on hot button topics such as the new standards, assessment, and special education to increase stakeholder engagement.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF
4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:

Goal 1: Every student in all subgroups in Sierra Unified will receive rigorous, research based instruction aligned to Common Core State Standards (CCSS), delivered by highly qualified personnel.

Related State and/or Local Priorities:

1_x 2_x 3__ 4_x 5__ 6__ 7__ 8_x

COE only: 9__ 10__

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

Goal Applies to:

Schools: District Wide

Applicable Pupil Subgroups:

Native American Students, Hispanic Students, Socio-economically Disadvantaged Students, and Students with Disabilities

Expected Annual Measurable Outcomes:

1. 100% highly qualified teaching staff
2. Math textbook adoption for grades 7-12; SUSD Foundational Reading List adoptions
3. Classroom observation logs, indicating supervision of instruction by site administrators on a monthly basis
4. Professional training calendars and agendas will demonstrate that 90% of the training topics are directly related to CCSS instruction

Actual Annual Measurable Outcomes:

1. 100% of the teachers employed with SUSD are Highly Qualified. Stated expected outcome was achieved in this area.
2. Standards Aligned Instructional Materials:
 - Mathematics
 - 7-12 District adoption of mathematics textbook is in progress for grades 7-12
 - Engage New York materials are being piloted in grades TK-6
 - Foundational Reading List Adoptions
 - Grades 7-12, adopted 22 new titles
 - Grades TK-6, adopted 37 new titles

Expected outcome was achieved in this area.

3. Supervision of Instruction:

September 2014-May 2015

2014-15 Average Monthly Classroom Observations		
	TK-6	7-12
Teachers	28	34
Informal	17	6
Formal	21	62

Review of school principals' log of classroom visits and observation demonstrates that the expected outcome was met for this area.

4. Professional Training:

CCSS Unit Development-
 June 2014- 5 Days for grades TK-12 in math and language arts
 May 2015 - Professional Development Day - Workshops on differentiation of instruction, teacher use of student information systems, University of California A-G submissions, and development of TK-6 standards based report card
 7-12 Mathematics - consultant support to develop curriculum throughout the 14-15 school year.
 7-12 Literacy - consultant support to develop writing and literacy strategies in all content areas throughout the 14-15 school year.
 Fourteen Early Release Days:

5. District Learning Assessment (DLA) baseline results

TK-6 - Professional Learning Community team meetings, low language strategies, Engage New York, Power Writing, development of writing rubrics, curriculum development, and review of assessment data.

7-12 – Professional Learning team meetings, curriculum development, review of student assessment results, and development of student assessments.

5. District Learning Assessment (DLA) Results – English/language Arts and Mathematics:

All students and all subgroups demonstrated a 10% or greater increase in average score from the first to the second administration of the DLA in English/Language Arts except for Native American (NA) students in grades 1-6 and Students With Disabilities (SWD) in grades 7-12. White, Hispanic, and SWD in grades 1-6 outpaced the average growth for all students. Expected outcomes were met for all students and all student groups except Native American students in grades 1-6 and SWD in grades 7-11.

English-Language Arts District Learning Assessment
Percent Growth 2014-2015

Gr	All			White			Native			Hispanic			SED			SWD		
	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr
Gr1	42	54	12	48	59	8	37	51	14	29	52	22	38	55	22	20	39	18
Gr2	28	43	15	28	45	17	26	29	2	32	46	15	28	41	15	25	36	12
Gr3	17	27	10	20	31	11	11	17	6	16	25	9	30	20	9	8	23	16
Gr4	26	41	15	28	43	15	21	35	14	23	35	11	25	37	11	13	27	14
Gr5	28	35	8	29	39	10	21	25	2	35	34	3	23	28	3	12	20	8
Gr6	24	38	15	25	40	16	23	37	14	17	29	14	22	35	14	11	18	10
Gr7	18	29	11	20	32	11	16	24	8	18	28	11	16	27	11	10	18	9
Gr8	33	45	12	36	49	13	25	33	7	28	45	17	29	42	17	12	28	14
Gr9	24	42	18	26	44	20	20	35	17	25	49	24	22	39	24	14	21	8
Gr10	37	47	11	40	51	12	23	33	10	34	47	10	32	42	10	13	23	10
Gr11	40	48	8	43	50	8	23	31	7	38	45	8	35	43	8	28	31	3
All	29	41	12	31	44	13	22	32	9	27	40	13	27	37	11	15	26	11
Gr 1-6	24	34	12	25	37	13	20	28	9	22	32	12	24	31	11	13	23	13
Gr 7-12	31	42	12	33	45	13	21	31	10	28	43	14	27	39	12	15	24	9

Analysis of the results of the DLA mathematics assessments shows a large disparity between results for elementary compared to secondary. Average growth in grades 1-6 was 15 percent for all subgroups except SWD, which showed a 10% growth. In grades 7-12, the average percent growth for all students was 3% which was met or exceeded by all subgroups except Hispanic (2%) and SWD (1%). There is a substantial difference between growth in math performance for students in grades 1-6 (15%) compared to growth rates in math performance of students in grades 7-12 (3%). One possible reason is the number of years secondary students were taught under the former style of question and response, which is considerably different than the type of assessment of the new state standards.

**Mathematics District Assessment
Percent Growth 2014-2015**

	All			White			Native			Hispanic			SED			SWD		
	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr	A1	A2	Gr
G1	35	56	21	39	58	19	34	55	22	28	54	27	33	55	22	23	40	17
G2	38	56	18	39	58	19	29	45	16	43	64	22	38	53	16	26	42	16
G3	18	27	10	20	31	11	9	7	8	19	25	5	14	21	7	10	18	13
G4	16	33	18	17	34	18	14	33	18	12	24	14	14	31	1	9	13	4
G5	19	28	10	19	29	11	15	21	6	24	34	12	16	25	9	12	20	8
G6	18	32	15	19	33	14	16	36	20	11	24	12	17	32	15	7	8	1
G7	18	21	4	19	23	3	15	18	4	12	17	5	17	19	3	9	9	0
G8	9	14	5	12	20	8	9	15	6	13	16	3	10	16	6	6	9	3
M1	11	14	2	11	14	3	10	13	2	10	11	2	10	12	2	10	11	1
M2	8	12	4	8	13	4	5	8	3	8	9	2	7	10	3	5	7	2
G11		20		20			16			18			19			16		
All	17	29	10	18	30	10	14	24	9	16	27	9	16	27	11	11	18	6
Gr 1-6	20	33	15	22	35	15	17	28	15	19	32	15	19	31	15	13	20	10
Gr 7-12	9	16	3	10	18	4	8	14	3	8	14	2	9	15	6	6	10	1

6. The agreed student work sample was the All-School Write. All school write 50% pass rate for all students and all subgroups grades 7-12.

6. All-School Write results, grades 7-12:

In grades 7-8, only White student subgroup met the goal of a 50% pass rate. All Students, Hispanic, Native American, Socio-Economically Disadvantaged, and Students With Disabilities subgroups did not meet the expected outcome of 50% pass rate.

In grades 9-12, all students, the Hispanic, and Socio-economically Disadvantaged Student subgroups met the goal of a 50% pass rate. The Native American students and Students with Disabilities did not meet the 50% pass rate expected outcome.

All-School Write Results for Grades 7-8 by Student Group

	All		White		Hispanic		Nat. Amer.		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Tested	159		102		21		27		76		8	
Scored 3/4	70	44	61	60	8	38	13	48	34	45	2	25
Scored 1/2	89	56	41	40	13	62	14	52	43	55	6	75

All-School Write Results for Grades 9-12 by Student Group

	All Students		White		Hispanic		Nat. Amer.		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Tested	450		329		50		54		164		33	
Scored 3/4	271	60	217	66	34	68	20	37	98	60	7	21
Scored 1/2	169	40	112	34	16	32	34	62	66	40	26	79

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1a. Ensure 100% appropriately credentialed, highly qualified teachers in all classrooms.	\$5,585,349 LCFF	1a. SUSD teachers are 100% appropriately credentialed and highly qualified teachers in all classrooms.	\$5,722,116 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1b. Provide standards-aligned, District approved instructional materials.	\$114,597 LCFF	1b. Textbooks for mathematics in grades 7-12 are currently undergoing the adoption process. Twenty-two titles for grades 7-12 and 20 titles for grade TK-6 have been added to SUSD Foundational Reading List.	\$114,597 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1c. Provide ongoing professional learning and training in the development of curriculum/assessment guides, research-based instructional strategies, and curriculum development.	\$150,000 (LCFF \$5,000, Title I \$45,000, Common Core \$100,000)	1c. In the Summer of 2014, representatives from grades TK-12 in math and language arts received 4 full training days in unit development. Teachers in grades K-12 received training and were provided collaboration time for curriculum mapping and curriculum development. All teaching staff were provided training in Illuminate, the student assessment and data system. Training was also provided in the areas of writing, differentiation of instruction strategies, and assessment development.	\$112,864 (Title I \$45,000, Common Core \$67,864)
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1d. Develop system-wide formative assessments and student information network to monitor student learning and guide instructional decisions.	\$25,984 LCFF	1d. A student assessment system and data base, Illuminate, was implemented in the fall of 2014. <ul style="list-style-type: none"> The DLA was administered 3 times to each student in grades 1-11 in language arts and math. All content areas in grades 7-12 have teacher-developed interim 	\$25,984 LCFF

			assessments in place.	
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
1e. Support implementation of common core standards through academic coaching.	\$92,237 LCFF		1e. One full-time academic coach was provided for teachers in grades TK-12. One consultant-coach 40% was provided for teachers in grades TK-6.	\$98,099 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
1f. Provide training and support to implement professional learning communities (PLC) in order to provide a means of sharing curriculum development and instructional strategies for CCSS.	See 1c above		1f. Teachers in grades TK - 6 have been provided with daily prep to facilitate collaboration with grade level colleagues on an ongoing, teacher-initiated basis. More training is needed in strategies for student engagement and PLC development.	See 1c above
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. More teacher training is needed in the areas of PLC implementation, strategies for student engagement, differentiation of instruction, and the use of technology as an instructional tool. 2. A review of data, including staff surveys, resulted in a revision of the process of supervision of instruction. Greater emphasis will be given to providing purposeful feedback to teachers. 3. An additional academic coach will be added to support teachers in curriculum and instructional transition to the new standards.			

Original GOAL from prior year LCAP:

Goal 2: Every student in all sub-groups will graduate from Sierra Unified with 21st Century skills, prepared for college and/or career.

Related State and/or Local Priorities:

1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x

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

Goal Applies to:

Schools: All Schools
Applicable Pupil Subgroups:

White, Native American, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and English Learners

Expected Annual Measurable Outcomes:

1. Increase the percentage of students in all groups meeting A-G college entrance requirements by 2% each year.

2. Increase the unduplicated enrollment in honors courses by 2%.

Actual Annual Measurable Outcomes:

1. Percentage of Students meeting college entrance requirements (A-G) Baseline:

2013 Graduating Seniors Meeting A-G College Entrance Requirements

Year 2013	All Students		White		Native American		Hispanic		SED		SWD	
	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Gr 12	% A-G
Alt. Ed.	21	0	14	0	3	0	4	0	11	0	6	0
SHS	120	36.7	91	40.7	14	14.3	14	28.6	47	23.4	11	0
District	141	31.2	105	35.2	17	11.8	18	22.2	58	19.0	17	0

2014 Graduating Seniors Meeting A-G College Entrance Requirements

Year 2014	All Students		White		Native American		Hispanic		SED		SWD	
	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Grads	% A-G	# Gr 12	% A-G
Alt. Ed.	16	0	12	0	2	0	1	0	7	0	2	0
SHS	127	38.6	90	46.7	17	17.6	17	17.6	37	27.0	5	0
District	143	34.4	102	41.2	19	15.8	18	16.7	44	22.7	7	0

The percentage of students meeting college entrance requirements improved by 3.2% district wide and by 1.9% for seniors graduating from Sierra High School. The percentage of white, Native American, and socio-economically disadvantaged student groups completing college entrance requirements increased by an average of 4.6%. The percentage of students with disabilities meeting college entrance requirements remained at zero. The overall expected outcome for this measure was met.

2. Enrollment in honors classes: Honors in 2013-2014 = 23.6%

2014-2015 Honors Courses (H) - Total Enrollment

Group	Enr	All			White			Native			Hispanic			SED			SWD		
		# TS	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H
9	126	59	46.8	93	51	87	19	5	26.3	8	1	12.5	38	7	18.4	19	0	0	
10	119	95	79.8	93	84	90.3	12	3	25.0	10	5	50.0	46	17	37.0	17	0	0	
11	126	18	14.3	93	14	15.1	14	1	7.1	16	1	6.3	43	0	0	10	0	0	
Total	371	323	46.4	279	164	58.8	45	9	20.0	34	8	23.5	127	24	18.9	36	0	0	

3. Increase the unduplicated enrollment in advanced placement courses by 2% annually. *(once baseline is established)*

4. Increase the percentage of 3, 4, or 5 scores on advanced placement exams for all student groups by 2%.

5. Increase the percentage of students taking

2014-2015 Honors Courses - Unduplicated Enrollment

Group	Enr	All			White			Native			Hispanic			SED			SWD		
		# TS	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H	#TS Grp	# H	% H
9	126	39	31.0	93	34	36.6	19	3	15.8	8	1	12.5	38	6	15.8	19	0	0	
10	119	45	37.8	93	39	41.9	12	2	16.7	10	3	30.0	46	8	17.4	17	0	0	
11	126	18	14.3	93	14	15.1	14	1	7.1	16	1	6.3	43	0	0	10	0	0	
Total	371	118	31.8	279	102	36.6	45	6	13.3	34	6	17.6	127	14	11.0	36	0	0	

The percentage of students enrolled in honors courses increased by 7.2% from 2013-2014 to 2014-2015. Data is not available for 13-14 unduplicated enrollment in honors courses.

3. Enrollment in advanced placement courses in 2013-2014 = 28.1%

2014-2015 Advanced Placement Courses - Total Enrollment, by Student Group

Group	Enr	All			White			Native			Hispanic			SED			SWD		
		# TS	# A P	%	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP
11	126	90	71.4	93	73	78.9	11	2	18.2	14	7	50.0	31	14	45.2	6	0	0	
12	148	45	30.4	97	35	36.1	21	4	19.0	21	4	19.0	41	9	22.0	18	0	0	
Total	274	135	49.3	190	108	56.8	32	6	18.8	35	11	31.4	72	23	31.9	24	0	0	

2014-2015 Advanced Placement Courses - Unduplicated Enrollment, by Student Group

Group	Enr	All			White			Native			Hispanic			SED			SWD		
		# TS	# AP	%	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP
11	126	41	32.5	73	33	45.2	11	1	9.1	14	4	28.6	31	6	19.4	6	0	0	
12	148	30	20.0	97	23	23.7	21	2	9.5	21	3	14.3	41	7	17.1	18	0	0	
Total	274	71	25.9	190	56	29.5	32	3	9.4	35	7	20.0	72	13	18.1	24	0	0	

The unduplicated enrollment in Advanced Placement Courses declined by 2.2% from 2013-2014 to 2014-2015. The expected outcome on this measure was met.

4. Improve Advanced Placement Performance

Advanced Placement Pass Rates

Year	Exam Takers	Exams Taken	Exams % 3,4,5
2013	65	110	44%
2014	60	104	52%

The percentage of 3, 4, or 5 scores on the advanced placement exams taken improved by 8% from 2013 to 2014. The expected outcome on this measure was met.

5. Increase the percentage of students taking the College Board SAT exam. *(2014 serves as the baseline year).*

the College Board SAT college entrance exams for all student groups by 2%. (once baseline is established)

6. Improve the average scores on SAT for all students in reading, writing, and math by 5 points (once baseline is established).

7. Establish a baseline for the percentage of students identified as college ready on the Early Assessment Program (EAP) in language arts and math for all student groups.

8. Increase or maintain the percentage of students who qualify and participate in GATE programs for all student groups.

2014 Percentage of SAT Takers by Student Group

Year	All Students		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
SHS	132	41.4	85	48.4	19	10.5	20	35.3	34	25.8	13	0
Alt Ed	16	0	12	0	2	0	1	0	7	0	2	0

6. Improve the average scores on College Board SAT exam.

Average SAT Scores by Subject and Year

Year	Reading	Math	Writing
2013	530	517	523
2014	530	511	510

The average SAT scores for all students remained the same in reading and declined by 6 points in math and 13 points in writing. *This data is baseline data as it took place prior to the implementation of the LCAP.*

7. Baseline percentage of students identified as college ready on the Early Assessment Program (EAP) in language arts and math for all student groups.

EAP Identified as College Ready - Math and Language Arts

Readiness Level	Mathematics	English**
College Ready	3	
Conditional	23	
Not Yet Ready	30	
Not Applicable	1	

** Due to testing error, English assessments were not scored by ETS

8. Increase or maintain the percentage of students who qualify and participate in GATE programs for all student groups.

GATE Participation – By Year and Student Group

Year	All Students		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
2013-14	1341	27.7	897	24.9	207	10.1	184	12	599	11.6	179	1.7
2014-15	1309	26.2	882	23.9	197	9.6	179	11.7	553	11.6	158	1.9

Student participation in GATE declined by .7% from 2013-14 to 2014-15. It should be noted that white students are identified for participation in GATE activities more than twice as often as any other race/ethnicity, or group. The expected outcome was not achieved on this measure.

9. Increase CTE pathway completion rates for all students and all subgroups by 2% each year. *(once baseline is established)*

10. Maintain zero percentage dropout rate for junior high school students in all groups. *(once baseline is established)*

11. Increase high school graduation rate by 1% annually. *(once baseline is established)*

9. Establish baseline data for CTE Pathway Completers.

2014 - CTE Pathway Completers by Student Group - Baseline Data

Year	All Students		White		Native American		Hispanic		SED		SWD	
	# Enr	# PC	# Enr	% PC	# Enr	% PC	# Enr	% PC	# Enr.	% PC	# Enr.	% PC
2013-14	268	136	173	51	32	78	30	57	75	60	18	44

Enr = Enrollment, counting grades 11 and 12 only
PC = CTE Pathway Completers

10. Maintain zero percentage dropout rate for junior high school students. The junior high school dropout rate for all students in all groups. The data below represents performance prior to the implementation of the LCAP, and as such is considered baseline data)

Junior High Dropout Rate

Year	Drop Out Rate
2012-13	0%
2013-14	0%

The junior high dropout rate remained at 0% from 2012-13 to 2013-2014. The expected outcome was met on this measure.

11. Increase high school graduation rate for all students in all groups.

2013 High School Graduation Rate - by Student Group

Year 2013	All		White		Native American		Hispanic		SED		SWD	
	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad
Alt. Ed.	31	67.8	17	82.4	6	50.0	8	50.0	18	66.7	9	66.7
SHS	125	96.0	93	97.8	16	93.8	14	85.7	50	94.0	19	73.7
**SHS certificate	5	0	2	0	1	0	2	0	3	0	5	0
District	156	90.4	110	95.5	22	81.8	22	72.7	68	86.8	28	71.4

2014 High School Graduation Rate - by Student Group

Year 2014	All		White		Native American		Hispanic		SED		SWD	
	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad
Alt. Ed.	26	61.5	17	70.6	5	40.0	3	33.3	10	70.0	7	28.6
SHS	130	97.7	93	97.8	17	100	17	100	37	94.6	8	62.5
**SHS certificate	3	0	2	0	0	0	0	0	2	0	3	0
District	156	91.7	110	93.6	22	86.4	20	95.0	47	89.4	15	46.7

12. Decrease the high school dropout rate by .5% annually.

13. Secure WASC accreditation for Sandy Bluffs Continuation High School and Sandy Bluffs Independent Study.

***These students earned a certificate for completing a special education course of study at SHS which did not meet all state graduation requirements. The numbers of certificate students is also counted in the SHS number of seniors and do not count as graduates. Neither do these students count as drop outs in the percentages for item #12.*

Graduation rates improved by 1.3% overall, for Native American students by 4.6%, and for socio-economically disadvantaged students by 2.6%. The graduation rate for students with disabilities decreased, due to students on non-diploma track and poor graduation rate in alternative education programs, by 24.7 percent. The data on this measure is baseline data since it was generated prior to the implementation of the LCAP.

12. Decrease the high school dropout rate for all students in all groups.

2013 High School Dropout Rate - by School and Student Group

Year 2013	All Students		White		Native American		Hispanic		SED		SWD	
	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO
Alt. Ed.	31	32.3	17	17.6	6	50.0	8	50.0	18	33.3	9	33.3
SHS	125	0	93	0	16	0	14	0	50	0	19	0
District	156	6.4	110	2.7	22	13.6	22	18.2	68	8.8	28	10.7

2014 High School Dropout Rate - by School and Student Group

Year 2014	All Students		White		Native American		Hispanic		SED		SWD	
	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO
Alt. Ed.	26	38.5	17	29.4	5	40.0	3	66.7	12	41.7	7	71.4
SHS	130	0	93	0	17	0	17	0	37	0	8	0
District	156	6.4	110	4.5	22	13.6	20	10.0	49	8.2	15	33.3

The district wide dropout rate remained constant at 6.4% as did the dropout rate for Native American students. The dropout rate for students with disabilities and for white students increased due to the high dropout rate in alternative education programs. The data on this measure is baseline data since it was generated prior to the implementation of the LCAP.

13. Secure WASC accreditation for Sandy Bluffs Continuation High School and Sandy Bluffs Independent Study.

The WASC Self-Study is in progress. Site visitation by the accreditation committee is scheduled for the fall of 2015.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2a. Provide teacher training in differentiation of instruction in order to increase equity and access to a broad course of study for all students in all targeted groups.	See 1c above	2a. In addition to providing professional development in differentiation strategies, students were supported directly with the implementation of support classes in language arts and math in grades 7-12 and through ability group-based intervention in grades TK-6.	See 1c above
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2b. Provide access to online and blended learning opportunities for students in alternative education settings in order to provide access to a broad course of study, specifically providing access to meet college entrance requirement (A-G) courses.	\$79,039 LCFF	2b. Online and blended learning established for all alternative education programs as well as for students in the comprehensive program in need of credit recovery.	\$104,354 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2c. Provide academic and career counseling to targeted groups to support an increase the percentage of all students meeting requirements for college admission.	\$181,342 (LCFF \$76,193, Title I \$12,613, Title 7 \$63,003)	2c. Academic counseling is provided for students in grades 9-12. In addition, the Native American Mentor coordinator provides workshops for students 7-12 on college and career counseling. More academic counseling is needed.	\$180,998 (LCFF \$75,849, Title I \$12,613, Title 7 \$63,003)
Scope of service: Sierra High School		Scope of service: Sierra High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2d. Implement a targeted, systemic approach to learning intervention and support in grades K-12 in order to increase the percentage of students taking honors and advanced placement	\$116,118 (LCFF \$88,193, Title I \$27,925)	2d. Intervention systems were implemented in grades k-12. In grades 7-12, support classes in language arts and math were implemented.	\$121,496 (LCFF \$93,571, Title I \$27,925)

courses.				
Scope of service:	Sierra Junior High and Sierra High		Scope of service:	Sierra Junior High and Sierra High
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
2e. Provide a targeted, monitored, comprehensive RtI system in grades TK-6 in order to increase academic achievement of students in elementary school		\$40,000 LCFF	2e. Intervention systems were implemented in grades K-12. In grades 7-12, support classes in language arts and math were implemented.	
Scope of service:	Foothill Elementary School, Oak Meadow Community Day, and Lodge Pole Independent Study.		Scope of service:	Foothill Elementary School, Oak Meadow Community Day, and Lodge Pole Independent Study.
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
2f. Implement a structured program of extended learning opportunities available to a broad range of students with the aim of increasing targeted student access to GATE and improving student academic achievement.		\$1,500 LCFF	2f. A structured GATE program and after school extended learning program, "Bricks 4 Kidz", was implemented at the elementary level.	
Scope of service:	Districtwide		Scope of service:	Foothill Elementary School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
2g. Provide weekly access to instruction embedded technology in order to increase student proficiency on technology standards.		\$160,660 LCFF	2g. A technology-research teacher specialist was added at the elementary level which provided students in grades TK-6 weekly access to technology-based instruction. An additional computer lab was added Grades 7-12. Students in alternative education were provided daily access to online instruction.	
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
2h. Provide relevant career-education pathways based on employability, earning potential and student interest in order to		\$96,200 LCFF	2h. A Health Careers pathway was added based on student interest and opportunities for employment.	

increase student achievement in career education.					
Scope of service:	Sierra High School		Scope of service:	Sierra High School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
2i. Provide targeted professional training and oversight of service delivery to support teachers of students with disabilities (SWD).		\$82,555 LCFF	2i. A special education program director was added to the staff. The director provides oversight and quality assurance for Individualized Educational Plan goals and objectives and monitors implementation. The director also provides staff training and parent workshops.		\$84,678 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities		
2j. Adopt and utilize leveled instructional resources to support moderate to severely disabled students in accessing the CCSS curriculum.		\$15,000 LCFF	2j. New CCSS-Aligned curriculum for moderate to severely disabled students was adopted and implemented, ensuring student access to CCSS.		\$15,000 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities		
2k. Provide instructional para-professionals to help engage and support students with disabilities.		\$435,481 LCFF	2k. Students with disabilities were provided with support from instructional aides to assist them in accessing CCSS.		\$444,013 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities		
2l. Provide paraprofessional for English Learner(EL) students, to support them in accessing the curriculum.		\$11,838 LCFF	2l. Provided one 3.5 hour instructional aide to provide support for EL students.		\$12,497 LCFF
Scope of service:	Districtwide		Scope of service:		

<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. As soon as funds become available more counseling services are needed
2. Next year additional support for Native American Education will be added at the elementary level, based on gaps in Native American student performance.
3. Teacher training in the use of technology as an instructional tool will be added as an area for professional learning.
4. Need to identify data points for measuring academic progress for students in Rtl.

Original GOAL from prior year LCAP: **Goal 3: All students in all groups will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.**

Related State and/or Local Priorities:
 1 2__ 3 4__ 5 6 7__ 8
 COE only: 9__ 10__
 Local : Specify LEA Plan Addendum, Priority 2,3,5,6,7,8; SUSD Strategic Goal 2,3,4,5

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	1. 100% Exemplary school ratings on School Facilities Conditions Evaluations	Actual Annual Measurable Outcomes:	1. All school sites in Sierra Unified received 100% Exemplary school ratings on School Facilities Conditions Evaluation																																																																																																																													
	2. Decrease the rate of school suspensions to 10% or less for all students and all student groups		2. Decrease suspension rates to 10%																																																																																																																													
			<p style="text-align: center;">2013-2014 Suspensions by School and Student Group</p> <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th colspan="3">All</th> <th colspan="3">FES</th> <th colspan="3">SJHS</th> <th colspan="3">SHS</th> <th colspan="3">All Alt Ed</th> </tr> <tr> <th># Stu Enr</th> <th># All Sus</th> <th># Stu Sus</th> <th># Stu Enr</th> <th># All Sus</th> <th># Stu Sus</th> <th># Stu Enr</th> <th># All Sus</th> <th># Stu Sus</th> <th># Stu Enr</th> <th># All Sus</th> <th># Stu Sus</th> <th># Stu Enr</th> <th># All Sus</th> <th># Stu Sus</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1341</td> <td>151</td> <td>89</td> <td>579</td> <td>38</td> <td>24</td> <td>192</td> <td>22</td> <td>16</td> <td>526</td> <td>53</td> <td>30</td> <td>40</td> <td>38</td> <td>19</td> </tr> <tr> <td>White</td> <td>897</td> <td>90</td> <td>52</td> <td>366</td> <td>24</td> <td>15</td> <td>127</td> <td>7</td> <td>10</td> <td>375</td> <td>40</td> <td>17</td> <td>25</td> <td>19</td> <td>10</td> </tr> <tr> <td>Native</td> <td>207</td> <td>33</td> <td>22</td> <td>100</td> <td>8</td> <td>5</td> <td>35</td> <td>3</td> <td>4</td> <td>67</td> <td>11</td> <td>9</td> <td>5</td> <td>11</td> <td>4</td> </tr> <tr> <td>His.</td> <td>184</td> <td>28</td> <td>15</td> <td>90</td> <td>6</td> <td>4</td> <td>24</td> <td>5</td> <td>2</td> <td>61</td> <td>9</td> <td>4</td> <td>9</td> <td>8</td> <td>5</td> </tr> <tr> <td>SED</td> <td>597</td> <td>76</td> <td>54</td> <td>295</td> <td>17</td> <td>11</td> <td>87</td> <td>17</td> <td>16</td> <td>201</td> <td>15</td> <td>14</td> <td>14</td> <td>27</td> <td>13</td> </tr> <tr> <td>SWD</td> <td>179</td> <td>44</td> <td>29</td> <td>72</td> <td>12</td> <td>9</td> <td>36</td> <td>9</td> <td>8</td> <td>63</td> <td>7</td> <td>5</td> <td>7</td> <td>16</td> <td>7</td> </tr> </tbody> </table> <p>The overall rate of suspension in Sierra Unified for the number of students suspended is 6.7% and by this criteria the expected measureable outcome was met. If all suspensions are used as a basis of the measure, the rate increases to 11.2% because some students are suspended multiple times. It is also true that suspensions are not evenly distributed across off schools. In this respect, Alternative Education campuses have a disproportionate suspension rate, the total number of suspensions in alternative education setting accounts for 25% of the total suspensions for the district, while the population in those schools accounts for just 3% of the total population for the district. Likewise there is a disproportionality of</p>	Group	All			FES			SJHS			SHS			All Alt Ed			# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	All	1341	151	89	579	38	24	192	22	16	526	53	30	40	38	19	White	897	90	52	366	24	15	127	7	10	375	40	17	25	19	10	Native	207	33	22	100	8	5	35	3	4	67	11	9	5	11	4	His.	184	28	15	90	6	4	24	5	2	61	9	4	9	8	5	SED	597	76	54	295	17	11	87	17	16	201	15	14	14	27	13	SWD	179	44	29	72	12	9	36	9	8	63	7	5	7
Group	All				FES			SJHS			SHS			All Alt Ed																																																																																																																		
	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus	# Stu Enr	# All Sus	# Stu Sus																																																																																																																	
All	1341	151	89	579	38	24	192	22	16	526	53	30	40	38	19																																																																																																																	
White	897	90	52	366	24	15	127	7	10	375	40	17	25	19	10																																																																																																																	
Native	207	33	22	100	8	5	35	3	4	67	11	9	5	11	4																																																																																																																	
His.	184	28	15	90	6	4	24	5	2	61	9	4	9	8	5																																																																																																																	
SED	597	76	54	295	17	11	87	17	16	201	15	14	14	27	13																																																																																																																	
SWD	179	44	29	72	12	9	36	9	8	63	7	5	7	16	7																																																																																																																	

4. Maintain the rate of student expulsions to no higher than .5% for all students and all student groups.

5. Improve attendance rate for all students by .25%.

6. Decrease the chronic absenteeism rate to 13% or lower for all students and all student groups.

7. Establish baseline data for Behavioral Response -to-Intervention (Rtl) Rates for all students and all student groups for placement in level 2 and level 3 interventions.

4. Maintain the rate of student expulsions to no higher than .5% for all students and all student groups.

Year	Expulsions
2013-14	2 students (.1%)
2014-15	0%

The rate of student expulsions for 2014-15 is 0. The expected outcome for this target was met.

5. Improve attendance rate for all students and all student groups to 95% or higher.

Districtwide Student Attendance by Percentage

Year	Total Attendance
2013-14	93.84%
2014-15	

6. Decrease the chronic absenteeism rate to 13% or lower for all students and all student groups. Chronic absenteeism is defined as consisting of those students whose total absence meet or exceed 10% of the total number of school student attendance days.

Districtwide Student Percent Chronic Absenteeism Rate

Year	All			White			Native American			Hispanic			SED			SWD		
	TS	#	%	TS	#	%	TS	#	%	TS	#	%	TS	#	%	TS	#	%
2013-14	1341	153	11.4	897	96	10.7	207	38	18.4	184	19	10.3	597	95	15.9	179	31	17.3
2014-15	1325	170	12.8	882	107	12.1	197	42	21.3	179	21	11.7	553	98	17.7	158	40	25.3

The districtwide chronic absentee rate, at 12.8% is below the target rate of 13%. Review of student groups shows that Native American, socio-economically disadvantaged, and students with disabilities are above the 13% mark for chronic absenteeism. The expected outcome for this area was partially met.

7. Establish baseline data for Behavioral Response-to-Intervention (Brtl) rates for all students and all student groups for placement in level 2 and level 3 interventions.

2014-15 Foothill Elementary Behavioral Rtl Tier 2 and Tier 3 Assignments by Group

	All		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	615	100	387	62.9	102	16.6	100	16.2	308	50.0	69	11.2
Tier 2	42	6.8	36	9.3	7	6.9	6	6.0	16	5.2	13	18.8
Tier 3	23	3.7	14	3.6	7	6.9	0	0.0	10	3.2	15	21.7
Total	65	10.5	50	12.9	14	13.7	6	6.0	26	8.4	28	40.6

8. Establish baseline participation rates for co-curricular activities for all student and all student groups in grades 7-12.

8. Establish baseline participation rates for co-curricular activities for all students and all student groups in grades 7-12. The numbers and percentages in the tables below represent unduplicated student counts.

Sierra Junior High 2014-2015 Co-curricular Participation Rate by Student Group

Year 2014-15	All		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	159	100	109	68.5	27	17.0	21	13.2	72	45.2	22	13.8
Athletics	77	48.4	50	64.9	15	19.4	11	14.2	33	42.8	7	9.1
Music	39	24.5	31	79.5	3	7.7	5	12.8	18	46.1	6	15.4
Student Count (NonDup)	116	73.0	81	69.8	18	15.5	16	13.8	51	44.0	13	11.2

Students who are socio-economically disadvantaged and students with disabilities are slightly under-represented in athletics and slightly over-represented in music. Native American students are slightly over-represented in athletics, and markedly under-represented in music. Hispanic students are within one percentage point of even representation in athletics and music.

2014-2015 Co-curricular Participation rates for grades 9-12

Year 2014-15	All		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	474	100	343	72.4	62	13.1	48	10.1	147	31.0	56	11.8
Athletics	249	52.5	179	71.9	32	12.9	28	11.2	71	28.5	12	4.8
Music	114	24.1	94	82.5	6	5.3	7	6.1	38	33.3	15	13.2
Ag/FFA	138	29.1	111	80.4	12	8.7	12	8.7	37	26.8	12	8.7
Drama	55	11.6	43	78.2	4	7.3	3	5.5	28	50.9	0	0.0
Student Count (NonDup)	392	82.7	297	75.8	41	10.5	39	10.0	120	30.6	32	8.2

The baseline data shows that almost 83% of the students of Sierra High School are involved in at least one co-curricular program. White students are slightly more representative overall than their counterparts while Native American students and students with disabilities are somewhat under-represented.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

3a. Provide clean and well maintained facilities.	\$3,126,341 LCFF	3a. All facilities received a rating of exemplary on the annual facilities inspection review.	\$3,140,360 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3b. Provide a safe ride to school, and to and from school activities.	\$1,297,829 LCFF	3b. Annual parent survey indicates high degree of satisfaction with transportation services. Three new student transport vans have been added this year to ensure continued safety on student activity trips.	\$1,342,808 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3c. Implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.	No cost	3c. The PBIS program was implemented and the school staff received a bronze award in the first year of participation.	No cost
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.	\$36,198 Restorative Discipline Grant	3d. Ninety percent of all faculty members have been trained. An on-campus suspension/thinkery has been implemented at FES. The on-campus/thinkery is needed on the Sierra campus (7-12).	\$20,317 Restorative Discipline Grant
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3e. Provide mental health services for low-income students who do not have access to private health care providers, ensuring that school campuses are emotionally safe places for students.	\$75,000 LCFF	3e. A part-time mental health care provider was hired to provide social-emotional counseling in grades 7-12. Next year a full-time psychologist will be added.	\$75,000 LCFF

Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
3f. 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.		\$67,052 LCFF	3f. A fulltime LVN was hired to provide licensed medical care for students with medical needs. In addition to this, a district contracted nurse was added to provide oversight of the health offices on all school campuses.		\$78,662 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.		\$437,521 LCFF	3g. Administration is appropriately staffed on all school campuses to ensure a safe and orderly learning environment		\$535,591 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.		\$404,333 LCFF	3h. All office staff meet quarterly to maintain and ensure a smoothly operated, customer focused office on all school campuses and all departments.		\$402,387 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. A fulltime school psychologist will be added to provide increased services for all students. 2. An on-campus suspension/thinkery is needed on the Sierra (7-12) campus.			

Original GOAL from prior year LCAP:

Goal 4: Parents, and family and community stakeholders will become more fully engaged as partners in the education of the students of Sierra Unified.

Related State and/or Local Priorities:

1__ 2__ 3x 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local : Specify LEA Plan Addendum, Priority 3; SUSD Strategic Goal 2,5

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

1. Increase the rate of family participation in students' education as measured by attendance at community and school meetings. *(Once baseline is established)*

2. Increase the rate of family/parent input into school decision-making by increasing rate of return on school surveys by 5% each year.

Actual Annual Measurable Outcomes:

1. Baseline data for parent attendance at meetings.

Attendance by Parents/Community at Selected Meetings 2014-2015

Meeting	FES (TK-6)	SJSHS (7-12)	District Mtgs.
Enrollment	615	623	
Back to School Night	450	225	
Open House	389	NA	
Parent-Teacher Conf.		241	
Common Core	70		32
Facilities Use			112
Parent Math Nights	23		
Senior Projects		100	

2. Improve parent survey rate of return by 5%, annually.

Annual Parent Survey Rate of Return Spring 2014

School	Students Enrolled	Surveys Returned	% Return
Foothill Elementary	621	68	11%
Sierra Junior High	188	50	16.6%
Sierra High School	475	110	23.2%
Alternative Ed	28	1	3.6%

Annual Parent Survey Rate of Return Spring 2015

School	Students Enrolled	Surveys Returned	% Return
Foothill Elementary			
Sierra Junior High			
Sierra High School			
Alternative Ed			

3. Improve survey ratings on the following measures:
- a. Overall quality of school
 - b. Quality of home-school communication
 - c. School safety
 - d. Support of parent involvement
 - e. Opportunities for student co-curricular involvement

3. Improve school-to-home communications ratings on parent surveys.

Good-Excellent Parent Survey Ratings Spring 2014

Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed
School Quality	78%	68%	68.4%	-
Communication	51.4%	58.4%	42%	-
School Safety	67.2%	65.4%	62.7%	-
Supports Parent Involvement	62.7%	59.2%	59.4%	-
Co-Curricular Opportunities	53.8%	59.2%	63.9%	-

Good-Excellent Parent Survey Ratings Spring 2015

Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed
School Quality				
Communication				
School Safety				
Supports Parent Involvement				
Co-Curricular Opportunities				

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4a. Provide before and after school education-based day care to increase school services for students and families.	\$12,000 LCFF	4a. Before and after school education-based day care is available to families on a year-round basis as a fee-based service.	\$17,000 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>4b. Provide a variety of school and district level parent advisory opportunities such as Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee, and Parent -Faculty Associations to increase parent engagement.</p>	<p>No cost</p>	<p>4b. Parents are provided with a range of opportunities to be involved in site and district level advisory committees, including Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee, and Parent -Faculty Associations. Other opportunities for parent engagement include Back to School Night, Open House, Senior Project Presentations, and a variety of student performances and awards assemblies.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>4c. Provide online surveys to increase opportunities for parent input.</p>	<p>\$700 LCFF</p>	<p>4c. This year, two online surveys were sent out, one was a midyear survey regarding priorities for long range planning, and the second was the annual parent satisfaction survey.</p>	<p>\$700 LCFF</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>4d. Host community meetings on topics of interest such as CCSS, the budget, and special education services to increase communication and transparency.</p>	<p>No cost</p>	<p>4d. This year communities meetings were held to discuss progress toward CCSS implementation, parent meetings on the elementary math program, long-range facilities use planning, and special education services.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>4e. Maintain up-to-date website information, regular home-to-school newsletters, and monthly communications in the local paper to increase communication.</p>	<p>\$5,000 LCFF</p>	<p>4e. A consultant was hired to update the district website. Each school identified a staff member to maintain updated information and dates. The elementary school provides weekly parent newsletters. The junior high and high school provide quarterly newsletters. A monthly column in the local newspaper includes articles from each school, each department head, and the superintendent.</p>	<p>\$5,000 LCFF</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>

<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____		
4f. Provide high interest co-curricular programs such as athletics, FFA, and performing arts to increase student engagement.		\$115,685 LCFF	4f. Sierra Unified provides a wide variety of co-curricular opportunities for students. In addition the district works closes with the Mountain Community Recreation Foundation (MCRF) to provide multiple opportunities for elementary age students to participate and compete in athletics.		\$137,127 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes will be made to the actions and services at this time.			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>579,205</u>
<p>For low-income pupils, we have 2 Academic Coaches to support implementation of common core standards (\$159,087), Intervention Coordinator and Academic Tutor to increase the percentage of students taking honors class and AP (\$104,225), Elementary Intervention Specialist to monitor comprehensive RtI system (\$40,173), Mental health services for student who cannot afford outside service providers (\$135,000), Native American liaison at Foothill Elementary (\$25,000) .</p> <p>For English Learner pupils, we have an LEP Aide (\$12,497)</p> <p>For Foster Youth, we provide instructional paraprofessionals to help engage and support students with disabilities in foster families (\$103,223)</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.41	%	<p>Additional services added for the 15-16 year are an Academic Coach, a Native American Liaison at the elementary school and an additional psychologist district-wide. Sierra Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth. Services added in the 2014-15 year included: ELD Aide to assist students identified as English Learners, mental health support, an academic</p>
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coach to assist staff in the implementation of Common Core, intervention specialists and academic tutors at the elementary school to target instruction and one-on-one aides for foster youth through Special Education. School-wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will be primarily delivered to targeted subgroups. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Sierra Unified will best serve all students, especially focus students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).