

# LCFF Budget Overview for Parents

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

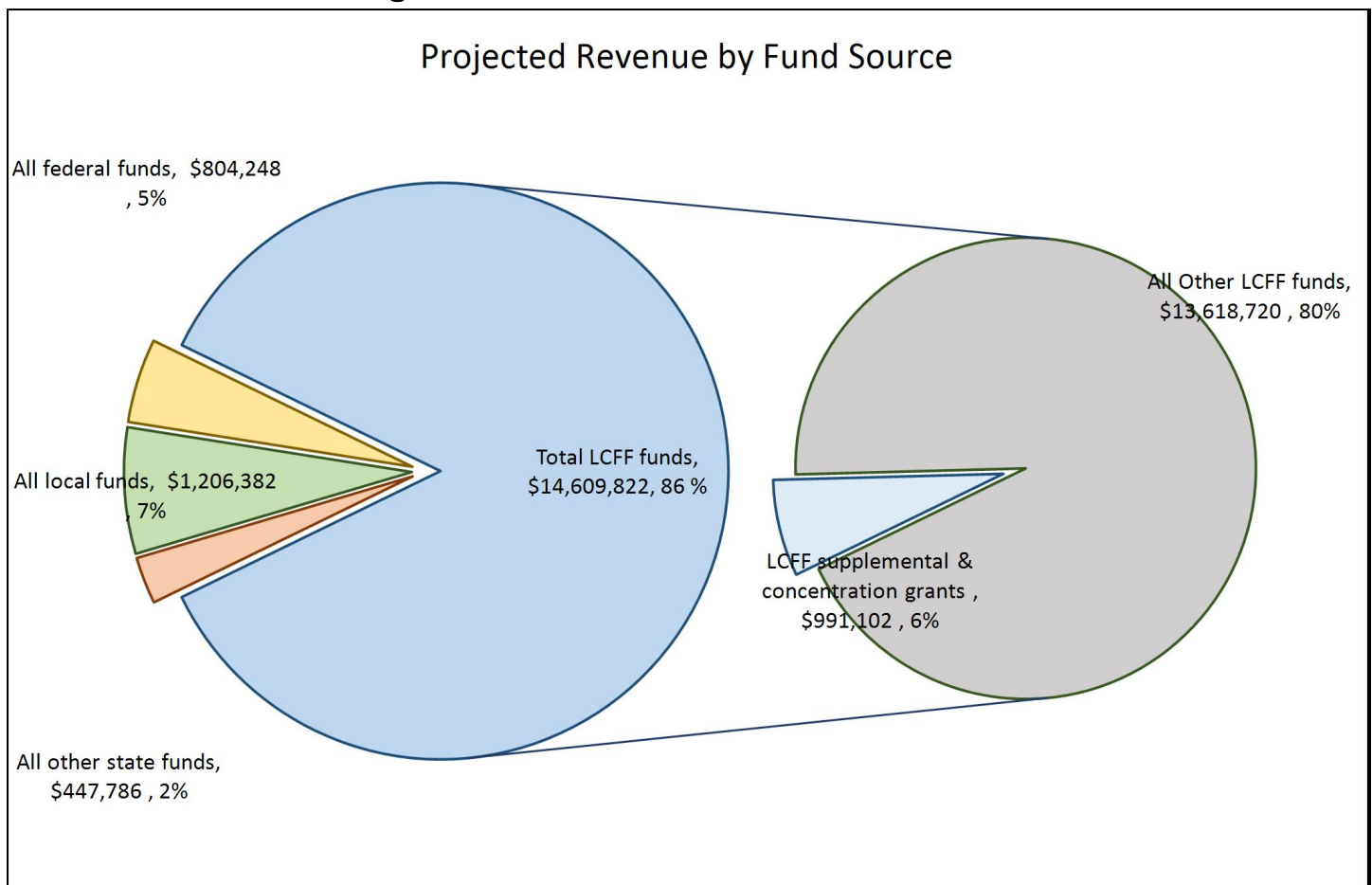
CDS Code: 1075275

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Melissa Ireland, Superintendent

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

## Budget Overview for the 2019-20 LCAP Year

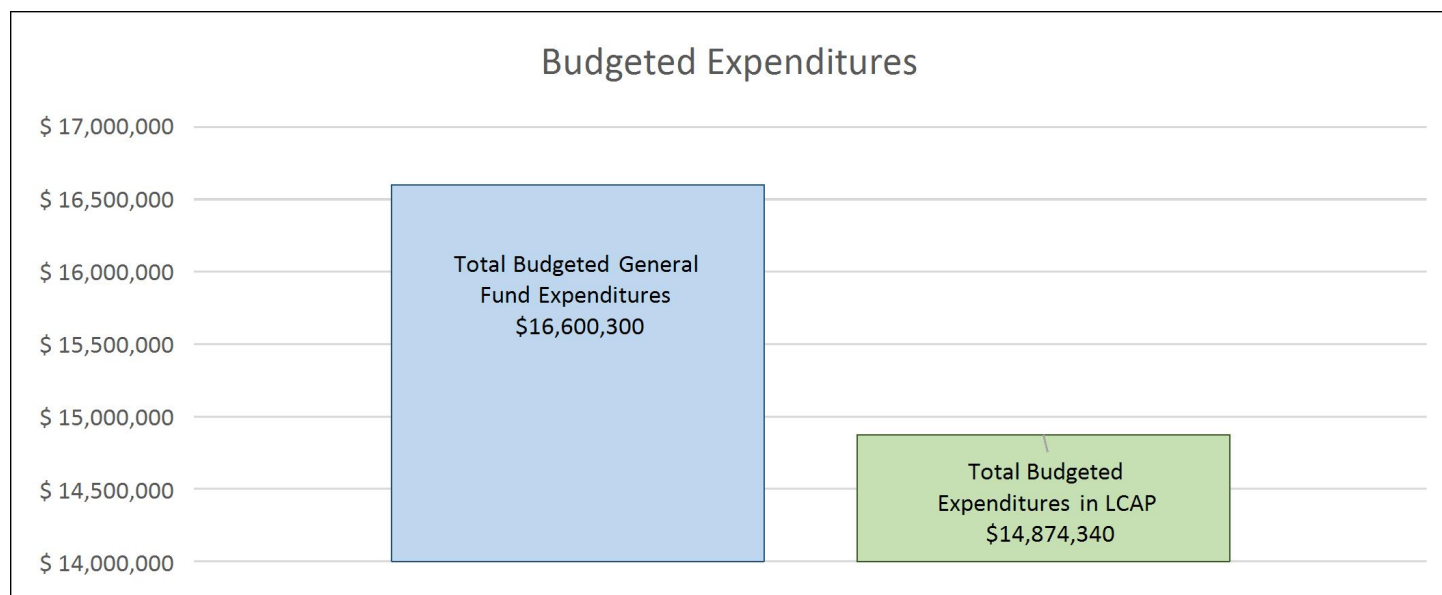


This chart shows the total general purpose revenue Sierra Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sierra Unified School District is \$17,068,238, of which \$14,609,822 is Local Control Funding Formula (LCFF), \$447,786 is other state funds, \$1,206,382 is local funds, and \$804,248 is federal funds. Of the \$14,609,822 in LCFF Funds, \$991,102 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sierra Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sierra Unified School District plans to spend \$16,600,300 for the 2019-20 school year. Of that amount, \$14,874,340 is tied to actions/services in the LCAP and \$1,725,960 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

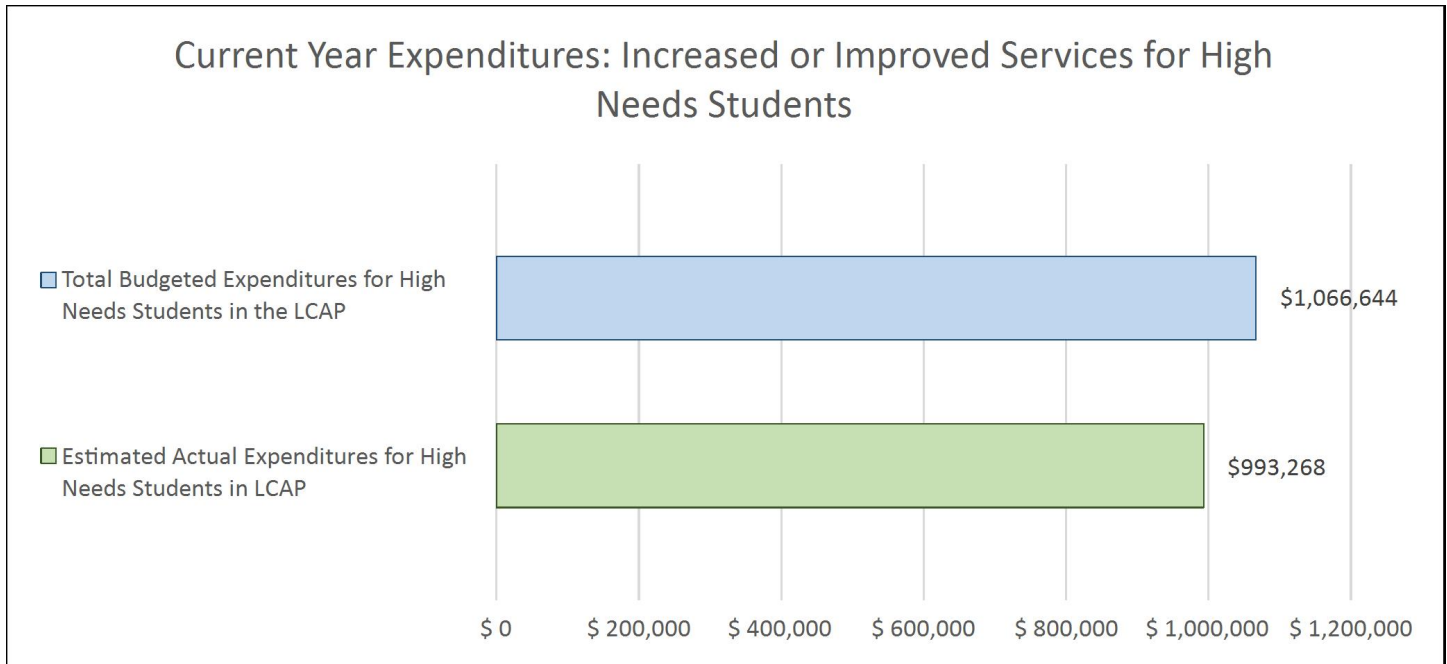
Federal funds (\$465,911), State Special Ed (\$816,421), Indian Ed (\$77,718), Ponderosa Day Care (\$89,575), Ag Incentive (\$16,208), Retiree health (\$143,040), Cafeteria transfer (\$71,207), CTEIG (\$56,542), Capital Outlay fund transfer (\$50,000).

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sierra Unified School District is projecting it will receive \$991,102 based on the enrollment of foster youth, English learner, and low-income students. Sierra Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sierra Unified School District plans to spend \$1,118,385 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Sierra Unified School District's LCAP budgeted \$1066644 for planned actions to increase or improve services for high needs students. Sierra Unified School District estimates that it will actually spend \$993268 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-73,376 had the following impact on Sierra Unified School District's ability to increase or improve services for high needs students: Extended school year was still in the planning stages, so we only spent \$20,000 of the \$60,595 originally budgeted. Office hours were budgeted at \$36,000 and were only \$16,000. Both items are still needed and will be fully implemented in 2019-20.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sierra Unified School District

Contact Name and Title

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Superintendent

Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Sierra Unified School District (SUSD), located in eastern Fresno County, serves 1271 students in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the foothills. The District covers a large region, approximately 3,000 square miles. More than half of the residents in the community are older than 55 years of age. While in the past, the community population was very stable, in recent years we have witnessed an increase in mobility rates. There are three American Indian Rancherias located within the District: Table Mountain Rancheria, Big Sandy Rancheria, and Cold Springs Rancheria. There are three distinct school campuses within the District. The District is made up of Foothill Elementary School (grades TK-6); Sierra Junior High School (grades 7-8); Sierra High School (grades 9-12); and an Alternative Education Center (grades TK-12). The Alternative Education Center includes: Sandy Bluffs Continuation High School, Sandy Bluffs Independent Study, Lodge Pole Independent Study, and Oak Meadow Community Day School. Sierra Junior and Senior High Schools share staff and are housed together on the Sierra campus. The District's student enrollment includes: 65% White, 14% Hispanic, 17% American Indian and 4% other student groups. Within Sierra Unified attendance area there are also two Thompson Districts consisting of students from grades TK-8). At grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School. The student population includes 48.31% Socioeconomically Disadvantaged, 12.11% Students With Disabilities, 0.79% English Learners, and less than 2.36% Homeless and Foster Youth. The vision of Sierra Unified is to be an exemplary student-focused school district that is highly regarded for the competence and character of our students, the rich connection to our mountain community, and the excellence of our people, programs, and learning environment. The achievement of this vision is facilitated by the District's mission to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.



# LCAP Highlights

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

The key features of the 2019-20 LCAP reflect strategies aimed to address areas in which expected outcomes were not met. The areas that did not meet the expected annual outcomes can be broadly stated as less than expected student achievement on CAASPP in mathematics and language arts, little growth in the percentage of students prepared for college and less than expected improvement in students' regular school attendance. Rather attention will be given toward refining and more deeply implementing services funded in years past.

Mathematics curriculum review at the secondary level was initiated in the summer of 2018 and will continue over the next two summers. In the summer of 2019, grade 6 curriculum will be added to the review in order to provide a more cohesive continuum of instructional delivery of mathematics curriculum to students. This work will continue over the next two-to three summers to ensure consistent instructional strategies and closer alignment to the California Standards and SBAC claims. The work completed during the summer of 2018 focused on courses and standards taught in grades 7-8 and the work in the summer of 2019 will reach down to grade 6 and upward into grade 11. The collaborative effort will include all math teachers with students in grades 6 through 12 to ensure consensus on essential elements of instruction and practice.

The number of students who have the option to choose a university upon graduation from Sierra Unified is improving but still below the state average, as is the percentage of students who access advanced coursework and who take the SAT college entrance assessment. The following strategies will be employed to address the academic culture and increase opportunities for students.

- An extended day program will be implemented in grades 4-8
- Office hours and tutoring sessions will be offered in grades 7-12
- Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students
- All students will participate in PSAT in grade 8, in addition to grade 10, and the results will be reviewed with each student
- Teachers of advanced placement courses will receive training and will conduct study/review sessions in addition to the instructional time spent in class
- An SAT preparation short course will be offered
- Dual Enrollment courses will be offered within the District
- CTE pathways will continued to be revised for alignment with state and industry standards

While progress is being made toward improved student attendance, more can and will be done to address issues of school culture, safety, and engagement

- Increase in mental health services
- Improve parent engagement through implementation of a district communication plan
- Increase parent outreach and education related to the importance of school attendance and Parenting the Positive Discipline Way
- All teachers and instructional support personnel will continue to receive intensive training in Positive Discipline in the Classroom

## Review of Performance

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

## Greatest Progress

### California School Dashboard

Each performance category on the equity and status and change report is represented by a color. Blue and Green are performance targets. Yellow indicates an area near the target. Orange and Red are areas where substantial work needs to be done.

### Sierra Unified Equity Report

Green (High) - Suspension Rate (K-12)

Blue (Very High) - English Language Arts (7-8)

Green (High) - Math (7-8)

### Alternative Discipline Methods

The District continued training 100% of its teachers in the practices of Positive Discipline in the 2018-2019 school year. This training was extended to instructional aides on all campuses as we move toward a trauma informed instructional environment for all students in all schools. The suspension rate (K-12) declined, for a second year, 1.3% overall with all student groups (Hispanic group maintained) realizing a decline.

Sierra Unified Equity Report indicates that the Suspension indicator for foster youth is orange and Native American indicator is yellow. Both groups moved up from a Red indicator. The foster youth group is a small population of 27 students that realized an 11.3% decline in suspensions in the 2017-18 school year; Native American student group continued to decline in this year 4.3% at the District level, but most impressively at Sierra High School where the group achieved an 11.8% decline. The District allocated financial resources to provide mental health support services to students and training to staff. This training and support was provided by a 4 licensed family and marriage therapists provided through a partnership with Fresno County Superintendent of Schools. Moving forward into the 2019-20 school-year, the District is committed to continue training of new staff members in the area of Positive Discipline.

### Academic Achievement

Sierra Junior High School moved from Yellow (Medium) in the area of English Language Arts to Blue (Very High) in the 2017-18 school-year rating 22.6 points above the standard. As a school, student achievement increased 31.2 points over 2016-17 achievement levels. Teachers and students are in their third year of adoption, using McGraw-Hill's Study Sync curriculum for 7th and 8th grade. All student groups made significant achievement as well, ranging from 21.1 points to 48 points of growth. Students with Disabilities realized the most significant increase in achievement. Core curriculum teachers and special education teachers collaborate regularly, during Professional Learning Community times regarding meeting the needs of all students and working toward those individual goals. Many students have access to the regular curriculum and are provided additional support to make achievements.

In the area of Math, Sierra Junior High School increased achievement by 21.1 points to reach the Green level (High). All student groups showed improvement for a second year.

Students with Disabilities demonstrated the most growth realizing 58.9 points of growth cutting their distance from standard measurement in half. Native American students grew 41.3 points, and Low

Income students grew 39 points achieving Yellow (Medium) rating. Much like the English Language Arts program, classroom teachers and special education teachers collaborate and work together to close achievement gaps through direct instruction and targeting gaps through the use of IXL a computer-based math program to assist with skill building.

The District student chronic absenteeism rate in 2017-18 was 13.02% overall, a decline of 7.88%. The American Indian student group was 20.93%, realizing a 17.57% decline in absenteeism. District allocated financial resources to provide mental health support services were used to help address this need. The District SARB will continue to function and refine its practices as we work to decline the rate of chronic absenteeism in our youth.

#### Parent Education

Parent University provided instruction and development of Positive Discipline at home, applying similar techniques to what is used in the classroom and on school grounds to develop positive change in children's behavior.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Sierra Unified Equity Report Indicated:

Stakeholder Input: 15 local area stakeholder input meetings were held throughout the foothill and mountain area of our District. Through these visits we heard from our stakeholders that there were 2 main areas for us to address as a district; engagement of students at all levels and academic counseling that includes the families input.

Engagement: Parents and families are seeking more opportunities for student engagement before, during and after school in meaningful ways that connect students to school. During the 2018-19 school year, the school sites provided limited opportunities for students to participate in clubs, academic support and tutoring. As the year progressed, the offerings grew, as did the attendance in the activities. The need lies in meeting the students where they are academically, socially and emotionally during times outside of instruction. The District is committed to providing a late bus (leaving Sierra High School at 5:00 pm) Monday-Thursday each week for students in need of after-school transportation. Within this document, the District has provided financially for the growth and development of these engagement activities, including a After-School Program Director.

Counseling: Academic counseling was expressed as a need by our stakeholders in 2017-18 and addressed in the 2018-2019 LCAP. However, this action was not attended to in the 2018-2019 year, but its importance to the community and stakeholders as well as the future of our students is a driving force that will not allow us to simply walk away from the need. In the 2019-20 school year, a plan to reorganize the counseling department's structure and time when students are met with will be implemented at the start of school to initially address this need.

Math (3-8 and 11) overall performance indicator is Orange. The District is in year 2 of implementation of a CA State Standard aligned mathematics curriculum in grades K-6. Professional development was provided that focused on Math Solutions for the elementary grades. In grades 7-12, the math curriculum and instructional practices were reviewed and revised over the summer to improve alignment, rigor, and access. This work will continue again this coming summer with the addition of 6th grade joining in the deliberate work to get math instruction to the students. The Math Department Chairperson, along with District and Site administration will be attending CAASPP Training workshops to learn how to interpret the assessment outcome data and build student capacity toward meeting District and State targets. The District will continue to refine the 12-week curriculum embedded formative assessments to meet alignment changes in curriculum maps and lesson delivery to monitor student progress toward meeting state standards. Teachers will continue to work in professional learning communities (PLCs) to refine mathematics instruction and curriculum implementation. Additionally, Sierra Unified has been awarded the California Statewide Early Math Initiative Grant to focus on math skill development in preschool through 3rd grade. This year-long grant will provide training to 3 staff members to become trainers who will develop and deliver to district personnel involved in early education (Preschool-3rd grade) professional development and coaching sessions. The expectation will be outcomes that provide a strong math foundation to support further learning and development of math skill.

English-Language Arts (3-8, 11) overall performance indicator is Orange. Two student groups are marked in the Orange indicator, however Students with Disabilities increased their performance by 16.6 points. The same is true of student groups in the Yellow and Green indicators; each student group identified and measured showed growth. The District is in year 3 of implementation of CA State Standard aligned English/Language Arts curriculum in grades K-12. The District will continue to develop and align the 12-week curriculum-embedded formative assessments with development and refinement of updated curriculum maps. Work is scheduled to begin on vertical alignment of writing instruction in grades 6-8 in the coming school year. In addition, professional development is to be offered in critical reading of informational text, and refreshing teacher knowledge and skill implementing the currently used curriculum in grades 7-12.

The District's College Readiness indicators continue to be low, measuring Orange on the California Dashboard. The percentage of students who participate in the SAT, Advanced Placement courses and pass rate for AP exams, and the completion of A-G requirements have seen improvement, but remain an area of need. Several measures that the District continues to work to implement to improve performance in these areas include, Office hours/tutorial support and student preparation sessions for SAT and AP exams. The PSAT was offered to 8th graders in 2018-19 and the results of both the 8th and 10th PSAT will be analyzed in a student/staff meeting to inform staff in academic course planning. Following a restructuring of the counseling department, the academic counseling plan continues to be that a counseling session will be held with every 7th and 9th grade student and his/her parent(s) to create a four-year educational plan. Evidence of progress on these plans will be demonstrated in increased participation rates, feedback from stakeholders regarding the effects of academic counseling and the office hours schedule/attendance.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

The Suspension indicator, while showing great improvement from yellow to Green in 2017-18, indicates a gap in the overall indicator and foster youth. Sierra Unified improved suspension rate to 3.8% overall in the District, showing improvement by nearly all student groups. District wide, our foster youth while improving to an orange rating due to an 11.3% decrease in occurrences of suspensions continues to show a high rate of suspension 14.8%. Sierra Unified continues to address social-emotional behavior on campuses throughout the district by providing therapists who are able to address individual and group needs, provide support and development of coping strategies of self-regulation and recognizing patterns of behavior. The continued work to address these specific student behaviors and maintaining a safe and secure learning environment should lead to declining rates of suspension. Foothill Elementary shows a higher rate of suspension overall when compared to the District, rating orange. The District will continue to provide supports mentioned above to assist in addressing the needs of students at Foothill.

## Comprehensive Support and Improvement

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

### Schools Identified

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

We don't have any schools identified for Comprehensive Support and Improvement (CSI).

### Support for Identified Schools

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

We don't have any schools identified for Comprehensive Support and Improvement (CSI).

### Monitoring and Evaluating Effectiveness

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

We don't have any schools identified for Comprehensive Support and Improvement (CSI).

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1. Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.

### 18-19

1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.

### Baseline

1. 2015-16 100% properly credentialed with no mis-assignments or vacancies.

### Metric/Indicator

2. State Standardized Assessments measured by Math and ELA CAASPP scores distance from Level 3.

### 18-19

2. 2017-2018 CAASPP Scores for all students will improve to ELA = -10 points from Level 3

Actual

Met: 100% of all teachers are properly credentialed with no misassignments or vacancies.

2017-2018 CAASPP scores (distance from Level 3)

Met: ELA - Average Distance from Level 3 = -6.7

|          |      |                             |
|----------|------|-----------------------------|
| White    | +3.4 | (9.7 points above Level 3)  |
| Native   | -3.2 | (54 points below Level 3)   |
| Hispanic | +9.7 | (15.1 points below Level 3) |



## Expected

Math = -33 points from Level 3

Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more.

### Baseline

2. 2015-16 CAASPP scores:

ELA = -23 points from Level 3

Math = -40 points from Level 3

### Metric/Indicator

3. Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials."

### 18-19

3. Sufficient core instructional materials as measured by September 2018 board resolution of "Sufficiency of Instructional Materials."

### Baseline

3. Sufficient core instructional materials as measured by September 2016 board resolution on ""Sufficiency of Instructional Materials."

### Metric/Indicator

4. Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing.

### 18-19

4. 2017-2018 Physical Fitness Testing as measured by percent above state average:

5th = +10 or more

7th = +10 or more

9th = +5

### Baseline

4. 2015-16 Physical Fitness Testing as measured by percent above state average:

5th = +29

7th = +24

9th = +5

### Metric/Indicator

5. State Standards Implemented as measured by the State Reflection Tool.

## Actual

Low Income +7.9 (30.3 points below Level 3)

Students with Disabilities +16.6 (107.1 points below Level 3)

NOT Met: Math - Average Distance from Level 3 = -38.5

White +8.8 (21.4 points below Level 3)

Native -4.2 (76.1 points below Level 3)

Hispanic -11.9 (11.9 points below Level 3)

Low Income +/- 2 (65.2 points below Level 3)

Students with Disabilities +/-2 (134.2 points below Level 3)

Met: Sierra Unified School District Board of Trustees passed Resolution #04-18/19 declaration, "Sufficiency of Instructional Materials" at September 2018 meeting.

Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing (5 of 6 standards)

Met: 5th Grade-78.1% (31.2% above State average)

Met: 7th Grade-63.5% (53.3% above State average)

Not Met: 9th Grade: 62.7% (4.8% above State average)

Met: Full Implementation of Standards scored a 4.6 as measured by the State Reflection Tool.



Expected

Actual

**18-19**

5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.25 or higher.

**Baseline**

5.2016-2017 Self-Reflection Tool for Implementation of State Academic Standards (on a 5 point scale) = 3.5

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                    |
|--|--|---|---|
| 1. Ensure properly credentialed teachers, with no misassignments or vacancies. | 1. 100% of all teachers were properly credentialed. There were no misassignments or vacancies. | Personnel LCFF \$5,807,870  | Personnel LCFF \$6,026,926  |
|  |  | 4000-4999: Books And Supplies LCFF \$194,500                        | 4000-4999: Books And Supplies LCFF \$92,486                         |
|  |  | 5000-5999: Services And Other Operating Expenditures LCFF \$295,093 | 5000-5999: Services And Other Operating Expenditures LCFF \$317,024 |
|  |  | 6000-6999: Capital Outlay \$0                                       | 6000-6999: Capital Outlay LCFF \$102,014                            |

**Action 2**

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                     | Estimated Actual<br>Expenditures               |
|--|--|--|--|
| 2. Provide standards-aligned, district/state approved instructional materials. | 2. Year 3 of implementation of CA approved English Language Arts curriculum in grades TK-11. World of Wonders (TK), Wonders (K-6) and Study Sync (7-11) are utilized as published by McGraw-Hill. Grade 12 utilizes the Expository Reading and Writing Curriculum (ERWC), a curriculum developed | 4000-4999: Books And Supplies LCFF \$167,850 | 4000-4999: Books And Supplies LCFF \$145,450   |
|  |  |  | 4000-4999: Books And Supplies Lottery \$75,868 |

by the California State University System. Year 2 of implementation of CA approved math curriculum in grades K-6. CA Go Math was selected. Year 1 of implementation of History-Social Science curriculum in Grades 7-12. Impact! published by McGraw-Hill was adopted for the 2018-19 school year. Grade 6 is in a pilot year with the same program.

### Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|---|---|---|
| 3. Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade level. This will be accomplished utilizing additional contract days and weekly late start time for the development of professional learning communities. It is expected that by building teacher capacity in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth in performance on Math and ELA CAASPP assessments. | 3. Providing for on-going professional development/learning through the use of non-student, teacher contract days and Late Start Mondays (September 10-April 29) in the following areas:<br>*Positive Discipline Training<br>*Math Solutions Training<br>*Google Suite and Google Classroom Training<br>*Verbal Deescalation Training<br>*CA Assessment of Student Performance and Progress (CAASPP) Interim Assessments, Testing Procedures<br>*CA Online Library Training - introduction to components and use of resources<br>*English Language Arts and Math Curriculum Mapping<br>*Review of Student Data from District Learning Assessments | 1000-1999: Certificated Personnel Salaries LCFF \$60,373<br><br>5000-5999: Services And Other Operating Expenditures LCFF \$1,900 | 1000-1999: Certificated Personnel Salaries LCFF \$64,828<br><br>5000-5999: Services And Other Operating Expenditures LCFF \$2,300 |

## Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                      |
|---|---|---|---|
| 4. Utilize curriculum embedded District Learning Assessments in ELA and math to monitor student mastery of standards and guide instruction as needed to support student growth and close the achievement gap between all students and all student groups. | 4. District Learning Assessments (DLAs) were administered in ELA and Math once every 12 weeks in Grades K-12. Teachers utilized the data from these assessments to adjust instruction and provide support to students based on DLA results in order to close the achievement gap between all students and all student groups. | 5000-5999: Services And Other Operating Expenditures LCFF<br>\$25,984 | 5000-5999: Services And Other Operating Expenditures LCFF<br>\$25,984 |

## Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                                   | Estimated Actual<br>Expenditures                           |
|--|--|--|--|
| 5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training and support through coaching via the Academic Coach for grades 7-12 and the Director of Education Services. It is the expectation that by providing instructional support through an Academic Coach and the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve. | 5. Instructional support through academic coaching in Grades 7-12 and curriculum implementation and mapping support through the Director of Education Services were provided to further student learning and build teacher capacity in differentiating instruction to reach unduplicated student groups. | Personnel LCFF \$209,943<br><br>Personnel Title I \$32,782 | Personnel LCFF \$140,739<br><br>Personnel Title I \$65,538 |

## Action 6

| Planned<br>Actions/Services                            | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| 6. Unduplicated pupils demonstrate the lowest academic | 6. Extended-Day was developing its implementation at grades 4-8 to | Personnel LCFF 60,595    | Personnel LCFF \$20,000          |

performance on CAASPP assessments and dialogue with these students often reveals that they may be less likely to have a structured home environment for study and generally feel less connected to school (higher rates of chronic absenteeism). This will be addressed by providing an extended school day program during which students will have the opportunity to participate in academic inspired clubs and activities as well as receive academic support.

provide an opportunity for unduplicated pupils to participate in academic inspired clubs and activities as well as receive academic support. To ensure availability of transportation, students were able to use the Late Bus that departs Sierra High School at 5:00 pm. Students participated in activities like Garden Club, Book Club, Kids Create Club, Guitar Club, Spelling Bee Club, Pine Needle Festival Club to name a few in grades 4-6. At Sierra Jr./Sr. High School, students in grades 7-12 have opportunities such as MakerSpace, Robotics, FFA, Athletics, Music/Band, Drama and academic support to participate in.

**Action 7**

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures |
|--|---|----------------------------|----------------------------------|
| 7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, the math program at the secondary level will undergo extensive review and re-development toward a more engaging and accessible model. | 7. The Math Department at the secondary level actively participated in summer work to review and re-develop their program 7-12. Focusing on Essential Targets and Claims outlined in CAASPP, the team worked to align and redesign curriculum maps, benchmark assessments, unit assessments, reteach/review material for grades 7-9. In the second semester, the team met to outline an accelerated path of academic math coursework for students at the end of their 7th grade year to accelerate to Math 1 based on multiple-measures. Both | Personnel Title I \$15,000 | Personnel Title I \$13,000       |

paths are leading toward making the curriculum accessible and engaging for students.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were implemented as stated for items 1, 2, 3, 4, and 5.

Action 6: While progress was made toward implementing and extended school day program, there is much more work to do toward full implementation. At the elementary level, after school club offerings were expanded but no academic support nor academic extension activities were provided. At the junior high level, some after school tutoring/support opportunities were provided and one after school club was added. This action was only partially implemented.

Action 7: In the summer of 2018, the Sierra High math department worked together to review and revise the math curriculum in grades 7-12. At the end of the summer work, the team completed revisions in grades 7 and 8.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District fully achieved 3 of the 5 Expected Annual Measurable Outcomes (EAMO) and made progress toward the remaining 2 EAMOs.

1. EAMO 1 was achieved with the District providing a teaching staff that is 100% properly credentialed with no misassignments or vacancies.

2. EAMO 2 an improvement of 5 points in the average distance from Performance Level 3 on the ELA and Math CAASPP was achieved in ELA, but not in Math. Average ELA scaled scores improved by 6.8 points, 1.8 points above the expected outcome. Growth in 2017 Math CAASPP was maintained overall when compared with the previous year.

The District is in Year 3 of implementation of new State adopted ELA instructional materials in TK-11 and Year 2 of curriculum development of new State adopted Math instructional materials in K-6. The District continues to refine and review the District Learning Assessments to evaluate student learning every 12 weeks as a way to monitor progress and provide support. Teachers in Grades 3-12 are implementing the use of Interim Assessment Blocks (IABs) to provide familiarity and practice with state assessment-like rigor and structure. Professional Learning Community work will continue in the review of outcomes in local and state assessments, alignment and rigor of standards in Math and English/Language Arts curriculum and instruction.

3. EAMO 3 for adequate instructional materials was achieved. The Board certified, in September, that access to standards-aligned instructional materials was met. There were no Williams Act complaints.
4. EAMO 4 Grades 5 and 7 exceeded the goal of 10% over the state average; Grade 5 completed 5 of 6 standards at a rate 31.2% above state average, Grade 7 completed the standard at 53.3% above the state average. Grade 9 fell short and did not meet the goal of 5% above state average by just 0.2%. Physical Education teachers continue to review outcomes and improve their instructional practices focusing on fitness of students.
5. EAMO 5 (Implementation of CA State Standards) was achieved; scoring 4.6 on the scale, exceeding the stated goal. Full implementation of ELA and Math curriculum, the initial implementation of Social Studies and Science (NGSS) have moved us toward our ability to achieve this goal

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A salary increase of 3.5%-4% was added to all salaries. Lottery funds of \$75,868 will be spent for Action 2 in 18-19. Extended school day (Action 6) is still in the planning stages, so we will only spend \$20,000 of the \$60,595 originally budgeted. Funding for the Director of Curriculum and Instruction was changed to be paid 75% through Title I and 25% through LCFF.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made to Goal 1

No changes made to EAMOs for Goal 1

The following changes were made to the Actions/Services for Goal 1

Action 3: Additional funding will be added to build capacity and improve instructional delivery model and services for students with disabilities by providing additional training and release time for teachers who work primarily with students with disabilities.

Action 5: Beginning in August 2019, all services will be delivered by the Director of Educational Services. The Academic Coach position has been eliminated.

Action 6: Beginning in August of 2019 an after school program coordinator will be added to oversee the development and implementation of the after school/extended day program in grades 4 - 8. The addition of the program coordinator is intended to guide the development and addition of engagement activities such as clubs and organizations. This individual will also recruit and oversee certificated teachers to provide academic support for students after school. The after school program coordinator will gather data and monitor academic and social progress of students involved in the program.

Action 7: In the summer of 2019, grade 6 teachers and the Director of Education Services will also be involved in the review and revision of the math instruction and curriculum.

Action Added:

Action 8: Provide an additional halftime teacher for learning support in the alternative education program.



# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1. Percentage of students successfully completing A-G requirements for college entrance

### 18-19

1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2017-2018. Students not meeting the state average completion rate will improve by 5% or more.

Actual

Successful completion of A-G requirements for college entrance compared to State average.

2017-2018

Met: All Students - Sierra Unified = 46.2%; State = 41%

Met: White- Sierra Unified = 81.6%; State = 47.5%

Not Met: Native American - Sierra Unified = 12%; State = 23%

Not Met: Hispanic - Sierra Unified = 4%; State = 34.3%

Not Met: Socio-Economically Disadvantaged - Sierra Unified = 18%; State = 33.4%

(2016-2017): Sierra Unified = 40.5%; State = 46.8%

White - Sierra Unified = 44.6%; State = 52.1%

Native American - Sierra Unified = 14.3%; State 28.6%

Hispanic - Sierra Unified = 41.7%; State 39.4%

Socio-Economically Disadvantaged - Sierra Unified = 21.9%; State = 38.5%

## Expected

### Baseline

1. All students meeting A-G requirements:  
2015-2016 = 43.9%

White = 50.0%

Native American = 7.1%

Hispanic = 43.8%

Socio-Economically Disadvantaged = 20.8%

Please note: Student group data was added to the baseline data for clarity in demonstrating whether or not all students and each student group met the Expected Annual Measurable Outcome (EAMO).

### Metric/Indicator

2. Board adoption of a SUSD Career-Technical Education Plan

#### 18-19

2. Implementation and review of the SUSD Career-Technical Education Plan yearly tasks; 2018-19 Plan goals met

### Baseline

2. Career-Technical Education Plan is currently under development and has not yet been approved by the governing board.

### Metric/Indicator

3. English Learner reclassification rate

#### 18-19

3. English Learner reclassification rate:  
2017-18 = 20% or higher.

### Baseline

3. English Learner reclassification rate:  
2016-2017 = 26%.

### Metric/Indicator

## Actual

### Met:

- 9th Grade Career Exploration/Financial Literacy added to elective course schedule
- Partnered with Clovis Community College and Reedley College to offer students dual enrollment and pathway options
- Community partners with Messer Logging, Southern California Edison to provide resources for Career Tech Education
- Renovated Beef Barn exterior and arena, built new sheep enclosure, continued general farm clean-up,
- Reedley College site visit conducted to assess quality of facilities necessary for student achievement in pathway courses

Not Met: 15.4% of English Learners were reclassified in 2018-19 .

2017-18 ELPAC Results using Scaled Score Ranges

## Expected

4. English Learner academic progress as measured by state assessment Scaled Scores.

### 18-19

4. Improve by 5 points, the average distance from performance level 3 in each category of the ELPAC assessment; Overall, Oral Language, and Written Language.

### Baseline

4. English Learner academic progress as measured by State Assessment Scaled Scores:

2017 Scores:

CELDT = 512

Comprehension = 505

Listening = 509

Reading = 501

Speaking = 538

Writing = 479

### Metric/Indicator

5. High School graduation rate

### 18-19

5. High school graduation rate:

2017-2018 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.

### Baseline

5. High school graduation rate:

2015-2016:

All Students = 93.4%

White = 96.4%

Native American = 93.3%

Hispanic = 84.2%

Low Income = 90.5%

Students with Disabilities = 58.3%

### Metric/Indicator

## Actual

| Grade | Oral Language | Written Language | Overall    |
|-------|---------------|------------------|------------|
| K     | 4.0 (1490)    | 3.0 (1460)       | 4.0 (1481) |
| 1     | 3.5 (1487)    | 2.0 (1436)       | 3.0 (1462) |
| 2     | 4.0 (1522)    | 2.0 (1478)       | 3.0 (1500) |
| 4     | 3.0 (1500)    | 2.0 (1497)       | 2.5 (1496) |
| 5     | 3.5 (1505)    | 2.5 (1524)       | 3.0 (1514) |
| 11-12 | 3.0 (1514)    | 1.5 (1531)       | 1.5 (1522) |

In anticipation of how the outcome information was going to be reported, and the smallness of our population of EL students, Sierra Unified is unable to report the data as presented in the metric.

Using the Summative ELPAC scale score ranges, all Grades achieved an average of Level 3 or better in the Oral Language assessment. Grade 2 is within 5 points the distance from Level 3 in written language and all grade-levels average a Level 3 or are within 5 points the distance from Level 3 (Grade 4) with the exception of Grades 11-12.

### Graduation Rate 2017-2018

Met: All Students = 93.3%

Met: White = 94.9%

Met: Native American = 94.7%

Not Met: Hispanic = 83.3%

Not Met: Low Income = 87.9%

Not Met: Students with Disabilities = 65%

Student groups not meeting the 93% target successfully met the district's growth target of 5% or more. Hispanic, Low Income and Students with Disabilities had negative growth as reported on the CA Dashboard.

### SAT Participation Rate of 2018 Graduates

## Expected

### 6. Percentage of students taking SAT and SAT performance

#### 18-19

6. SAT participation rate:

2017-2018

All students = 45%

Student groups not meeting the 45% target will improve by 5% or more.

Average SAT scores in 2018

Reading/Writing = 582

Math = 558

Benchmarks met = 67.5%

#### Baseline

6. SAT participation rate:

2015-2016

All students = 51%

White = 68.2%

Native American = 13.3%

Hispanic = 63.2%

Low Income = 33.3%

Average SAT scores in 2016

Reading/Writing = 572

Math = 548

Benchmarks met = 64.6%

#### Metric/Indicator

7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam

#### 18-19

7. Percentage of students taking 1 or more AP course(s):

2018-2019

All students = 24%

Student groups not meeting enrollment rate of 24% will increase rate by 5% or more.

Percentage scoring 3, 4 or 5

2017-2018 = 53%.

#### Baseline

7. Percentage of students taking 1 or more AP course(s)

## Actual

Met: All Students = 48%

Met: White = 78%

Met: Native American = 16%

Not Met: Hispanic = 2%

Met: Low Income = 29%

New data: Students with Disabilities = 8%

Not Met: SAT Performance Outcomes 2018 as reported by Data Quest

Reading/Writing = 576

Math = 555

Benchmarks met = 77.5% (Math = 71.43%, ELA = 83.6%)

Met: Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement course

2018-19 All Students = 34%

Met: White = 27%

Not Met: Native American = 5%

Not Met: Hispanic = 0.09%

Not Met: Low Income = 7%

New Data: Students with Disabilities = 0.09%

Met: 2017-18; 59% percent of participating students scoring a 3, 4 or 5 on an AP assessment

## Expected

2016-2017  
All students = 22.2%  
White = 26.1%  
Native = 22.2%  
Hispanic = 6.4%  
Low Income = 7.5%

Percentage scoring 3, 4 or 5  
2015-2016 = 49.1%.

### Metric/Indicator

8. Career-Technical Education pathway completion rate

#### 18-19

8. The CTE pathway completion rate for all students and all student groups will meet or exceed 45%. Student groups not meeting the 45% completion rate will increase by 5% or more. The calculation of the percentage of CTE pathway completers will be achieved by dividing the number of graduating senior who have completed one or more CTE pathways divided by the number of graduating seniors overall and for each student group.

#### Baseline

8. The CTE pathway completion rate:  
2015-2016  
All students = 46%  
White = 44%  
Native American = 59%  
Hispanic = 50%  
Low Income = 46%  
Students with Disabilities = 43%

### Metric/Indicator

9. Percentage of students classified as college ready on math and language arts by scoring 4 on the CAASPP grade 11 assessment

#### 18-19

9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2017-2018 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.

#### Baseline

## Actual

The CTE pathway completion rate for graduating seniors in 2017-2018; using local data:

Not Met: All graduating seniors = 25% (2016-17; 51.1%)

Met: White = 78% (2016-17; 54.4%)

Not Met: Native American = 11% (2016-17; 63.6%)

Not Met: Hispanic = 7% (2016-17; 27.3%)

Met: Low Income = 26% (2016-17; 20%)

Not Met: Students with Disabilities = 11% (2016-17; 33%)

The college ready rate as measured by EAP (Exceeds Standards on CAASPP) for 2017-2018; prior year performance is indicated in the brackets following current year data.

SUSD All Students  
Math = 10.59% (10%)  
ELA = 18.82% (30%)

State All Students  
Math = 12.89%  
ELA = 25.59%

White  
Math = 14.04% (8%)  
ELA = 22.81% (31%)

White  
Math = 18.79%  
ELA = 36.34%

## Expected

9. The college ready rate as measured by EAP:

2015-2016

All Students

Math = 12%

ELA = 26%

White

Math = 13%

ELA = 29%

Native American

Math = 10%

ELA = 7%

Hispanic

Math = 8%

ELA = 16%

Low Income

Math = 7%

ELA = 13%

### Metric/Indicator

10. Student access to a broad course of study as measured by schools' master schedules

### 18-19

10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.

### Baseline

10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.

### Metric/Indicator

11. The College and Career Index, indicating the percentage of graduating seniors who are prepared for college and/or career upon graduation from high school.

### 18-19

11. The College and Career Index will be 60% or higher.

The baseline data for 2016-17 was 57.1%

### Metric/Indicator

12. The percentage of graduates who enroll in one or more college courses through the Dual Enrollment program.

## Actual

Native American

Math = 26.67% (14%)

ELA = 40.0% (36%)

Native American

Math = 5.68%

ELA = 16.48%

Hispanic

Math = 0% (18%)

ELA = 16.67% (18%)

Hispanic

Math = 4.94%

ELA = 16.09%

Low Income

Math = 2.56% (0%)

ELA = 5.13% (17%)

Low Income

Math = 6.05%

ELA = 16.22%

Sierra High 11th graders in 2017-2018 overall did not meet or exceed the overall state average for college ready. Student groups, White, Native American, Hispanic made targeted growth in Math. In ELA, the Native American student group met the targeted growth.

Met: All students have access to a broad course of study as measured by the schools' master schedules. Students on moderate to severe scale of disability are provided opportunities to access courses in music and art within their daily schedules. Edgenuity online course options and the addition of Dual Enrollment and High School Enrichment opportunities with the local community colleges enhance opportunities to reach all student needs of credit recovery to acceleration of studies.

Not Met: College and Career Index for 2017-2018 indicates 45.5% of Sierra High School students are prepared for college and/or career upon graduation. Student Groups, too small of a population to report, do show signs of growth toward meeting this target.

Met: 17% of Sierra High School seniors are enrolled in or have completed at least one college course through the Dual Enrollment Program/High School Enrichment programs.

## Expected

### 18-19

12. The percentage of students participating in Dual Enrollment will be 10% of the graduating class.

This is a new educational opportunity; therefore, there is no baseline data available for 2017-18.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|---|---|---|
| 1. Provide online and blended learning opportunities for students in alternative education and for students in need of credit recovery in order to provide access to A-G courses. | Online and blended learning opportunities were provided for students needing to recover credits in order to provide access to A-G courses on alternative education and comprehensive school campuses. | Personnel LCFF \$65,025<br><br>4000-4999: Books And Supplies LCFF \$1,690 | Personnel LCFF \$65,100<br><br>4000-4999: Books And Supplies LCFF \$2,390 |

### Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures                                   | Estimated Actual<br>Expenditures       |
|--|---|--|--|
| 2. The unduplicated student population demonstrates a college requirement completion rate of less than half that for all students (20.8% for low income students, 43.9% for all students). To address this gap, additional counseling services and a Native American Mentor Coordinator are being provided to support improved academic and career education outcomes. The additional services | Services of counseling and a Native American Mentor Coordinator continue to be provided to support improved academic and career education outcomes. | Personnel LCFF \$231,867<br><br>Personnel Title I \$26,551 | LCFF \$240,217<br><br>Title I \$32,047 |



will allow early detection and support for students and result in an increase in the percentage of students meeting requirements for college admission and the completion of career pathways.



Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| 3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided through access and/or referral to additional support from certificated teachers during time structures that best suits the needs of the individual student. Tutoring and academic support will be provided through the implementation of teacher office hours before school, at lunch, and after school. This service will result in greater student access to a broad course of studies for students in grades 9-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses. (see also A/S # 12 for budget expenditure). | The secondary level of education began to implement before, during and after-school opportunities for students to access additional support from certificated teachers. Teachers are supporting student learning by making themselves available for tutoring or support work during student lunch periods and after school. Students staying after school for tutoring opportunities have access to late bus transportation from school to home Monday-Thursday each week. Students additionally had access to teachers for SAT prep and practice sessions to prepare for Advanced Placement tests. A digital program, IXL, continues to be available to all students as a way to practice and improve math skills within the classroom. | LCFF 0                   | LCFF 0                           |

Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures                              | Estimated Actual<br>Expenditures                       |
|--|---|---|--|
| 4. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap early, Sierra Unified will provide a targeted, systematic approach to learning intervention and support in grades TK-6 which will result in an increase in the percentage of unduplicated student populations taking honors and advanced placement courses at the secondary level. | A targeted, systematic approach to learning intervention and support continues to be in place for support TK-6. TK receives support provided by the TK teacher, Kindergarten experiences support by Response to Intervention (Rtl) staff through push-in services, while 1-6 grades receives support in a deployment model on individual student needs. Students are reassessed and evaluated on a 6-week rotation to be placed in the most appropriate space for the next 6-weeks of learning. | Personnel LCFF \$50,173<br>Personnel Title I \$95,476 | Personnel LCFF \$51,313<br>Personnel Title I \$109,638 |

## Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| 5. Develop and implement a structured program of inquiry based, advanced learning opportunities, available to a broad range of students, during the school day in grades 1-6. | LEAP Lab, an inquiry-based program, was introduced this year to 2-6 grade students to provide advanced learning opportunities within the Rtl deployment structure. Students are reassessed/reevaluated each 6-week period to assure as many students as possible are provided access to a broad course of study. | Personnel LCFF \$83,215  | Personnel LCFF \$86,135          |

## Action 6

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills was provided through the addition of Chromebooks in the classroom. Classroom sets are in grades 2-6, English Language Arts, Math, History Social Science, and Science. A small group set is in each K-1 classroom and special education classes. There is also a library cart and an additional cart available at Sierra Junior Senior High School.

Students are provided 1:1 Chromebook technology in classes on a daily basis in order to increase access and proficiency in 21st Century Learning Skills. A professional development day was provided prior to the start of the school year for teachers to refresh their skills with the Google Suite for Education, learn about digital portfolios (used in Celebration of Learning presentations Grades 7-8) and Google Classroom as a means of supporting teachers' use of instructional technology for students. Additionally, the presence of Chromebooks in classrooms assists students with access to History/Social Science curriculum in 7-12 grades and upcoming adoption of Science curriculum K-8 grades.

Personnel LCFF \$57,176

Personnel LCFF \$64,020

## Action 7

### Planned Actions/Services

7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.

### Actual Actions/Services

District pathways include: Agricultural Mechanics/Welding, Animal Science, Medical Careers leading students in an opportunity to participate in relevant career-technical education pathways based on employability, earning potential and student interest.

### Budgeted Expenditures

Personnel LCFF \$473,186

### Estimated Actual Expenditures

Personnel LCFF \$489,191

## Action 8

### Planned Actions/Services

8. Provide professional training, oversight of service delivery, and

### Actual Actions/Services

Sierra Unified included teachers and instructional aides to students

### Budgeted Expenditures

Personnel LCFF \$116,153

### Estimated Actual Expenditures

Personnel LCFF \$120,306

support, to teachers of students with disabilities (SWD) to increase student access to a broad course of study.

with disabilities access to training in Positive Discipline and curriculum planning. Targeted training was provided for general staff improvement in servicing this population of students in the following areas; performance improvement on state tests, awareness of changes in Special Education Student Information System and Compliance, knowledge of Least Restrictive Environment (identifying students as general education students first), direct student benefit and social emotional learning. Substitutes were provided during these times in addition to work done on non-student work days.

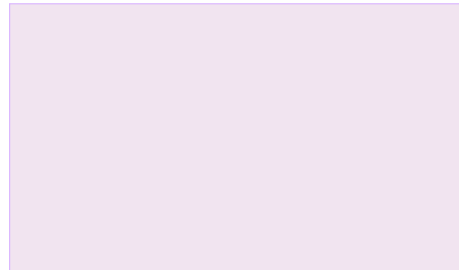
## Action 9

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| 9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access. | Instructional para-professionals continue to be provided to increase engagement and support for students with disabilities to maximize course access. | Personnel LCFF \$388,594 | Personnel LCFF \$499,452         |

## Action 10

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| 10. Though the English Learner population in Sierra Unified is small, approximately 1%, these students have needs related to academic support in order to meet reclassification goals. Sierra | A paraprofessional continues to be provided to support English Learner (EL) students in accessing curriculum which will result in a larger percentage of students being reclassified. | Personnel LCFF \$20,562  | Personnel LCFF \$21,282          |

Unified will provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.



## Action 11

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures          | Estimated Actual<br>Expenditures |
|---|---|-----------------------------------|----------------------------------|
| 11. Develop and implement a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level. | A District Career and Technical Education plan was implemented. Second and third grade students participated in High School Heroes program offered through Junior Achievement, a program offering instruction and support to K-12 students focusing on financial literacy, entrepreneurship and work readiness. The implementation of a 7th Grade careers course was added to the master schedule to precede the 9th Grade Career Exploration course in place at the secondary level. | Not Applicable Not Applicable \$0 | \$0                              |

## Action 12

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| 12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, | Sierra High School provided teacher-staffed office hours for academic tutoring and support to all students before, during and after school. In addition, support and practice sessions were made available for students preparing for the SAT test, Advanced Placement tests | Personnel LCFF 36,000    | Personnel LCFF \$16,000          |

Sierra Unified will provide staff office hours to provide tutoring and support to secondary students at all levels of ability; SAT test preparation preparatory sessions; and support for dual enrollment and advanced placement courses. By providing more academic support, unduplicated student populations will have greater access to college preparatory classes and will be better prepared for college entrance.

and those enrolled in dual enrollment courses.

## Action 13

### Planned Actions/Services

13. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will increase access to the PSAT by including grade 8 in addition to grade 10. This additional opportunity for the PSAT will better prepare students from unduplicated populations for the SAT examination and increase their opportunities for college entrance.

### Actual Actions/Services

In 2018-2019, Sierra Unified School District provided access to the PSAT assessment to all 8th and 10th grade students in order to prepare them for the the SAT tests and increase their opportunities for college entrance.

### Budgeted Expenditures

5000-5999: Services And Other  
Operating Expenditures LCFF  
\$1,500

### Estimated Actual Expenditures

5000-5999: Services And Other  
Operating Expenditures LCFF  
\$1,500

## Action 14

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff, which will build their capacity to reach a broader spectrum of students and increase the percentage of unduplicated student populations who successfully participate in the advanced placement program.

The District provided opportunities to allow teachers to attend Advanced Placement training opportunities to build capacity. Teachers took part in Summer Institutes as a way to continually update their practice and increase student performance. Additionally, teachers provided office hours for AP prep, which were paid as salaries rather than the Travel and Conference expenses as originally budgeted.

5000-5999: Services And Other Operating Expenditures LCFF \$4,000

1000-1999: Certificated Personnel Salaries LCFF \$4,000

## Action 15

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures        | Estimated Actual<br>Expenditures |
|---|---|---------------------------------|----------------------------------|
| 15. Studies have shown that students who complete college course work while in high school through programs such as High School Enrichment or Dual Enrollment are more likely to stay in college and earn a degree. In order to facilitate a college going culture and bring access to students who may not otherwise have the means to travel to attend college courses, SUSD will provide Dual Enrollment opportunities for junior and senior students. | Sierra High School facilitated 3 college-level courses on campus in the 2018-19 school year, Sociology, Psychology and Medical Terminology. Students enrolled in these courses are provided a class period in their class schedule to "attend" the dual enrollment (DE) course on campus. Students taking courses outside of the school day through the High School Enrichment (HSE) program are receiving elective credit toward their high school achievement. All students successfully completing a HSE or DE course with a C or better | Not Applicable Not Applicable 0 | LCFF 0                           |



receives an enhanced GPA to honor the level of work completed.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The following actions were fully implemented: Action 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.

Action 3: The implementation of teacher office hours before school, at lunch, and after school was initiated during the 2018-2019 school year and offerings increased as the year went by. In future years it will be important to establish office hour offerings early on and to fully communicate those offerings to students and parents.

Action 5: The structured program of inquiry based, advanced learning opportunities was implemented in grades 2 - 6.

While not all EAMOs were met, progress is being made and much has been done at the foundational-level to improve service delivery to students

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District achieved 4 of 12 Expected Annual Measurable Outcomes (EAMO); partial progress was made on 5 of the EAMOs and the District did not meet 3 of the 12 EAMOs.

Achieved:

2. Progress on the Board approved Career Technical Education plan was fully achieved.

7. Student enrollment in at least 1 Advanced Placement course in grades 10-12 was met. In addition, the number of students scoring a 3, 4 or 5 on the AP assessment increased, to 59% achieving this goal.

10. Student's access to a broad course of study was achieved.

12. The percentage of Sierra High graduates enrolled in or completing at least 1 Dual Enrollment/College Course was achieved.

Partially Achieved:

1. Overall, Sierra High School Graduates exceeded the State's average of A-G completion rates. White students exceeded the State average of completion (47.5%) with a rate of 81.6%; all other student groups did not meet their targeted growth or the State average.
  4. ELPAC scale scores in range of Levels 1-4 were partially met. All Grade levels achieved a Level 3 or better in the overall assessment score, and Grade 2 is within 5 points the distance from Level 3 in written language and all grade-levels average a Level 3 or are within 5 points the distance from Level 3 (Grade 4) with the exception of Grades 11 and 12. The information is taken from our local Student Information System due to our identified population being too small to report publicly, neither Dashboard or Data Quest have usable data to report.
  5. High School Graduation rate for 2017-18 was 93.3% overall, achieving the goal. Student groups not making progress to 93% or a 5% growth were Hispanic, Low Income and Students with Disabilities.
  6. SAT Participation rate overall was met, but student group participation increase by 5% if below 45% was not met by Hispanic. Benchmark percentage increase in performance outcomes was met, exceeding the goal of 67.5%. Scores for Reading/Writing (576) and Math (555) missed the set targets by less than 10 points each.
  9. College ready rate as measured by the EAP in 11th grade was partially achieved by student groups. When compared to the state average in math, White, Native American and Hispanic groups made targeted growth. In ELA, Native American group made targeted growth.
- Not Met:
3. The percentage set for reclassification of English Learners was not achieved. The target was 20% or higher, and a 15.4% was achieved, representing 2 of 13 students.
  8. A rate of completion of a Career Technical Education Pathway by graduating seniors was 25%. This goal (45% completion) was not achieved.
  11. The goal for percentage of Sierra High School students ready for College or Career upon graduation was 45.5%, not meeting the target of 60%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A salary increase of 3.5%-4% was added to all salaries. Office hours in Action 12 were budgeted at \$36,000 and are expected to only be \$16,000 in the 18-19 year, due to the late start of the program at the secondary level.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to Goal 2.

The following adjustments were made to Goal 2 EAMOs:

EAMO 3: English Learner reclassification rate is specified for 18/19

EAMO 4: ELPAC improvement on assessments was changed to 5 points on each category and overall.

EAMO 6: The EAMO Metrics will be changed to include Benchmarks met for English, Benchmarks met for Math and percentage of seniors taking the SAT. Average scores for Reading/Writing and Math will be eliminated

EAMO 11: The percentage of students identified as prepared will be lowered to 50% to reflect changes in the way the CCI is calculated.

The following adjustments were made to Goal 2 Actions/Services:

Action 3: Grades 7 and 8 will be included in participating in teacher office hours to receive academic support

Action 5: The implementation of the inquiry based learning lab will be implemented in grades 2-6.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| <p><b>Metric/Indicator</b><br/>1. Facilities Inspection Tool (FIT) rating</p> <p><b>18-19</b><br/>1. FIT results 2018-19:<br/>Sierra Jr./Sr. High = 100% (exemplary)<br/>Foothill Elementary = 100% (exemplary)<br/>Sandy Bluffs/Alternative Ed = 100% (exemplary)</p> <p><b>Baseline</b><br/>1. FIT results 2016-17:<br/>Sierra Jr./Sr. High = 98% (good)<br/>Foothill Elementary = 100% (exemplary)<br/>Sandy Bluffs/Alternative Ed = 100% (exemplary)</p> | <p>As reported at the SUSD School Board Meeting December 2018 our FIT ratings are:</p> <p>Sierra Jr./Sr. High School = 98.8% (Good)<br/>Foothill Elementary = 100% (Exemplary)<br/>Sandy Bluffs/Alternative Ed = 100% (Exemplary)</p> |
| <b>Metric/Indicator</b>  | Not Met: Suspension Rates 2018-19   |

## Expected

### 2. Student suspension rates.

#### 18-19

2. Suspension rate in 2018-19 for all students and all student groups will be at or below 3.5%. Student groups not meeting the 3.5% suspension rate target will show a reduction in suspensions by 1.5% or more.

#### Baseline

2. Suspension rate 2016-17:

SUSD = 5.0%

White = 4.1%

Native American = 9.6%

Hispanic = 4.1%

Low Income = 8.2%

Student with Disabilities = 10.7%

#### Metric/Indicator

### 3. Student expulsion rates.

#### 18-19

3. The expulsion rate in 2018-19 for all students and all student groups will be at or below .5%.

#### Baseline

3. Expulsion rate 2016-17:

SUSD expulsion rate = 0.0%

#### Metric/Indicator

### 4. Student attendance rates dis-aggregated by student group.

#### 18-19

4. The student attendance rate in 2018-2019 for all students and all student groups will improve to above 94.5% or better. Those student groups not achieving the 94.5% attendance rate target will improve by 1.0% or more.

#### Baseline

4. Attendance rate for 2016-2017

SUSD = 93.3%

White = 93.8%

Native American = 91.1%

Hispanic = 93.4%

Low Income = 92.0%

Student with Disabilities = 92.1%

## Actual

Overall = 6.2%

White = 5.2%

Hispanic = 6.75%

Native American = 9.2%

Students with Disabilities = 14.8%

Low Income = 8.7%

Foster Youth = 0.06%

SUSD obtains the current year data from its Student Information System at the close of the school year, as DataQuest and Dashboard do not reflect our real-time data.

Met: Sierra Unified expulsion rate for 2018-19 was 0.0%

Not Met: Attendance Rates for 2018-19:

Overall = 94.31%

White = 94.56%

Hispanic = 93.97%

Native American = 92.88%

Students with Disabilities = 91.95%

Low Income = 93.14%

SUSD obtains the current year data from its Student Information System at the close of the school year, as DataQuest and Dashboard do not reflect our real-time data.

## Expected

### Metric/Indicator

5. Student chronic absenteeism rate dis-aggregated by student group.

#### 18-19

5. The student chronic absenteeism rate in 2018-19 for all students and all student groups will decrease to at or below 11.0%. Student groups not achieving the 11.0% rate will show a reduction in chronic absenteeism by 2.0% or greater.

#### Baseline

5. Student chronic absenteeism rate 2016-17:

SUSD chronic absentee rate = 15.5%

White = 12.4%

Native American = 29.3%

Hispanic = 13.7%

Low Income = 20.8%

Student with Disabilities = 23.5%

### Metric/Indicator

6. California Healthy Kids Survey (CHKS)

#### 18-19

6. Local Student Climate Survey Report for 2018-2019:

Foothill Elementary = 3.25 (based on 4.0 scale)

Sierra Junior High = 3.0 (Based on 4.0 scale)

Sierra High School = 3.0 (based on 4.0 scale)

Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale)

#### Baseline

6. CHKS School Climate Report 2016-17:

Foothill Elementary =

2.84 combined scale average

Sierra Junior High = 331

Sierra High = 288

### Metric/Indicator

7. California School Parent Survey (CSPS)

(Positive ratings in selected areas)

School Culture and Climate

School to Home Communication

Parent engagement

## Actual

Not Met: Chronic Absenteeism (TK-8) 2018-19:

Overall = 13.02%

White = 8.35%

Hispanic = 15.38%

Native American = 20.93%

Students with Disabilities = 28.47%

Low Income = 17.34%

SUSD obtains the current year data from its Student Information System at the close of the school year, as DataQuest and Dashboard do not reflect our real-time data.

Using a locally-developed climate survey report, the following outcomes were achieved as an overall assessment of school culture/climate (overall safety and connectedness to school) as measured on a 4-point scale (an average of student responses in the above areas) in 2018-19 school year:

Not Met: Foothill Elementary 3.23 (-.02 below target)

Met: Sierra Junior High School 3.10 (+.10 above target)

Not Met: Sierra High School 2.87 (-.13 below target)

Not Met: Sandy Bluffs Education Center 3.22 (-.22 below target)

The locally developed parent climate survey was conducted in March 2019 to measure the positive ratings in the following 3 areas as measured on a 4=point scale:

Not Met: School Culture and Climate - 79.4% (-7.6% below target)

## Expected

### 18-19

7. Local Parent Survey 2018-19:  
(Positive ratings in selected areas)  
School Culture and Climate = 87%  
School to Home Communication = 76%  
Parent engagement = 83%

### Baseline

7. CSPA 2016-17:  
(Positive ratings in selected areas)  
School Culture and Climate = 81%  
School to Home Communication = 68%  
Parent engagement = 76%

### Metric/Indicator

8. Junior High Dropout Rate dis-aggregated by student group.

### 18-19

8. Junior High Dropout Rate 2017-18:  
Junior High dropout rate = 1% or below

### Baseline

8. Junior High Dropout Rate 2015-16:  
Junior High dropout rate = 0.0%

### Metric/Indicator

9. High School Dropout Rate.

### 18-19

9. High School Dropout Rate 2017-18:  
SUSD dropout rate = 3%

### Baseline

9. High School Dropout Rate 2015-16:  
SUSD dropout rate = 3.3%

### Metric/Indicator

## Actual

Not Met: School to Home Communication - 75.2% (-0.8% below target)

Not Met: Parent Engagement - 80.5% (-2.5% below target)

Met: Junior High Dropout Rate for 2017-2018 was 0%

SUSD obtains the current year data from its Student Information System at the close of the school year, as DataQuest and Dashboard do not reflect our real-time data.

Met: High School Drop Out rate for 2017-18 = 0%

SUSD obtains the current year data from its Student Information System at the close of the school year, as DataQuest and Dashboard do not reflect our real-time data.

School Site Council Attendance reports for 2018-19:

## Expected

10. School Site Council Attendance

### 18-19

10. School Site Council Attendance 2018-19:

Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.

### Baseline

10. School Site Council Attendance 2016-17:

Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.

## Actual

Not Met: Sierra Junior/Senior High School achieved a quorum of membership 1 time out of 5 meetings

Met: Foothill Elementary indicates full participation in 4 of 4 meetings

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services                      | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                    |
|--|---|---|---|
| 1. Provide clean and well maintained facilities. | Well-maintained facilities were provided. Sierra Junior/Senior High School received a "good" rating at 98.8%, Sandy Bluffs Education Center and Foothill Elementary received "exemplary" ratings. A schedule of required repairs is maintained and worked on by staff year-round and over the summer. | Personnel LCFF \$1,581,988  | Personnel LCFF \$1,534,496  |
|  |   | 4000-4999: Books And Supplies LCFF \$250,169                        | 4000-4999: Books And Supplies LCFF \$250,169                        |
|  |   | 5000-5999: Services And Other Operating Expenditures LCFF \$427,840 | 5000-5999: Services And Other Operating Expenditures LCFF \$427,840 |
|  |   | 7000-7439: Other Outgo LCFF \$75,000                                | 7000-7439: Other Outgo LCFF \$100,000                               |

### Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures |
|--|---|----------------------------|----------------------------------|
| 2. Provide safe student transportation to and from school and to and from school activities. | Sierra Unified School District continues to provide safe student transport to and from school and school activities. No bus incidents | Personnel LCFF \$1,074,952 | Personnel LCFF \$1,139,403       |



|  |   |   |   |
|--|---|---|---|
|  | <p>were reported and a "Perfect" rating was received from CHP inspection.</p> | <p>4000-4999: Books And Supplies LCFF \$352,317</p>                       | <p>4000-4999: Books And Supplies LCFF \$350,932</p>                       |
|  |   | <p>5000-5999: Services And Other Operating Expenditures LCFF \$79,021</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF \$79,021</p> |
|  |   | <p>6000-6999: Capital Outlay LCFF \$19,000</p>                            | <p>6000-6999: Capital Outlay LCFF \$19,000</p>                            |

### Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                          | Estimated Actual<br>Expenditures |
|--|--|---|----------------------------------|
| <p>3. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement and Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.</p> | <p>Positive Behavior Intervention and Supports (PBIS) continues to be implemented as one approach to student behavioral expectations. Restorative Discipline as a means of retaining students on comprehensive campuses.</p> | <p>4000-4999: Books And Supplies LCFF \$4,000</p> | <p>LCFF \$0</p>                  |

### Action 4

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
| <p>Discontinued</p>         | <p>Discontinued</p>        |                          |                                  |

### Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures       | Estimated Actual<br>Expenditures |
|---|--|--------------------------------|----------------------------------|
| <p>5. Data shows that the unduplicated student populations in Sierra Unified have a higher suspension rate and a higher chronic absenteeism rate than all</p> | <p>Sierra Unified School District continues to provide psychological services to students with the use of 2 full-time psychologists who provide group counseling and</p> | <p>Personnel LCFF \$86,977</p> | <p>Personnel LCFF \$90,978</p>   |

students. To address this concern, SUSD will provide additional psychological support services, in the form of group counseling and social emotional learning curriculum, primarily for low-income students who do not have access to private mental health care providers, as a means of increasing student engagement, student attendance, and addressing behaviors that interfere with academic progress. The outcome will be a lower chronic absenteeism rate and a lower suspension rate for our unduplicated student populations.

social/emotional learning curriculum to classroom settings

Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| 6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who are at the highest level of behavioral intervention. This action will result in a reduction in student absences and an increase in the academic performance of students with severe social-emotional needs. | Paraprofessional supports continue to provide for students at their highest level of behavioral intervention. They work to reduce absenteeism and increase academic engagement/performance in students with severe emotional/social needs. | Personnel LCFF \$131,953 | Personnel LCFF \$141,101         |

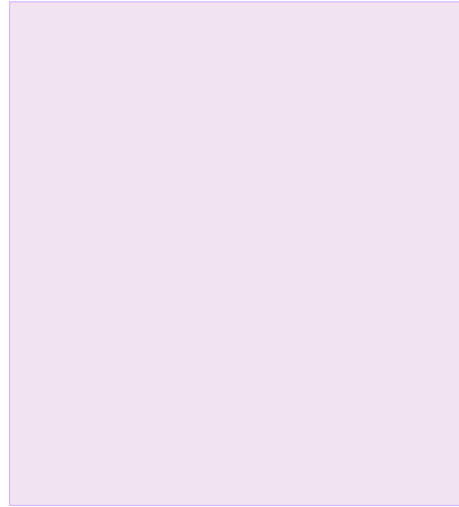
Action 7

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures            |
|---|--|---|---|
| 7. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. SUSD will provide licensed therapist(s), who will provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. This action will result in increased attendance and improved academic performance as measured by the CAASPP, for our unduplicated student populations. | SUSD provided 1 full-time licensed therapist and 1 part-time therapist 1-day per week (20%) to provide therapy to students on Tier 2 and Tier 3 of the behavioral intervention pyramid. At the mid-year point, SUSD entered a partnership with Fresno County Behavioral Health and Fresno County Superintendent of Schools who supplied and additional 3 full-time behavioral therapists to the district. Teachers received training in non-violent crisis intervention as part of an on-going effort to provide professional development training to all staff. | 5800: Professional/Consulting Services And Operating Expenditures LCFF 0<br><br>County Mental Health 5800: Professional/Consulting Services And Operating Expenditures Other \$75,000 | <br><br>County Mental Health Other \$75,000 |

## Action 8

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures  |
|--|---|--------------------------|---|
| 8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group | SUSD did not use therapist interns in 2018-2019 school year, as we were unable to find qualified candidates. Instead, we contracted for the services of a full-time licensed therapist and a part-time therapist one day a week to provide therapy to students on Tier 2 and Tier 3 of the behavior intervention pyramid. | Personnel LCFF \$60,000  | 5800: Professional/Consulting Services And Operating Expenditures LCFF \$60,000 |

counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.



## Action 9

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|---|--|--|
| 9. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school. | Sierra Unified School District continues to provide nursing services to students who have ongoing medical needs that need maintenance during the school day or to those students who become ill or injured at school. | Personnel LCFF \$127,110<br><br>4000-4999: Books And Supplies LCFF \$1,723 | Personnel LCFF \$130,150<br><br>4000-4999: Books And Supplies LCFF \$1,723 |

## Action 10

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|---|---|---|
| 10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment. | Administrative and management staff are in place to provide for the smooth operation of school campuses and ensure a safe/orderly learning environment. | Personnel LCFF \$738,016<br><br>4000-4999: Books And Supplies LCFF \$14,960<br><br>5000-5999: Services And Other Operating Expenditures LCFF \$62,342 | Personnel LCFF \$749,398<br><br>4000-4999: Books And Supplies LCFF \$16,660<br><br>5000-5999: Services And Other Operating Expenditures LCFF \$64,342 |

## Action 11

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                |
|--|---|---|---|
| 11. Provide a well-trained, customer focused office staff to assist in smooth school operations. | A well-trained, customer-focused office staff was provided at each school site to assist with smooth school operations. | Personnel LCFF \$378,474  | Personnel LCFF \$400,690  |
|  |   | 4000-4999: Books And Supplies LCFF \$6,696                      | 4000-4999: Books And Supplies LCFF \$6,696                      |
|  |   | 5000-5999: Services And Other Operating Expenditures LCFF \$450 | 5000-5999: Services And Other Operating Expenditures LCFF \$450 |

## Action 12

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                  |
|---|--|---|---|
| 12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate. | Stakeholder surveys were administered in March to determine needs regarding school culture/climate. The District used a locally-designed survey to collect this data, and will use the findings to help work toward meeting the set goals. | 5000-5999: Services And Other Operating Expenditures LCFF \$1,000 | 5000-5999: Services And Other Operating Expenditures LCFF \$1,000 |

## Action 13

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                   |
|---|---|---|--|
| 13. Provide relevant co-curricular programs such as athletics, FFA, academic clubs and competitions, and performing arts in order to increase student engagement. | A variety of relevant, co-curricular programs continue to be offered in the district to increase student engagement, including, but not limited to: athletics, FFA, academic clubs and competitions, and Fine Arts during school hours and extended into the after-school programs where late buses are provided for transportation home. | Personnel LCFF \$88,301   | Personnel LCFF \$112,010   |
|   |   | 4000-4999: Books And Supplies LCFF \$15,750                       | 4000-4999: Books And Supplies LCFF \$15,750                        |
|   |   | 5000-5999: Services And Other Operating Expenditures LCFF \$6,750 | 5000-5999: Services And Other Operating Expenditures LCFF \$11,250 |

## Action 14

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

Eagle's Nest continues to provide a welcoming and safe environment for students needing before/after-school care as increased in-school services.

Net costs after revenue collected 2000-2999: Classified Personnel Salaries LCFF \$8,905

Net costs after revenue collected 2000-2999: Classified Personnel Salaries LCFF \$8,905

## Action 15

### Planned Actions/Services

15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee, School Site Councils, District Advisory Committee and Parent-Faculty Associations.

### Actual Actions/Services

Parent engagement opportunities were available at the site and district-level committees, including: Native American Education Parent Advisory Council, School Site Councils, Parent-Faculty Associations, LCAP meetings. Parents also were able to participate in principal advisory meetings and Parent University sessions.

### Budgeted Expenditures

No cost Not Applicable 0

### Estimated Actual Expenditures

No cost 0

## Action 16

### Planned Actions/Services

16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times teach year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the a

### Actual Actions/Services

District and site websites were maintained by on-site webmasters who kept calendars and announcements up-to-date. A District insert, in the local paper, was developed 3 times in 2018-19 to communicate/update events to our community. The District trained District Office staff and site personnel on Aeries Communication tool to consolidate our communications system and improve parent access to school-home communications.

### Budgeted Expenditures

Personnel LCFF \$6000

5800: Professional/Consulting Services And Operating Expenditures LCFF \$11,900

### Estimated Actual Expenditures

Personnel LCFF \$6,000

5000-5999: Services And Other Operating Expenditures LCFF \$11,900

AERIES student information system.

## Action 17

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|--|---|---|
| 17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services. | Parent University used the opportunity to bring Positive Discipline training to parents. The training was specific to how parents can successfully manage their child's behavior; valuing choice, ownership and decision-making as tools in correcting poor behavior. Many of the strategies presented are used in the classrooms throughout the District. | Adult Education Consortium<br>2000-2999: Classified Personnel Salaries Other \$34,352 | Adult Education Consortium<br>1000-1999: Certificated Personnel Salaries Other \$34,352 |

## Action 18

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures          | Estimated Actual<br>Expenditures |
|---|--|-----------------------------------|----------------------------------|
| 18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students. | Individual student course planning meetings with families in grades 7 and 9 did not take place in 2018-2019.<br>Lack of action did prompt discussions in Leadership meetings to make adjustments to academic counselors' schedules and operations in 2019-2020 that will lead to full implementation of this planned action. | Not Applicable Not Applicable \$0 | 0                                |

## Action 19

| Planned<br>Actions/Services   | Actual<br>Actions/Services                                      | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| 19. Provide Positive Discipline training to all staff as the District | Sierra Unified School District completed training 100% of their | Personnel LCFF \$3,500   | Personnel LCFF \$10,000          |



moves towards a trauma informed instructional environment for all students in all schools.

teaching staff in Positive Discipline in the Classroom. Additionally, we completed 90% of teaching staff were trained in verbal de-escalation techniques. Classified staff and substitute teachers were invited to these training opportunities as well; 64% of our classroom aides completed training in Positive Discipline in the Classroom, 24% of all Classified staff completed verbal de-escalation training while 26% of our substitute teachers took advantage of this training, too. We originally budgeted to split the cost between salaries and services, but ended up being provided the training for free, so we were able to utilize all of the expenditures for substitute salaries for staff being trained.

5800: Professional/Consulting Services And Operating Expenditures LCFF \$6,500

5800: Professional/Consulting Services And Operating Expenditures LCFF \$0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, and 17 were implemented as written.

Action 7. SUSD provided 1 full-time licensed therapist and 1 part-time therapist 1-day per week (20%) to provide therapy to students on Tier 2 and Tier 3 of the behavioral intervention pyramid. At the mid-year point, SUSD entered a partnership with Fresno County Behavioral Health and Fresno County Superintendent of Schools who supplied and additional 3 full-time behavioral therapists to the district. Teachers received training in non-violent crisis intervention as part of an on-going effort to provide professional development training to all staff.

Action 8: SUSD did not use therapist interns in 2018-2019 school year. Refer to additions listed in Action 7 to see how students were served by 4 full-time therapists throughout the district.

Action 18: Individual student course planning meetings with families in grades 7 and 9 did not take place in 2018-2019. Lack of action did prompt discussions in Leadership meetings to make adjustments to academic counselors' schedules and operations in 2019-2020 that will lead to full implementation of this planned action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Sierra Unified Met 3 of 10 EAMOs, Partially Met 5 of 10 measures and Did not meet 2 of 10 measures.

1. EAMO 1 was partially achieved. Sierra Junior/Senior High School received a Good (98.8%) rating on the FIT assessment. Both Foothill Elementary and Sandy Bluffs Alternative Education sites received Exemplary (100%) ratings.
2. EAMO 2 Not Met: All Student groups saw an increase in suspension rates across the District.
3. EAMO 3 Met. Sierra Unified maintained a 0% expulsion rate in the 2018-2019 school year.
4. EAMO 4 Partially Met: Overall attendance rates held at just over 94%, but did not realize the 94.5% target. Growth targets were achieved by Student groups; White, and Students with Disabilities
5. EAMO 5 Partially Met: Chronic Absenteeism declined in all subgroups and in the overall measure of TK-8 grade students in Sierra Unified. While the Overall did not meet the 11% targeted goal along with Students with Disabilities not realizing targeted growth; all other student groups met the target growth of a 2% decline in chronic absenteeism.
6. EAMO 6 Outcomes from the Student Climate surveys were met by Sierra Junior High School (3.10, Target 3.0), not achieved by Foothill Elementary (3.23, Target 3.25), Sierra High School (2.87, Target 3.0) and Sandy Bluffs Education Center (3.22, Target 3.5). Work continues toward offering a safe and engaging learning space for students
7. EAMO 7 Targets were not met on the 3 measures; School Culture and Climate, School-to-Home Communication and Parent Engagement as indicated on positive ratings from Parent Surveys, however, growth was made over 2017-18 surveys in the areas of School-to-Home Communication and Parent Engagement.

8. EAMO 8 Met: Sierra Junior High School maintained a less than 1% drop out rate in the 2017-2018 school year. There were 0 drop outs.
9. EAMO 9 Met: Sierra High School maintained a less than 1% drop out rate in the 2017-2018 school year. There were 0 drop outs.
10. EAMO 10 Full participation in School Site Council meetings was met at Foothill Elementary School indicated by a quorum present at 100% of their meetings, Sierra Jr/Sr High School did not achieve this outcome recording a quorum at 20% of its meetings for the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A salary increase of 3.5%-4% was added to all salaries. Additionally, stipends were increased for some extra-curricular activities and additional stipends were added.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to Goal 3

No changes were made to Goal 3 EAMOs

The following adjustments were made to Goal 3 Actions/Services:

Action 7: The funding source has changed for this action. One, .20 FTE therapist will be funded by SUSD. Three full time therapists will be funded via a partnership between Fresno County Superintendent of Schools and Fresno County Behavioral Health.

Action 8: This action has been discontinued. The District will no longer seek to employ therapist interns due to the funded provided as described in Action 7

Action 9: Beginning in the year 2019-2020, SUSD will replace the health technician at the elementary school with a licensed LVN.

Action 20: This is a new action. SUSD will begin providing late bus transportation in order to allow all students to participate in after school activities.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Subsequent to the adoption of the LCAP in June 2018, the LCAP was posted on the Sierra Unified School District website and initial steps toward implementing the plan began. In late summer, action plans were developed by responsible parties and deliverable outcomes were identified for each school and for each goal. District leadership reviewed data and progress toward each of the measurable outcomes for each of the three goals as it became available. School principals utilized the goals and Expected Annual Measurable Outcomes to develop their annual school goals and goals for each School Improvement Plan. These actions kept the goals, outcomes, and areas of need in the forefront of school decisions and stakeholder awareness.

Total enrollment of English Learners in Sierra Unified on the official enrollment date in October 2018, was 10 students. Two of those students were re-designated as English fluent and four students moved subsequent to the October enrollment date, leaving eight total students designated as English Learners. For this reason, neither a District English Learning Advisory Committee (DELAC) nor English Learner Advisory Committee was convened.

At monthly SUSD School Leadership and District Management meetings, progress toward goals and issues related to the LCAP were ongoing agenda discussion items.

September 2018 – February 2019: District LCAP Team Preparation. Collected available data on progress toward goals, analyzed data and discussed implications of data.

January 2019 - June 2019: Ongoing updates of LCAP progress were provided to the Governing Board at regular monthly board meetings as a part of the superintendent's report.

Stakeholder Outreach for LCAP Information and Input: Throughout the spring of 2019, sixteen meetings were conducted with the purpose of presenting data on expected and actual outcomes, and results from the parent and student climate and culture surveys were shared as part of those outcomes. A review of expected and actual expenditures was presented as well as the estimated allocation for the 2019-2020 year of implementation. Progress toward EAMOs for each goal was discussed as well as the actions and services provided to support the achievement of the EAMOs. Discussion of the EAMOs which were not met was a focal point of the discussion. Stakeholders were asked for input into needed services in all areas of the LCAP. Finally, stakeholders were invited to participate in the LCAP Advisory process.

The stakeholder meetings were held with the staff and faculty of every District school, all School Site Councils, the Native American Parent Advisory Committee, Big Creek Elementary School Parents, and the District Advisory Committee. Meetings were also conducted with each of the employee bargaining groups (Sierra Unified Teachers Association and the California School Employees Association), both the executive councils and general membership of each bargaining unit. Sierra Junior High student leadership, Sierra High School student leadership, Sandy Bluffs Alternative Education Student Body were met with and given the opportunity to provide their insight into what actions could be taken to improve services for the students at their school.

#### 2019 - 2020 Stakeholder Input Meeting Schedule

March 18 @ 7:45 am Sierra Junior/Senior High School Faculty Input Meeting  
March 20 @ 3:30 pm Sierra Unified Teachers Association, Collective Bargaining Member and Executive Council Meeting  
March 20 @ 6:00 pm Sierra Foundation Community Input Meeting  
March 21 @ 9:00 am Sandy Bluffs Continuation Student Input Meeting  
March 21 @ 12:00 Sierra Junior High School Student Input Meeting  
March 21 @ 1:00 pm Sierra High School Student Input Meeting  
March 22 @ 8:00 am Sandy Bluffs Continuation School Faculty Input Meeting  
March 26 @ 9:00 am Foothill Elementary School Site Council Parent Input Meeting  
April 1 @ 1:00 pm Sierra Junior/Senior High School School Site Council, Parent Input Meeting  
April 2 @ 3:15 pm Pine Ridge Elementary Community Input Meeting (future students of SUSD)  
April 3 @ 3:05 pm Foothill Elementary Faculty Input Meeting  
April 4 @ 4:30 pm California School Employees Association, Classified Staff Bargaining Group Input Meeting  
April 11 @ 6:00 pm Big Creek Elementary Community Input Meeting (future students of SUSD)  
April 30 @ 5:30 pm Native American Education Parent Advisory, Community Input Meeting  
May 9 @ 6:00 pm Parent Advisory Committee Meeting  
May 23 @ 6:00 pm Parent Advisory Committee Meeting  
May 30 @ 6:00 pm Parent Advisory Committee Meeting

Agendas and sign-in sheets were maintained for each stakeholder meeting. The PAC was provided with an opportunity to provide feedback on the draft of the plan to the superintendent. No questions or feedback was received; therefore the superintendent did not need to respond to any feedback in writing

Public comment period, during which time the document was posted on the SUSD website and distributed to the District Advisory Committee, ran from May 19, 2019 through June 21, 2019. No additional comments outside the stakeholder and PAC meetings was received.

Public hearings for the LCAP and SUSD budget was convened on June 10, 2019, during the regularly scheduled meeting of the Sierra Unified Board of Trustees. The opportunity for public comment was included as a part of the hearing.

The LCAP and Sierra Unified School District Budget were adopted by the governing board on June 21, 2019 during the second scheduled board meeting for June 2019.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

At each of the stakeholder meetings, the California Dashboard Indicators were reviewed as well as selected pertinent other available data measured in the EAMOs of each goal. After all stakeholder meetings were held and input from those meetings was reviewed, the LCAP Parent Advisory worked with administration to prioritize the input and identify funding priorities. Data revealed that the EAMO for ELA achievement were not met for elementary and high school and math EAMO was not met overall also noted was the persistent gap for students with disabilities. Also identified as a need was deeper implementation of the extended day program in grades 4-8, which was initiated in the 2018-2019 school year though not fully. Additionally, the Parent Advisory Committee prioritized summer bridge programs to support students in transitional years and more after school activity options for students. The Parent Advisory Committee prioritized a need for an additional part time teacher in the alternative education program.

Teachers of students with disabilities will be provided with specifically identified release days in order to build capacity and work to close the achievement gap, addressed in Goal 1 action 3.

The deeper implementation of the extended day program for grades 4-8 will be supported by the addition of a program coordinator, funded by a three year grant which is addressed in Goal 1, Action 6.

The additional support needed in alternative education, in the form of a part time teacher, is addressed in Goal 1, Action 8.

Parent feedback reinforced a need for greater and deeper communication which is represented in Goal 3 Action 15, Goal 3 Action 16, and Goal 3 Action 17. Parent also expressed a desire for more parent involvement in the academic counseling process as well as a need for higher expectations for students' academic performance and greater academic rigor, which are addressed in the paragraph above. Mental health support services was also identified as an ongoing need which is represented in Goal 3 Action 5.

The district will provide after school, late bus transportation which will allow more students to remain after school to participate in clubs, athletes and academic support activities, which is addressed in Goal 3, Action 20.





# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

### Identified Need:

1. Properly credentialed teachers for all students in all subjects and grade levels.
2. Aligned and adopted instructional materials.
3. Professional development based on identified needs.
4. Instructional coaching to support teacher advancement of instructional practices aligned to state standards.
5. Increase the student achievement outcomes as measured by CAASPP, SAT, EAP and Advanced Placement assessment results.

## Expected Annual Measurable Outcomes

| Metrics/Indicators   | Baseline  | 2017-18  | 2018-19   | 2019-20  |
|--|---|--|---|--|
| 1. Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.             | 1. 2015-16 100% properly credentialed with no mis-assignments or vacancies.   | 1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.   | 1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.  | 1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.   |
| 2. State Standardized Assessments measured by Math and ELA CAASPP scores distance from Level 3.                                | 2. 2015-16 CAASPP scores:<br>ELA = -23 points from Level 3<br>Math = -40 points from Level 3  | 2. 2016-2017 CAASPP Scores for all students will improve to:<br>ELA = -18 points from Level 3<br>Math = -35 points from Level 3<br><br>Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more. | 2. 2017-2018 CAASPP Scores for all students will improve to<br>ELA = -10 points from Level 3<br>Math = -33 points from Level 3<br><br>Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more. | 2. 2018-2019 CAASPP Scores for all students will improve to<br>ELA = -5 points from Level 3<br>Math = -30 points from Level 3<br><br>Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more. |
| 3. Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials." | 3. Sufficient core instructional materials as measured by September 2016 board resolution on ""Sufficiency of Instructional Materials." | 3. Sufficient core instructional materials as measured by September 2017 board resolution of "Sufficiency of Instructional Materials."   | 3. Sufficient core instructional materials as measured by September 2018 board resolution of "Sufficiency of Instructional Materials."  | 3. Sufficient core instructional materials as measured by September 2019 board resolution of "Sufficiency of Instructional Materials."   |
| 4. Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing.  | 4. 2015-16 Physical Fitness Testing as measured by percent above state average:<br>5th = +29<br>7th = +24                               | 4. 2016-2017 Physical Fitness Testing as measured by percent above state average:<br>5th = +25 or more<br>7th = +25 or more  | 4. 2017-2018 Physical Fitness Testing as measured by percent above state average:<br>5th = +10 or more<br>7th = +10 or more   | 4. 2018-2019 Physical Fitness Testing as measured by percent above state average:<br>5th = +10 or more<br>7th = +10 or more  |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19   | 2019-20  |
|--|--|--|---|--|
|  | 9th = +5   | 9th = +8   | 9th = +5  | 9th = +10  |
| 5. State Standards Implemented as measured by the State Reflection Tool. | 5.2016-2017 Self-Reflection Tool for Implementation of State Academic Standards (on a 5 point scale) = 3.5 | 5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.0 or higher. | 5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.25 or higher. | 5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.5 or higher. |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

1. Ensure properly credentialed teachers, with no misassignments or vacancies.

### Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$5,971,776  | \$5,807,870  | \$6,039,175  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | Personnel  | Personnel  | Personnel  |
| Amount           | \$36,599   | \$194,500  | \$121,449  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        |
| Amount           | \$266,319  | \$295,093  | \$297,219  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$84,850   | \$0  | \$0  |
| Source           | LCFF   |  |  |
| Budget Reference | 6000-6999: Capital Outlay                            | 6000-6999: Capital Outlay                            | 6000-6999: Capital Outlay                            |

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

2. Provide standards-aligned, district/state approved instructional materials.

**2018-19 Actions/Services****2019-20 Actions/Services****Budgeted Expenditures**

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$166,350                     | \$167,850                     | \$223,282                     |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

Modified Action

Modified Action

### 2017-18 Actions/Services

3. Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade level. This will be accomplished utilizing 2 additional contract days and early release time. It is expected that by building teacher capacity in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth in performance on Math and ELA CAASPP assessments.

### 2018-19 Actions/Services

3. Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade level. This will be accomplished utilizing additional contract days and weekly late start time for the development of professional learning communities. It is expected that by building teacher capacity in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth in performance on Math and ELA CAASPP assessments.

### 2019-20 Actions/Services

3. Unduplicated pupils have the lowest performance on CAASPP in Math and ELA. In order to more effectively serve these students, the District will develop teacher capacity in the areas of instructional use of technology, strategies for differentiation of instruction, and content specific professional development based on needs identified by school, department and grade level. This will be accomplished utilizing additional contract days and weekly late start time for the development of professional learning communities. It is expected that by building teacher capacity in these targeted instructional delivery areas, unduplicated pupils will demonstrate increased learning through growth in performance on Math and ELA CAASPP assessments.

This action has been modified to include release days for resource specialists with the aim of increasing their capacity and improving instructional delivery.

## Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$56,354   | \$60,373   | \$68,428   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries           | 1000-1999: Certificated Personnel Salaries           | 1000-1999: Certificated Personnel Salaries           |
| Amount           | \$1,900  | \$1,900  | \$2,787  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services



4. Utilize curriculum embedded District Learning Assessments in ELA and math to monitor student mastery of standards and guide instruction as needed to support student growth and close the achievement gap between all students and all student groups.

### Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$25,984   | \$25,984   | \$25,984   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: TK-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action  | Modified Action  | Modified Action  |
|---|--|--|
| 2017-18 Actions/Services  | 2018-19 Actions/Services   | 2019-20 Actions/Services   |
| 5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing professional development and curriculum aligned to the standards by providing coaching and curriculum support via Academic Coaches and a Director of Curriculum and Instruction. It is the expectation that by providing instructional support through Academic Coaches and the Director of Curriculum and Instruction unduplicated pupil performance on the Math and ELA CAASPP will improve. | 5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training and support through coaching via the Academic Coach for grades 7-12 and the Director of Education Services. It is the expectation that by providing instructional support through an Academic Coach and the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve. | 5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training planned and/or delivered the Director of Education Services. It is the expectation that by providing instructional support via the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve.<br><br>Modification:<br>Academic Coach has been eliminated |

### Budgeted Expenditures

|                  |           |           |           |
|------------------|-----------|-----------|-----------|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$251,084 | \$209,943 | \$124,704 |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |
| Amount           | \$86,222  | \$32,782  | \$0       |
| Source           | Title I   | Title I   | Title I   |
| Budget Reference | Personnel | Personnel | Personnel |

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Foothill Elementary School; Sierra Junior High School

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

**2017-18 Actions/Services**

N-A

**2018-19 Actions/Services**

6. Unduplicated pupils demonstrate the lowest academic performance on CAASPP assessments and dialogue with these students often reveals that they may be less likely to have a structured home environment for study and generally feel less connected to school (higher rates of chronic absenteeism). This will be addressed by providing an extended school day program during which students will have the opportunity to participate in academic inspired clubs and activities as well as receive academic support.

**2019-20 Actions/Services**

6. Unduplicated pupils demonstrate the lowest academic performance on CAASPP assessments and dialogue with these students often reveals that they may be less likely to have a structured home environment for study and generally feel less connected to school (higher rates of chronic absenteeism). This will be addressed by providing an extended school day program during which students will have the opportunity to participate in academic inspired clubs and activities as well as receive academic support.

**Modification:**

This action has been updated to include an After School Program Coordinator to

oversee development, implementation and oversight of the program.

### Budgeted Expenditures

| Year             | 2017-18        | 2018-19   | 2019-20   |
|------------------|----------------|-----------|-----------|
| Amount           | 0              | 60,595    | 60,000    |
| Source           | Not Applicable | LCFF      | LCFF      |
| Budget Reference | Not Applicable | Personnel | Personnel |

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Foothill Elementary,  
Sierra Junior High School; Sierra High  
School

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|     |  |   |
|-----|--|---|
| N-A | 7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, the math program at the secondary level will undergo extensive review and re-development toward a more engaging and accessible model. | 7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, math curriculum from grades six through twelve will be reviewed, revised and re-development to provide students with a more engaging and accessible instructional program.<br><br>Modification:<br>Sixth grade has been added to the math review in order to provide stronger vertical articulation. |
|-----|--|---|

### Budgeted Expenditures

|                  |                |           |           |
|------------------|----------------|-----------|-----------|
| Year             | 2017-18        | 2018-19   | 2019-20   |
| Amount           | 0              | \$15,000  | \$13,000  |
| Source           | Not Applicable | Title I   | Title I   |
| Budget Reference | Not Applicable | Personnel | Personnel |

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sandy Bluffs  
Continuation High School  
Oak Meadow Community Day School

Specific Grade Spans: Grades 7-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

**2017-18 Actions/Services**

N-A

**2018-19 Actions/Services**

N-A

**2019-20 Actions/Services**

Data shows that 80%-90% of the students enrolled in alternative education programs are from low-income families. data also shows that the academic performance of low-income students exhibits the largest achievement gap on students without disabilities. In order to provide a more structured academic environment, an additional .5 FTE teacher will be added to the alternative education program staff. The action is principally directed toward the unduplicated students and effective in meeting their needs and the district's goals. The district anticipates seeing gains in academic outcomes form unduplicated students as a result of this action.

**Budgeted Expenditures**

|                     |                |                |           |
|---------------------|----------------|----------------|-----------|
| Year                | 2017-18        | 2018-19        | 2019-20   |
| Amount              | 0              | 0              | \$40,378  |
| Source              | Not Applicable | Not Applicable | LCFF      |
| Budget<br>Reference | Not Applicable | Not Applicable | Personnel |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

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

### Identified Need:

1. The A-G completion rate is low school-wide, and there are performance gaps between unduplicated student groups and district performance levels.
2. Increase enrollment in honors and advanced placement courses.
3. Increase percentage of students identified by the Early Assessment Program (EAP) as college ready in math and English Language Arts.
4. A comprehensive program to engage and challenge advanced learners in grades four through twelve.
5. Implement and refine the district-wide plan for Career Technical Education.
6. Maintain/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. This population is often too small to report data for EMAO 1 and 2a/b).



7. Continue to improve overall academic performance as measured by the California Assessment of Student Performance and Progress (CAASPP).

## Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| 1. Percentage of students successfully completing A-G requirements for college entrance | <p>1. All students meeting A-G requirements:<br/>2015-2016 = 43.9%</p> <p>White = 50.0%<br/>Native American = 7.1%<br/>Hispanic = 43.8%<br/>Socio-Economically Disadvantaged = 20.8%</p> <p>Please note: Student group data was added to the baseline data for clarity in demonstrating whether or not all students and each student group met the Expected Annual Measurable Outcome (EAMO).</p> | 1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2016-2017. Students not meeting the state average completion rate will improve by 5% or more. | 1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2017-2018. Students not meeting the state average completion rate will improve by 5% or more. | 1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2018-2019. Students not meeting the state average completion rate will improve by 5% or more. |
| 2. Board adoption of a SUSD Career-Technical Education Plan                             | 2. Career-Technical Education Plan is currently under development and has not yet been approved by the governing board.   | 2. CTE Plan adopted by governing board; 2017-18 Plan goals met  | 2. Implementation and review of the SUSD Career-Technical Education Plan yearly tasks; 2018-19 Plan goals met   | 2. Implementation and review of the SUSD Career-Technical Education Plan yearly tasks; 2019-20 Plan goals met   |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|---|---|--|--|--|
| 3. English Learner reclassification rate  | 3. English Learner reclassification rate:<br>2016-2017 = 26%.   | 3. English Learner reclassification rate:<br>2017-18 = 20% or higher.  | 3. English Learner reclassification rate:<br>2017-18 = 20% or higher.  | 3. English Learner reclassification rate:<br>2018-19 = 20% or higher.  |
| 4. English Learner academic progress as measured by state assessment Scaled Scores. | 4. English Learner academic progress as measured by State Assessment Scaled Scores:<br>2017 Sores:<br>CELDT = 512<br>Comprehension = 505<br>Listening = 509<br>Reading = 501<br>Speaking = 538<br>Writing = 479 | 4. English Learner academic progress as measured by the state assessment will improve by 3% over 2017 in each subtest and the overall CELDT.                         | 4. Improve by 5 points, the average distance from performance level 3 in each category of the ELPAC assessment; Overall, Oral Language, and Written Language.        | 4. Improve 2019-2020 the average score in each category of the ELPAC assessment; Overall, Oral Language, and Written Language, by 5 points,                          |
| 5. High School graduation rate  | 5. High school graduation rate:<br>2015-2016:<br>All Students = 93.4%<br>White = 96.4%<br>Native American = 93.3%<br>Hispanic = 84.2%<br>Low Income = 90.5%<br>Students with Disabilities = 58.3%               | 5. High school graduation rate:<br>2016-2017 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more. | 5. High school graduation rate:<br>2017-2018 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more. | 5. High school graduation rate:<br>2019-2020 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more. |
| 6. Percentage of students taking SAT and SAT performance                            | 6. SAT participation rate:<br>2015-2016<br>All students = 51%<br>White = 68.2%  | 6. SAT participation rate:<br>2016-2017<br>All students = 53%  | 6. SAT participation rate:<br>2017-2018<br>All students = 45%  | 6. SAT participation rate:<br>2019-2020<br>All students = 47%  |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19   | 2019-20   |
|---|---|--|---|---|
|   | <p>Native American = 13.3%<br/>Hispanic = 63.2%<br/>Low Income = 33.3%</p> <p>Average SAT scores in 2016<br/>Reading/Writing = 572<br/>Math = 548<br/>Benchmarks met = 64.6%</p>  | <p>Student groups not meeting the 53% target will improve by 5% or more.</p> <p>Average SAT scores in 2017<br/>Reading/Writing = 577<br/>Math = 553<br/>Benchmarks met = 66%</p>   | <p>Student groups not meeting the 45% target will improve by 5% or more.</p> <p>Average SAT scores in 2018<br/>Reading/Writing = 582<br/>Math = 558<br/>Benchmarks met = 67.5%</p>  | <p>Student groups not meeting the 47% target will improve by 5% or more.</p> <p>Percentage of students meeting benchmarks:<br/>ELA: 585<br/>Math: 560<br/>Benchmarks met = 69%</p>  |
| 7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam | <p>7. Percentage of students taking 1 or more AP course(s)<br/>2016-2017<br/>All students = 22.2%<br/>White = 26.1%<br/>Native = 22.2%<br/>Hispanic = 6.4%<br/>Low Income = 7.5%</p> <p>Percentage scoring 3, 4 or 5<br/>2015-2016 = 49.1%.</p> | <p>7. Percentage of students taking 1 or more AP course(s):<br/>2017-2018<br/>All students = 23%<br/>Student groups not meeting enrollment rate of 23% will increase rate by 5% or more.</p> <p>Percentage scoring 3, 4 or 5<br/>2016-2017 = 51%</p> | <p>7. Percentage of students taking 1 or more AP course(s):<br/>2018-2019<br/>All students = 24%<br/>Student groups not meeting enrollment rate of 24% will increase rate by 5% or more.</p> <p>Percentage scoring 3, 4 or 5<br/>2017-2018 = 53%.</p> | <p>7. Percentage of students taking 1 or more AP course(s):<br/>2019-2020<br/>All students = 25%<br/>Student groups not meeting enrollment rate of 25% will increase rate by 5% or more.</p> <p>Percentage scoring 3, 4 or 5<br/>2018-2019 = 55%.</p> |
| 8. Career-Technical Education pathway completion rate   | <p>8. The CTE pathway completion rate:<br/>2015-2016<br/>All students = 46%<br/>White = 44%<br/>Native American = 59%<br/>Hispanic = 50%<br/>Low Income = 46%<br/>Students with Disabilities = 43%</p>  | <p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.</p>  | <p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed 45%. Student groups not meeting the 45% completion rate will increase by 5% or more. The calculation of the percentage of CTE</p>                   | <p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed 35%. Student groups not meeting the 35% completion rate will increase by 5% or more. The calculation of the percentage of CTE</p>                   |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
|  |  |  | pathway completers will be achieved by dividing the number of graduating senior who have completed one or more CTE pathways divided by the number of graduating seniors overall and for each student group.                                  | pathway completers will be achieved by dividing the number of graduating senior who have completed one or more CTE pathways divided by the number of graduating seniors overall and for each student group.                                  |
| 9. Percentage of students classified as college ready on math and language arts by scoring 4 on the CAASPP grade 11 assessment | 9. The college ready rate as measured by EAP:<br>2015-2016<br>All Students<br>Math = 12%<br>ELA = 26%<br>White<br>Math = 13%<br>ELA = 29%<br>Native American<br>Math = 10%<br>ELA = 7%<br>Hispanic<br>Math = 8%<br>ELA = 16%<br>Low Income<br>Math = 7%<br>ELA = 13% | 9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2016-2017 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA. | 9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2017-2018 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA. | 9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2018-2019 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA. |
| 10. Student access to a broad course of study as measured by schools' master schedules   | 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.   | 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.   | 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.   | 10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.   |

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19  | 2019-20  |
|--|----------|---------|--|--|
| 11. The College and Career Index, indicating the percentage of graduating seniors who are prepared for college and/or career upon graduation from high school. |          |         | 11. The College and Career Index will be 60% or higher.<br><br>The baseline data for 2016-17 was 57.1%   | 11. The College and Career Index will be 50% or higher.  |
| 12. The percentage of graduates who enroll in one or more college courses through the Dual Enrollment program.   |          |         | 12. The percentage of students participating in Dual Enrollment will be 10% of the graduating class.<br><br>This is a new educational opportunity; therefore, there is no baseline data available for 2017-18. | 12. The percentage of students participating in Dual Enrollment will be 15% of the graduating class. |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

1. Provide online and blended learning opportunities for students in alternative education and for students in need of credit recovery in order to provide access to A-G courses.

**2018-19 Actions/Services**

1. Provide online and blended learning opportunities for students in alternative education and for students in need of credit recovery in order to provide access to A-G courses.

**2019-20 Actions/Services****Budgeted Expenditures**

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$65,294                      | \$65,025                      | \$64,953                      |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | Personnel                     | Personnel                     | Personnel                     |
| Amount           | \$2,390                       | \$1,690                       | \$2,390                       |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: grades 7-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

2. The unduplicated student population demonstrates a college requirement completion rate of less than half that for all students (20.8% for low income students, 43.9% for all students). To address this gap, additional counseling services and a Native American Mentor Coordinator are being provided to support improved academic and career education outcomes. The additional services will allow early detection and support for students and result in an increase in the percentage of students meeting requirements for college admission and the completion of career pathways.

**2018-19 Actions/Services**

2. The unduplicated student population demonstrates a college requirement completion rate of less than half that for all students (20.8% for low income students, 43.9% for all students). To address this gap, additional counseling services and a Native American Mentor Coordinator are being provided to support improved academic and career education outcomes. The additional services will allow early detection and support for students and result in an increase in the percentage of students meeting requirements for college admission and the completion of career pathways.

**2019-20 Actions/Services**

**Budgeted Expenditures**

|                  |           |           |           |
|------------------|-----------|-----------|-----------|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$147,037 | \$231,867 | \$242,843 |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |
| Amount           | \$26,551  | \$26,551  | \$32,047  |
| Source           | Title I   | Title I   | Title I   |
| Budget Reference | Personnel | Personnel | Personnel |

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra Junior High  
Sierra High School

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services



3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided. This service will result in greater student access to a broad course of studies for students in grades 9-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses.

3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided through access and/or referral to additional support from certificated teachers during time structures that best suits the needs of the individual student. Tutoring and academic support will be provided through the implementation of teacher office hours before school, at lunch, and after school. This service will result in greater student access to a broad course of studies for students in grades 9-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses. (see also A/S # 12 for budget expenditure).

3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided through access and/or referral to additional support from certificated teachers during time structures that best suits the needs of the individual student. Tutoring and academic support will be provided through the implementation of teacher office hours before school, at lunch, and after school. This service will result in greater student access to a broad course of studies for students in grades 7-12 and will result in more students of unduplicated populations taking college preparatory, honors and advanced placement courses. (see also A/S # 12 for budget expenditure).

**Modification:**

Students in grades 7 and 8 will be included in accessing teacher office hours for support.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19 | 2019-20 |
|------------------|-----------|---------|---------|
| Amount           | \$85,825  | 0       | 0       |
| Source           | LCFF      | LCFF    | LCFF    |
| Budget Reference | Personnel |         |         |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Foothill Elementary School

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

4. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap early, Sierra Unified will provide a targeted, systematic approach to learning intervention and support in grades TK-6 which will result in an increase in the percentage of unduplicated student populations taking honors and advanced placement courses at the secondary level.

### 2018-19 Actions/Services

4. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap early, Sierra Unified will provide a targeted, systematic approach to learning intervention and support in grades TK-6 which will result in an increase in the percentage of unduplicated student populations taking honors and advanced placement courses at the secondary level.

### 2019-20 Actions/Services

## Budgeted Expenditures

|                  |           |           |           |
|------------------|-----------|-----------|-----------|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$40,173  | \$50,173  | \$51,313  |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |
| Amount           | \$96,595  | \$95,476  | \$109,696 |
| Source           | Title I   | Title I   | Title I   |
| Budget Reference | Personnel | Personnel | Personnel |

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Foothill Elementary School  
Specific Grade Spans: TK-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5. Develop and implement a structured program of advanced learning opportunities, available to a broad range of students in grades 4-6.

5. Develop and implement a structured program of inquiry based, advanced learning opportunities, available to a broad range of students, during the school day in grades 1-6.

5. Continue to provide a structured program of inquiry based, advanced learning opportunities, available to a broad range of students, during the school day in grades 2-6.

Modification:

This action has been changed to reflect current practice. Extended learning program begins in grade 2 as opposed to grade 1.

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$1,500   | \$83,215  | \$88,521  |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

6. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills.

#### 2018-19 Actions/Services

6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills was provided through the addition of Chromebooks in the classroom. Classroom sets are in grades 2-6, English Language Arts, Math, History Social Science, and Science. A small group set is in each K-1 classroom and special education classes. There is also a library cart and an additional cart available at Sierra Junior Senior High School.

#### 2019-20 Actions/Services

### Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$133,317 | \$57,176  | \$68,960  |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.

**2018-19 Actions/Services**

7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.

**2019-20 Actions/Services****Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$452,809 | \$473,186 | \$496,560 |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

8. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD) to increase student access to a broad course of study.

**2018-19 Actions/Services**

8. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD) to increase student access to a broad course of study.

**2019-20 Actions/Services****Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$105,574 | \$116,153 | \$123,371 |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.

**2018-19 Actions/Services**

9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.

**2019-20 Actions/Services****Budgeted Expenditures**

Year 2017-18

Amount \$372,471

Source LCFF

Budget

Reference Personnel

2018-19

\$388,594

LCFF

Personnel

2019-20

\$438,830

LCFF

Personnel

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



English Learners

Limited to Unduplicated Student Group(s)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

10. Though the English Learner population in Sierra Unified is small, approximately 1%, these students have needs related to academic support in order to meet reclassification goals. Sierra Unified will provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.

#### 2018-19 Actions/Services

10. Though the English Learner population in Sierra Unified is small, approximately 1%, these students have needs related to academic support in order to meet reclassification goals. Sierra Unified will provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.

#### 2019-20 Actions/Services

### Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$19,348  | \$20,562  | \$22,316  |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

11. Develop a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.

**2018-19 Actions/Services**

11. Develop and implement a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.

**2019-20 Actions/Services****Budgeted Expenditures**

| Year             | 2017-18        | 2018-19        | 2019-20        |
|------------------|----------------|----------------|----------------|
| Amount           | \$0            | \$0            | \$0            |
| Source           | Not Applicable | Not Applicable | Not Applicable |
| Budget Reference | Not Applicable | Not Applicable | Not Applicable |

**Action 12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra High School

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

**2017-18 Actions/Services**

N-A

**2018-19 Actions/Services**

12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will provide staff office hours to provide tutoring and support to secondary students at all levels of ability; SAT test preparation preparatory sessions; and support for dual enrollment and advanced placement courses. By providing more academic support, unduplicated student populations will have greater access to college preparatory classes and will be better prepared for college entrance.

**2019-20 Actions/Services**

12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will provide staff office hours to provide tutoring and support to secondary students at all levels of ability; SAT test preparation preparatory sessions; and support for dual enrollment and advanced placement courses. By providing more academic support, unduplicated student populations will have greater access to college preparatory classes and will be better prepared for college entrance.

**Budgeted Expenditures**

|                  |                |           |           |
|------------------|----------------|-----------|-----------|
| Year             | 2017-18        | 2018-19   | 2019-20   |
| Amount           | 0              | \$36,000  | \$36,000  |
| Source           | Not Applicable | LCFF      | LCFF      |
| Budget Reference | Not Applicable | Personnel | Personnel |

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra Junior High, Sierra High, Sandy Bluffs Educational Center, Oak Meado Community Day School  
Specific Grade Spans: Grades 8 and 10

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

N-A

2018-19 Actions/Services

13. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and

2019-20 Actions/Services

13. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and

career. In order to close the opportunity gap, Sierra Unified will increase access to the PSAT by including grade 8 in addition to grade 10. This additional opportunity for the PSAT will better prepare students from unduplicated populations for the SAT examination and increase their opportunities for college entrance.

career. In order to close the opportunity gap, Sierra Unified will increase access to the PSAT by including grade 8 in addition to grade 10. This additional opportunity for the PSAT will better prepare students from unduplicated populations for the SAT examination and increase their opportunities for college entrance.

## Budgeted Expenditures

| Year             | 2017-18        | 2018-19  | 2019-20  |
|------------------|----------------|--|--|
| Amount           | 0              | \$1,500  | \$1,500  |
| Source           | Not Applicable | LCFF   | LCFF   |
| Budget Reference | Not Applicable | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

## Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra High School  
Specific Grade Spans: Grades 10-12

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

New Action

Unchanged Action

#### 2017-18 Actions/Services

N-A

#### 2018-19 Actions/Services

14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff, which will build their capacity to reach a broader spectrum of students and increase the percentage of unduplicated student populations who successfully participate in the advanced placement program.

#### 2019-20 Actions/Services

14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff, which will build their capacity to reach a broader spectrum of students and increase the percentage of unduplicated student populations who successfully participate in the advanced placement program.

#### Budgeted Expenditures

| Year             | 2017-18        | 2018-19  | 2019-20  |
|------------------|----------------|--|--|
| Amount           | 0              | \$4,000  | \$4,000  |
| Source           | Not Applicable | LCFF   | LCFF   |
| Budget Reference | Not Applicable | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

#### Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra High School and Sandy Bluffs Educational Center  
Specific Grade Spans: Grades 10-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

N-A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

| Year             | 2017-18        | 2018-19        | 2019-20        |
|------------------|----------------|----------------|----------------|
| Amount           | 0              | 0              | 0              |
| Source           | Not Applicable | Not Applicable | Not Applicable |
| Budget Reference | Not Applicable | Not Applicable | Not Applicable |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

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

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

### Identified Need:

1. Clean, well-maintained facilities as indicated by the Facilities Inspection Tool (FIT).
2. Systematic behavior intervention strategies in grades TK through twelve to allow students to maintain access to the academic program.
3. Continue to implement and review alternative methods of student discipline, including Positive Behavior Interventions and Supports (PBIS) and Restorative Discipline (RD).
4. Continue to refine and support Student Attendance Review Board (SARB) to address the issue of chronic absenteeism.
5. Improve parent engagement.



## Expected Annual Measurable Outcomes

| Metrics/Indicators   | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|--|---|--|--|--|
| 1. Facilities Inspection Tool (FIT) rating                   | 1. FIT results 2016-17:<br>Sierra Jr./Sr. High = 98% (good)<br>Foothill Elementary = 100% (exemplary)<br>Sandy Bluffs/Alternative Ed = 100% (exemplary)           | 1. FIT results 2017-18:<br>Sierra Jr./Sr. High = 100% (exemplary)<br>Foothill Elementary = 100% (exemplary)<br>Sandy Bluffs/Alternative Ed = 100% (exemplary)  | 1. FIT results 2018-19:<br>Sierra Jr./Sr. High = 100% (exemplary)<br>Foothill Elementary = 100% (exemplary)<br>Sandy Bluffs/Alternative Ed = 100% (exemplary)  | 1. FIT results 2019-20:<br>Sierra Jr/Sr = 100% (exemplary)<br>Foothill Elementary = 100% (exemplary)<br>Sandy Bluffs/Alternative Ed = 100% (exemplary)   |
| 2. Student suspension rates.                                 | 2. Suspension rate 2016-17:<br>SUSD = 5.0%<br>White = 4.1%<br>Native American = 9.6%<br>Hispanic = 4.1%<br>Low Income = 8.2%<br>Student with Disabilities = 10.7% | 2. Suspension rate in 2017-18 for all students and all student groups will be at or below 4%. Student groups not meeting the 4% suspension rate target will show a reduction in suspensions by 2% or more. | 2. Suspension rate in 2018-19 for all students and all student groups will be at or below 3.5%. Student groups not meeting the 3.5% suspension rate target will show a reduction in suspensions by 1.5% or more. | 2. Suspension rate in 2019-20 for all students and all student groups will be at or below 3%. Student groups not meeting the 3.5% suspension rate target will show a reduction in suspensions by 1% or more. |
| 3. Student expulsion rates.                                  | 3. Expulsion rate 2016-17:<br>SUSD expulsion rate = 0.0%  | 3. The expulsion rate in 2017-18 for all students and all student groups will be at or below .5%.  | 3. The expulsion rate in 2018-19 for all students and all student groups will be at or below .5%.  | 3. The expulsion rate in 2019-20 for all students and all student groups will be at or below .5%.  |
| 4. Student attendance rates dis-aggregated by student group. | 4. Attendance rate for 2016-2017<br>SUSD = 93.3%<br>White = 93.8%<br>Native American = 91.1%<br>Hispanic = 93.4%<br>Low Income = 92.0%                            | 4. The student attendance rate in 2017-2018 for all students and all student groups will improve to 94% or better. Those student groups not achieving the 94% attendance rate                              | 4. The student attendance rate in 2018-2019 for all students and all student groups will improve to above 94.5% or better. Those student groups not achieving the 94.5%  | 4. The student attendance rate in 2019-2020 for all students and all student groups will improve to above 95% or above. Those student groups not achieving the 95% attendance rate                           |

| Metrics/Indicators   | Baseline  | 2017-18  | 2018-19   | 2019-20   |
|--|---|--|---|---|
|  | Student with Disabilities = 92.1%   | target will improve by 1.0% or more.   | attendance rate target will improve by 1.0% or more.  | target will improve by 1.0% or more.  |
| 5. Student chronic absenteeism rate disaggregated by student group.            | 5. Student chronic absenteeism rate 2016-17:<br>SUSD chronic absentee rate = 15.5%<br>White = 12.4%<br>Native American = 29.3%<br>Hispanic = 13.7%<br>Low Income = 20.8%<br>Student with Disabilities = 23.5% | 5. The student chronic absenteeism rate in 2017-18 for all students and all student groups will decrease to at or below 13.0%. Student groups not achieving the 13.0% rate target will show a reduction in chronic absenteeism by 2.0% or greater. | 5. The student chronic absenteeism rate in 2018-19 for all students and all student groups will decrease to at or below 11.0%. Student groups not achieving the 11.0% rate will show a reduction in chronic absenteeism by 2.0% or greater.                                     | 5. The student chronic absenteeism rate in 2019-20 for all students and all student groups will decrease to at or below 12.5%. Student groups not achieving the 12.5% rate will show a reduction in chronic absenteeism by 2.0% or greater. |
| 6. California Healthy Kids Survey (CHKS)                                       | 6. CHKS School Climate Report 2016-17:<br>Foothill Elementary = 2.84 combined scale average<br>Sierra Junior High = 331<br>Sierra High = 288  | 6. CHKS School Climate Report 2017-18:<br><br>Foothill Elementary 3.0 (based on a 4.0 scale)<br>3.0 combined scale average<br>Sierra Junior High = 345<br>Sierra High = 295  | 6. Local Student Climate Survey Report for 2018-2019:<br><br>Foothill Elementary = 3.25 (based on 4.0 scale)<br>Sierra Junior High = 3.0 (Based on 4.0 scale)<br>Sierra High School = 3.0 (based on 4.0 scale)<br>Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale) | DISCONTINUED METRIC & REVISED METRIC ADDED BELOW  |
| 7. California School Parent Survey (CSPS) (Positive ratings in selected areas) | 7. CSPS 2016-17: (Positive ratings in selected areas)<br>School Culture and Climate = 81%   | 7. CSPS 2017-18 (Positive ratings in selected areas)<br>School Culture and Climate = 84%   | 7. Local Parent Survey 2018-19: (Positive ratings in selected areas)  | 7. Local Parent Survey 2019-2020: (Positive ratings in selected areas)  |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20   |
|--|--|--|--|---|
| School Culture and Climate<br>School to Home Communication<br>Parent engagement  | School to Home Communication = 68%<br>Parent engagement = 76%  | School to Home Communication = 72%<br>Parent engagement = 79%  | School Culture and Climate = 87%<br>School to Home Communication = 76%<br>Parent engagement = 83%  | School Culture and Climate = 85%<br>School to Home Communication = 85%<br>Parent engagement = 85%   |
| 8. Junior High Dropout Rate dis-aggregated by student group.   | 8. Junior High Dropout Rate 2015-16:<br>Junior High dropout rate = 0.0%  | 8. Junior High Dropout Rate 2016-17:<br>Junior High dropout rate = 1% or below   | 8. Junior High Dropout Rate 2017-18:<br>Junior High dropout rate = 1% or below   | 8. Junior High Dropout Rate 2018-19:<br>Junior High dropout rate = 1% or below  |
| 9. High School Dropout Rate.   | 9. High School Dropout Rate 2015-16:<br>SUSD dropout rate = 3.3%   | 9. High School Dropout Rate 2016-17:<br>SUSD dropout rate = 3%   | 9. High School Dropout Rate 2017-18:<br>SUSD dropout rate = 3%   | 9. High School Dropout Rate 2018-19:<br>SUSD dropout rate = 3%  |
| 10. School Site Council Attendance   | 10. School Site Council Attendance 2016-17:<br>Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.             | 10. School Site Council Attendance 2017-18:<br>Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets. | 10. School Site Council Attendance 2018-19:<br>Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets. | 10. School Site Council Attendance 2019-20:<br>Quorum of parent membership will be achieved as evidenced by attendance and sign-in sheets.                  |
| 11. Local Climate Survey- measuring two elements:<br><br>A. measure of student's sense of school connectedness<br>B. measure of student's feeling safe at school | 2018-2019<br>Foothill Elementary = 3.25 (based on 4.0 scale)<br>Sierra Junior High = 3.0 (Based on 4.0 scale)<br>Sierra High School = 3.0 (based on 4.0 scale) | N-A  | N-A  | 6. Local Student Climate Survey Report for 2019-20:<br><br>Foothill Elementary = 3.5 (based on 4.0 scale)<br>Sierra Junior High = 3.25 (Based on 4.0 scale) |

| Metrics/Indicators | Baseline  | 2017-18 | 2018-19 | 2019-20   |
|--------------------|---|---------|---------|---|
|                    | Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale) |         |         | Sierra High School = 3.25 (based on 4.0 scale)<br>Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale) |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1. Provide clean and well maintained facilities.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

1. Provide clean and well maintained facilities.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

## Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$1,436,668  | \$1,581,988  | \$1,597,205  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | Personnel  | Personnel  | Personnel  |
| Amount           | \$250,169  | \$250,169  | \$250,169  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        |
| Amount           | \$427,840  | \$427,840  | \$442,840  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$75,000   | \$75,000   | \$100,000  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 7000-7439: Other Outgo                               | 7000-7439: Other Outgo                               | 7000-7439: Other Outgo                               |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

2. Provide safe student transportation to and from school and to and from school activities.

#### 2018-19 Actions/Services

2. Provide safe student transportation to and from school and to and from school activities.

#### 2019-20 Actions/Services

### Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$990,326  | \$1,074,952  | \$1,120,192  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | Personnel  | Personnel  | Personnel  |
| Amount           | \$352,317  | \$352,317  | \$350,317  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        |
| Amount           | \$79,021   | \$79,021   | \$101,201  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

|                  |                           |                           |                           |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount           | \$19,000                  | \$19,000                  | \$19,000                  |
| Source           | LCFF                      | LCFF                      | LCFF                      |
| Budget Reference | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay |

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

3. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.

#### 2018-19 Actions/Services

3. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement and Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.

#### 2019-20 Actions/Services

## Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$8,000                       | \$4,000                       | \$0                           |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4. Continue to implement Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.

2018-19 Actions/Services

Discontinued

2019-20 Actions/Services



## Budgeted Expenditures

| Year             | 2017-18   | 2018-19 | 2019-20 |
|------------------|-----------|---------|---------|
| Amount           | \$26,948  |         |         |
| Source           | LCFF      |         |         |
| Budget Reference | Personnel |         |         |

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

5. Data shows that the unduplicated student populations in Sierra Unified have a higher suspension rate and a higher chronic absenteeism rate than all

### 2018-19 Actions/Services

5. Data shows that the unduplicated student populations in Sierra Unified have a higher suspension rate and a higher chronic absenteeism rate than all

### 2019-20 Actions/Services

students.To address this concern, SUSD will provide additional psychological support services, in the form of group counseling and social emotional learning curriculum, primarily for low-income students who do not have access to private mental health care providers, as a means of increasing student engagement, student attendance, and addressing behaviors that interfere with academic progress. The outcome will be a lower chronic absenteeism rate and a lower suspension rate for our unduplicated student populations.

students.To address this concern, SUSD will provide additional psychological support services, in the form of group counseling and social emotional learning curriculum, primarily for low-income students who do not have access to private mental health care providers, as a means of increasing student engagement, student attendance, and addressing behaviors that interfere with academic progress. The outcome will be a lower chronic absenteeism rate and a lower suspension rate for our unduplicated student populations.

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$74,793  | \$86,977  | \$95,143  |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Modified Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who are at the highest level of behavioral intervention. This action will result in a reduction in student absences and an increase in the academic performance of students with severe social-emotional needs.

#### 2018-19 Actions/Services

6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who are at the highest level of behavioral intervention. This action will result in a reduction in student absences and an increase in the academic performance of students with severe social-emotional needs.

#### 2019-20 Actions/Services

### Budgeted Expenditures

| Year                | 2017-18   | 2018-19   | 2019-20   |
|---------------------|-----------|-----------|-----------|
| Amount              | \$164,441 | \$131,953 | \$161,977 |
| Source              | LCFF      | LCFF      | LCFF      |
| Budget<br>Reference | Personnel | Personnel | Personnel |

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

7. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. SUSD will provide licensed therapist(s), who will provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. This action will result in increased attendance and improved academic performance as

**2018-19 Actions/Services**

7. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. SUSD will provide licensed therapist(s), who will provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. This action will result in increased attendance and improved academic performance as

**2019-20 Actions/Services**

7. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. SUSD will provide licensed therapist(s), who will provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. This action will result in increased attendance and improved academic performance as

measured by the CAASPP, for our unduplicated student populations.

measured by the CAASPP, for our unduplicated student populations.

measured by the CAASPP, for our unduplicated student populations.

**Modification:**

In 2019-2020, the therapeutic services will continue but the funding structure will be modified. One .20 FTE therapist will continue to provide therapy services to students at Foothill Elementary School in addition to the three full time therapists provided through a partnership between Fresno County Superintendent of Schools and Fresno County Behavioral Health.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$20,000  | 0   | \$18,000  |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures                         | 5800: Professional/Consulting Services And Operating Expenditures                         |
| Amount           | \$20,000  | \$75,000  | \$75,000  |
| Source           | Other   | Other   | Other   |
| Budget Reference | County Mental Health  | 5800: Professional/Consulting Services And Operating Expenditures<br>County Mental Health | 5800: Professional/Consulting Services And Operating Expenditures<br>County Mental Health |

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning

**2018-19 Actions/Services**

8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning

**2019-20 Actions/Services**

8. Discontinued action. In the fall of 2018, SUSD began working in partnership with Fresno Superintendent of School. See actions 6 and 7.

environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

### Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$68,000  | \$60,000  | \$0       |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

9. Provide nursing services for students who may become injured at school and for

2018-19 Actions/Services

9. Provide nursing services for students who may become injured at school and for

2019-20 Actions/Services

9. Provide nursing services for students who may become injured at school and for

those who have ongoing medical needs that must be maintained at school.

those who have ongoing medical needs that must be maintained at school.

those who have ongoing medical needs that must be maintained at school.

Modification:  
This action has been modified to replace the currently funded Health Aide with a licensed LVN.

### Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$113,964                     | \$127,110                     | \$126,808                     |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | Personnel                     | Personnel                     | Personnel                     |
| Amount           | \$1,723                       | \$1,723                       | \$1,723                       |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

### Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

### 2018-19 Actions/Services

10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

### 2019-20 Actions/Services

## Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$677,843  | \$738,016  | \$856,144  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | Personnel  | Personnel  | Personnel  |
| Amount           | \$14,960   | \$14,960   | \$16,660   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        |
| Amount           | \$62,342   | \$62,342   | \$64,342   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

## Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

**2018-19 Actions/Services**

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

**2019-20 Actions/Services**

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

**Budgeted Expenditures**

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$355,084                     | \$378,474                     | \$409,129                     |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | Personnel                     | Personnel                     | Personnel                     |
| Amount           | \$6,696                       | \$6,696                       | \$6,696                       |
| Source           | LCFF                          | LCFF                          | LCFF                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

|                  |  |  |  |
|------------------|--|--|--|
| Amount           | \$450  | \$450  | \$450  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

2018-19 Actions/Services

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

2019-20 Actions/Services

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

## Budgeted Expenditures

|                  |  |  |  |
|------------------|--|--|--|
| Year             | 2017-18  | 2018-19  | 2019-20  |
| Amount           | \$1,000  | \$1,000  | \$1,000  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

13. Provide relevant co-curricular programs such as athletics, FFA, academic clubs and competitions, and performing arts in order to increase student engagement.

#### 2018-19 Actions/Services

13. Provide relevant co-curricular programs such as athletics, FFA, academic clubs and competitions, and performing arts in order to increase student engagement.

#### 2019-20 Actions/Services

13. Provide relevant co-curricular programs such as athletics, FFA, academic clubs and competitions, and performing arts in order to increase student engagement. Unduplicated

students have the lowest participation rates for co-curricular activities.

Modified:

The unduplicated students have the lowest engagement in school and lowest participation rates for co-curricular activities. In order to address this student need, we will provide relevant co-curricular programs such as athletics, FFA, academic clubs, and competitions, and performing arts in order to increase student engagement in school and feelings of connectedness. In 2019-20, \$14,500 of additional funds were allocated to this action to support additional clubs and after school learning opportunities. This action is principally directed toward unduplicated students and in our experience is effective in meeting the needs of the students and the district's goals and actions for these students. Our expectation is that this action will result in improvement of academic outcomes and feelings of connectedness to school for the unduplicated students.

#### Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|-----------|-----------|-----------|
| Amount           | \$112,591 | \$88,301  | \$111,996 |
| Source           | LCFF      | LCFF      | LCFF      |
| Budget Reference | Personnel | Personnel | Personnel |

|                  |  |  |  |
|------------------|--|--|--|
| Amount           | \$15,750   | \$15,750   | \$15,750   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        | 4000-4999: Books And Supplies                        |
| Amount           | \$6,750  | \$6,750  | \$11,250   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

## Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Foothill Elementary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

## Budgeted Expenditures

|                  |                                   |   |   |
|------------------|-----------------------------------|---|---|
| Year             | 2017-18                           | 2018-19   | 2019-20   |
| Amount           | \$7,206                           | \$8,905   | \$9,390   |
| Source           | LCFF                              | LCFF  | LCFF  |
| Budget Reference | Net costs after revenue collected | 2000-2999: Classified Personnel Salaries<br>Net costs after revenue collected | 2000-2999: Classified Personnel Salaries<br>Net costs after revenue collected |

## Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee, School Site

### 2018-19 Actions/Services

15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee, School Site

### 2019-20 Actions/Services

15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee, School Site

Councils, District Advisory Committee and Parent-Faculty Associations.

Councils, District Advisory Committee and Parent-Faculty Associations.

Councils, District Advisory Committee and Parent-Faculty Associations.

### Budgeted Expenditures

| Year             | 2017-18        | 2018-19        | 2019-20        |
|------------------|----------------|----------------|----------------|
| Amount           | 0              | 0              | 0              |
| Source           | Not Applicable | Not Applicable | Not Applicable |
| Budget Reference | No cost        | No cost        | No cost        |

### Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly

2018-19 Actions/Services

16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and

2019-20 Actions/Services

16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and



communications in the local paper as a means to increase communication.

for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times each year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the AERIES student information system.

for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times each year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the AERIES student information system.

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$3,750   | \$6000  | \$6,000   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | Personnel   | Personnel   |
| Amount           |   | \$11,900  | \$11,900  |
| Source           |   | LCFF  | LCFF  |
| Budget Reference |   | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |

## Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

**2018-19 Actions/Services**

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

**2019-20 Actions/Services**

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

**Budgeted Expenditures**

| Year             | 2017-18                    | 2018-19  | 2019-20  |
|------------------|----------------------------|--|--|
| Amount           | \$34,352                   | \$34,352   | \$34,352   |
| Source           | Other                      | Other  | Other  |
| Budget Reference | Adult Education Consortium | 2000-2999: Classified Personnel Salaries<br>Adult Education Consortium | 2000-2999: Classified Personnel Salaries<br>Adult Education Consortium |

**Action 18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sierra Junior High, Sandy Bluffs Alternative Education, Lodge Pole Elementary School  
Specific Grade Spans: Grades 7 and 9**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

**2017-18 Actions/Services**

n/a

**2018-19 Actions/Services**

18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.

**2019-20 Actions/Services**

18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.

**Budgeted Expenditures**

| Year             | 2017-18        | 2018-19        | 2019-20        |
|------------------|----------------|----------------|----------------|
| Amount           | \$0            | \$0            | \$0            |
| Source           | Not Applicable | Not Applicable | Not Applicable |
| Budget Reference | Not Applicable | Not Applicable | Not Applicable |

**Action 19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

**2017-18 Actions/Services**

n/a

**2018-19 Actions/Services**

19. Provide Positive Discipline training to all staff as the District moves towards a trauma informed instructional environment for all students in all schools.

**2019-20 Actions/Services**

19. Provide Positive Discipline training to all staff as the District moves towards a trauma informed instructional environment for all students in all schools.

**Budgeted Expenditures**

| Year             | 2017-18        | 2018-19   | 2019-20   |
|------------------|----------------|---|---|
| Amount           | 0              | \$3,500   | \$10,000  |
| Source           | Not Applicable | LCFF  | LCFF  |
| Budget Reference | Not Applicable | Personnel   | Personnel   |
| Amount           | 0              | \$6,500   | \$0   |
| Source           | Not Applicable | LCFF  | LCFF  |
| Budget Reference | Not Applicable | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |

**Action 20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

**2017-18 Actions/Services**

n/a

**2018-19 Actions/Services**

n/a

**2019-20 Actions/Services**

Low income students are less likely to have access to transportation and so their access to after school enrichment, academic support and co-curricular activities is limited. The district will provide late transportation for students who wish to participate in extended school day activities in order to increase school connectedness and by extension, student achievement.

**Budgeted Expenditures**

| Year             | 2017-18        | 2018-19        | 2019-20   |
|------------------|----------------|----------------|-----------|
| Amount           | 0              | 0              | \$50,000  |
| Source           | Not Applicable | Not Applicable | LCFF      |
| Budget Reference | Not Applicable | Not Applicable | Personnel |



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$991,102

Percentage to Increase or Improve Services

7.95%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

District has calculated that it will receive \$991,102 in supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include the actions listed below to better serve our at risk population of English Learners, Socio-Economically Disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the goals of the LEA's LCAP and the identified needs of the unduplicated student population. Below are action(s) marked for increased or improved services along with a detailed explanation of how that action is principally directed toward the unduplicated student population. Also included below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Sierra Unified School District as well as the alternatives that were considered. Since our current unduplicated student population count is 48.31%, most of these actions and services are being performed on a school-wide or districtwide basis in order to increase efficiency of delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 7.95% over the 18-19 year. Sierra Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$991,102 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Services section.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$22,316, Goal 2-10)

Behavior Intervention Paraprofessionals (\$161,977, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior. Data (see Goal 3 Annual Update) reveals that 72% of the total suspensions were low income students, while only 49.9% of the total population is low income, indicating that low income students are the primary recipients of this service. The addition of increased mental health services for low income students who cannot afford outside service providers (\$95,143, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts. These services, and other behavioral interventions, are provided for all students who need them; however the primary recipients are students from targeted groups including low income and Native American. The practice of teaching social-emotional skills is frequently identified in research as a best practice, including research conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. Other means of addressing behavioral challenges under consideration include suspension, on-campus suspension, and referral to alternative programs. These practices are indeed the traditional ones that have proven ineffective in yielding positive changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced placement classes, or meet grade level standards in mathematics and English-language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically, and typically make little progress in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps. Data shows that 80-90% of students enrolled in Alternative Education programs are from low income families. Data also shows that academic performance of low income students exhibits the largest achievement gap of students without disabilities. In order to provide a more individualized academic environment, an additional 0.50 FTE teacher will be added to the Alternative Education program (\$40,378, Goal 1-8).

Initial assessments of academic readiness are administered in the fall of the Kindergarten year. These assessments are administered three times each year through grade six to monitor students' academic progress. Those students who do not meet benchmark are provided with targeted interventions taking place within the school day using the deployment model for grades one through six and the push-in model for kindergarten students. Data from Goal 2 show that Native and low income students are at greater risk of not meeting benchmark and comprise over 70% of the students who receive the targeted intervention. Research by Robert Marzano, in his 2003 work *What Works in Schools*, indicates that targeted interventions, within the school day using the deployment model – which increases instructional time, rather than substitutes intervention for instruction, is a promising practice. The alternative considered was to continue past practice, wherein paraprofessionals were utilized on a part-time contract to serve the highest need students on a pull-out basis. Under this alternative, the highest need students missed initial instruction in order to receive support in reading and language arts from a non-credentialed employee. Longitudinal data has illustrated that practice to enhance rather than mitigate the learning gap. In the 2015-2016 school year, an Elementary Intervention Specialist (\$51,313, Goal 2-4) was added to oversee the RtI program and monitor student progress within the program.



At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$242,843, Goal 2-2 and 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework. The other alternative considered was to maintain the status quo at over 600 students per counseling caseload and not provide the additional services. Research conducted by R.T. Lapan and others (The Impact of More Fully Implemented Guidance Programs on the School Experience of High School Students; Journal of Counseling and Development; 75,292-302) revealed the effectiveness of counseling in showing that students in schools with more fully implemented model counseling programs were more likely to report: earning higher grades; feeling better prepared for their future, and having access to college and career information.

High quality initial instruction is of primary concern for all students, especially those who are less likely to be ready to enter college upon graduation, which is the case for unduplicated groups including Native American and low income students. While all students benefit, those students most at risk stand to see the greatest benefit. Douglas Reeves, in his work "Transforming Professional Development and Student Results" (2010, [www.ascd.org](http://www.ascd.org)) stresses the importance of providing internal, ongoing professional training. SUSD is building teacher capacity for providing high quality initial instruction in two main ways. First, a Curriculum Director (\$124,704, Goal 1-5), who supports implementation of common core standards, improves delivery of initial instruction, and provides ongoing professional training. The second method of providing additional in-house professional training is through the addition of two contract days, set aside for teacher training needs. (\$64,828, Goal 1-3) as identified by employee and parent groups as listed under the annual update for Goal 1. The professional training services have been extended to all teachers because, as a small rural district, it is impossible to isolate unduplicated students, including Native American and low income students to teachers who serve either only unduplicated student groups. If we were to "track" students, based on being low income (our primary unduplicated group), we would be in violation of a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels. Additional funding will be added to build capacity and improve instructional delivery models and services for students with disabilities by providing additional training and release time for teachers who work primarily with students with disabilities. (\$3,600, Goal 1-3).

Research shows that nearly 50% of all children experience emotional trauma in early childhood. Children in low income homes and foster care are even more likely to be exposed to the devastating impact of early childhood emotional trauma on the brain and one's social development. These children exhibit great difficulty managing their emotions, which may be explosive or disproportional to the situation. The inability to self-regulate emotional response and behavior makes learning difficult not only for the child who has experienced emotional trauma, but also the children who share the classroom with such a child. SUSD data analysis shows that children from low income families are more likely to require behavioral interventions and support; they also have nearly twice the suspension rate as that for all students and have a lower attendance rate. In past years, behavioral intervention has focused primarily

on managing students' behavior with support from paraprofessionals and some additional counseling from the school psychologist. These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children; increase the capacity for teachers to provide a trauma sensitive environment; and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, at Tier-2 and Tier-3 of the behavior intervention pyramid. (\$18,000, Goal 3-7 and 3-8, plus additional therapists provided by the Office of the Fresno County Superintendent of Schools). They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. In addition, SUSD will provide training in Positive Discipline in The Classroom (PDC) for all staff. PDC is an alternative discipline and classroom management philosophy which utilizes strategies developed from the work of renowned behavioral psychologist Alfred Adler on the basic human need for social belonging (\$10,000, Goal 3-19). Research shows that the implementation of social emotional learning curriculum and individual and group therapy are critical components leading to student self regulation. This is identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors, or to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program.

Review of CAASPP assessment data reveals that the unduplicated pupil population demonstrate the lowest percentage of students who meet or exceed standards. Research included in the ground breaking work "Teaching with Poverty in Mind" by Dr. Eric Jensen indicates that students living in poverty tend to have less verbal exposure, a poor sense of agency, low executive function and live in a more demanding environment. Dr. Jensen posits that targeted intervention, extended school hours and parent education classes can turn the tide and work to minimize the damaging impact of poverty on the educational outcomes of children. Further, in a 2005 review of literature, on the impact of school connectedness, Robert A. Blum found that as many as 40-60 percent of all high school students are chronically disengaged from school. This finding is important because school engagement is widely associated with important educational outcomes such as attendance, academic achievement and graduation rates. These findings are linked to SUSD student survey results which show that students living in poverty are less likely to feel connected to school. Interestingly Blum, like Jensen posited that extending the school day and/or providing more access to caring adults can substantially increase school connectedness, and by extension student success. These research findings are the basis for the following strategies, that will be utilized to close the opportunity gap for unduplicated student populations: Provide an extended school day program for students in grades 2-6 during which students will have the opportunity to participate in academic inspired clubs and activities as well as academic support (Goal 1-6; \$60,000) ; and provide stipends for staffing of after school clubs and activities to increase school engagement and connectedness (\$4,500, Goal 3-13) . The extended day students will be enhanced by adding a late-bus to serve all students participating in extended day activities (\$50,000, Goal 3-20). Alternative methodologies considered for improving student outcomes was to continue with prior methods of pullout programs for targeted students which excluded these students from parts of their regular classroom instruction and failed to show any increase in achievement.

Data shows that unduplicated student populations are less likely to take coursework that will prepare them for college and career. In light of the research conducted by Dr. Eric Jensen (above) and many others, indicating that targeted interventions and extended school hours help to minimize some of the negative impacts of poverty; Sierra Unified provides staff office hours to provide tutoring and support to secondary students; college entrance (SAT) test preparation opportunities; and support for dual enrollment courses.(\$36,000, Goal 2-12 and \$0 for Goal 2-15) and further training for teachers of AP courses (\$4,000, Goal 2-14). In addition, students in grades 8, in addition to grade 10 will be provided with opportunities to take the College Board PSAT the results of which will be used to increase awareness of college opportunities and familiarity with this important college entrance assessment (\$1,500, Goal 2-13)

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| \$964,950  | 8.21%                                      |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

District has calculated that it will receive \$964,950 in supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include the actions listed below to better serve our at risk population of English Learners, Socio-Economically Disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the goals of the LEA's LCAP and the identified needs of the unduplicated student population. Below are action(s) marked for increased or improved services along with a detailed explanation of how that action is principally directed toward the unduplicated student population. Also included below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Sierra Unified School District as well as the alternatives that were considered. Since our current unduplicated student population count is 48.99%, most of these actions and services are being performed on a school-wide or districtwide basis in order to increase efficiency of delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 8.21% over the 17-18 year. Sierra Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$964,355 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Services section.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$20,562, Goal 2-10)

Behavior Intervention Paraprofessionals (\$131,953, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior. Data (see Goal 3 Annual Update) reveals that 72% of the total suspensions were low income students, while only 49.9% of the total population is low income, indicating that low income students are the primary recipients of this service. The addition of increased mental health services for low income students who cannot afford outside service providers (\$86,977, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts. These services, and other behavioral interventions, are provided for all students who need them; however the primary recipients are students from targeted groups including low income and Native American. The practice of teaching social-emotional skills is frequently identified in research as a best practice, including research conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. Other means of addressing behavioral challenges under consideration include suspension, on-campus suspension, and referral to alternative programs. These practices are indeed the traditional ones that have proven ineffective in yielding positive changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced placement classes, or meet grade level standards in mathematics and English-language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically,

and typically make little progress in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps.

Initial assessments of academic readiness are administered in the fall of the Kindergarten year. These assessments are administered three times each year through grade six to monitor students' academic progress. Those students who do not meet benchmark are provided with targeted interventions taking place within the school day using the deployment model for grades one through six and the push-in model for kindergarten students. Data from Goal 2 show that Native and low income students are at greater risk of not meeting benchmark and comprise over 70% of the students who receive the targeted intervention. Research by Robert Marzano, in his 2003 work *What Works in Schools*, indicates that targeted interventions, within the school day using the deployment model – which increases instructional time, rather than substitutes intervention for instruction, is a promising practice. The alternative considered was to continue past practice, wherein paraprofessionals were utilized on a part-time contract to serve the highest need students on a pull-out basis. Under this alternative, the highest need students missed initial instruction in order to receive support in reading and language arts from a non-credentialed employee. Longitudinal data has illustrated that practice to enhance rather than mitigate the learning gap. In the 2015-2016 school year, an Elementary Intervention Specialist (\$50,173, Goal 2-4) was added to oversee the RtI program and monitor student progress within the program.

At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$231,867, Goal 2-2 and 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework. The other alternative considered was to maintain the status quo at over 600 students per counseling caseload and not provide the additional services. Research conducted by R.T. Lapan and others (*The Impact of More Fully Implemented Guidance Programs on the School Experience of High School Students*; *Journal of Counseling and Development*; 75,292-302) revealed the effectiveness of counseling in showing that students in schools with more fully implemented model counseling programs were more likely to report: earning higher grades; feeling better prepared for their future, and having access to college and career information.

High quality initial instruction is of primary concern for all students, especially those who are less likely to be ready to enter college upon graduation, which is the case for unduplicated groups including Native American and low income students. While all students benefit, those students most at risk stand to see the greatest benefit. Douglas Reeves, in his work *"Transforming Professional Development and Student Results"* (2010, [www.ascd.org](http://www.ascd.org)) stresses the importance of providing internal, ongoing professional training. SUSD is building teacher capacity for providing high quality initial instruction in two main ways. First, an Academic Coach (\$108,152, Goal 1-5) and a Curriculum Director (funded with Supplemental and Title 1 funds - \$98,298 LCFF Supplemental, Goal 1-5), who support implementation of common core standards, improve delivery of initial instruction, and provide ongoing professional training on



a weekly basis have been added. The second method of providing additional in-house professional training is through the addition of two contract days, set aside for teacher training needs (\$60,373, Goal 1-3) as identified by employee and parent groups as listed under the annual update for Goal 1. The professional training services have been extended to all teachers because, as a small rural district, it is impossible to isolate unduplicated students, including Native American and low income students to teachers who serve either only unduplicated student groups. If we were to “track” students, based on being low income (our primary unduplicated group), we would be in violation of a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels.

Research shows that nearly 50% of all children experience emotional trauma in early childhood. Children in low income homes and foster care are even more likely to be exposed to the devastating impact of early childhood emotional trauma on the brain and one's social development. These children exhibit great difficulty managing their emotions, which may be explosive or disproportional to the situation. The inability to self-regulate emotional response and behavior makes learning difficult not only for the child who has experienced emotional trauma, but also the children who share the classroom with such a child. SUSD data analysis shows that children from low income families are more likely to require behavioral interventions and support; they also have nearly twice the suspension rate as that for all students and have a lower attendance rate. In past years, behavioral intervention has focused primarily on managing students' behavior with support from paraprofessionals and some additional counseling from the school psychologist. These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children; increase the capacity for teachers to provide a trauma sensitive environment; and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. In addition, SUSD will provide training in Positive Discipline in The Classroom (PDC) for all staff. PDC is an alternative discipline and classroom management philosophy which utilizes strategies developed from the work of renowned behavioral psychologist Alfred Adler on the basic human need for social belonging (%10,000, Goal 3.4). Research shows that the implementation of social emotional learning curriculum and individual and group therapy are critical components leading to student self regulation. This is identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors, or to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program. (\$60,000, Goal 3-7 and 3-8).

Review of CAASPP assessment data reveals that the unduplicated pupil population demonstrate the lowest percentage of students who meet or exceed standards. Research included in the ground breaking work "Teaching with Poverty in Mind" by Dr. Eric Jensen indicates that students living in poverty tend to have less verbal exposure, a poor sense of agency, low executive function and live in a more demanding environment. Dr. Jensen posits that targeted intervention, extended school hours and parent education classes

can turn the tide and work to minimize the damaging impact of poverty on the educational outcomes of children. Further, in a 2005 review of literature, on the impact of school connectedness, Robert A. Blum found that as many as 40-60 percent of all high school students are chronically disengaged from school. This finding is important because school engagement is widely associated with important educational outcomes such as attendance, academic achievement and graduation rates. These findings are linked to SUSD student survey results which show that students living in poverty are less likely to feel connected to school. Interestingly Blum, like Jensen posited that extending the school day and/or providing more access to caring adults can substantially increase school connectedness, and by extension student success. These research findings are the basis for the following strategies, that will be utilized to close the opportunity gap for unduplicated student populations:

(Goal 1-6; \$60,596) Provide an extended school day program for students in grades 2-6 during which students will have the opportunity to participate in academic inspired clubs and activities as well as academic support ; and (Goal 3-13) Provide stipends for staffing of after school clubs and activities to increase school engagement and connectedness. Alternative methodologies considered for improving student outcomes was to continue with prior methods of pullout programs for targeted students which excluded these students from parts of their regular classroom instruction and failed to show any increase in achievement.

Data shows that unduplicated student populations are less likely to take coursework that will prepare them for college and career. In light of the research conducted by Dr. Eric Jensen (above) and many others, indicating that targeted interventions and extended school hours help to minimize some of the negative impacts of poverty; Sierra Unified will provide staff office hours to provide tutoring and support to secondary students; college entrance (SAT) test preparation opportunities; and support for dual enrollment courses.(\$36,000, Goal 2-12 and \$0 for Goal 2-15) and further training for teachers of AP courses (\$4,000, Goal 2.14). In addition, students in grades 8, in addition to grade 10 will be provided with opportunities to take the College Board PSAT the results of which will be used to increase awareness of college opportunities and familiarity with this important college entrance assessment (\$1,500, Goal 2.13)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$829,507

7.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Sierra Unified School District has calculated that it will receive \$829,507 in Supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include the actions listed below to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Below are action(s) marked for increased or improved services along with a detailed explanation of how that action is principally directed toward the unduplicated student population. Also included below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Sierra Unified School District as well as the alternatives that were considered. Since our unduplicated student population count is 47.3%, most of these actions and services are being performed on a school wide or districtwide basis in order to increase efficiency of delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 7.23%. Sierra Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$829,507 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Service section.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$19,348, Goal 2-10)

Behavior Intervention Paraprofessionals (\$119,690, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior. Data (see Goal 3 Annual Update) reveals that 72% of the total suspensions were low income students, while only 45% of the total population is low income, indicating that low income students are the primary recipients of this service. The addition of increased mental health services for low income students who cannot afford outside service providers (\$74,793, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts. These services, and other behavioral interventions, are provided for all students who need them, however the primary recipients are students from targeted groups including low income and Native American. The practice of teaching social-emotional skills is frequently identified in research as a best practice, including research conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. Other means of addressing behavioral challenges under consideration include suspension, on-campus suspension, and referral to alternative programs. These practices are



indeed the traditional ones that have proven ineffective in yielding changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced placement classes, or meet grade level standards in mathematics and language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically, and tend not to make up ground in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps.

Initial assessments of academic readiness are administered in the fall of the Kindergarten year. These assessments are administered three times each year through grade six to monitor students' academic progress. Those students who do not meet benchmark are provided with targeted interventions taking place within the school day using the deployment model. Data from Goal 2 show that Native and low income students are at greater risk of not meeting benchmark and comprise over 70% of the students who receive the targeted intervention. Research by Robert Marzano, in his 2003 work *What Works in Schools*, indicates that targeted interventions, within the school day using the deployment model – which increases instructional time, rather than substitutes intervention for instruction, is a promising practice. The alternative considered was to continue past practice, wherein paraprofessionals were utilized on a part-time contract to serve the highest need students on a pull-out basis. Under this alternative, the highest need students missed initial instruction in order to receive support in reading and language arts from a non-credentialed employee. Longitudinal data has illustrated that practice to enhance rather than mitigate the learning gap. In the 2015-2016 school year, an Elementary Intervention Specialist (\$40,173, Goal 2-4) was added to oversee the Rtl program and monitor student progress within the program.

At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$120,202, Goal 2-2, \$51,160, Goal 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework. The other alternative considered was to maintain the status quo at over 600 students per counseling caseload and not provide the additional services. Research conducted by R.T. Lapan and others (*The Impact of More Fully Implemented Guidance Programs on the School Experience of High School Students*; *Journal of Counseling and Development*; 75,292-302) illustrated the effectiveness of counseling in showing that student in schools with more fully implemented model counseling programs were more likely to report: earning higher grades; feeling better prepared for their future, and having access to college and career information.

High quality initial instruction is of primary concern for all students, especially those who are less likely to be ready to enter college upon graduation, such as is the case for unduplicated groups including Native American and low income students. While all students benefit, those students most at risk stand to see the greatest benefit. Douglas Reeves, in his work *Transforming Professional Development and Student Results* (2010, [www.ascd.org](http://www.ascd.org)) stresses the importance of providing internal, ongoing professional training. SUSD is building teacher capacity for providing high quality initial instruction in two main ways. First, two Academic Coaches (\$212,875, Goal 1-5) and a Curriculum Director (funded with Supplemental and Title 1 funds - \$34,716 LCFF Supplemental, Goal 1-5), who support implementation of common core standards, improve delivery of initial instruction, and provide ongoing professional training on a bi-monthly basis have been added. The second method of providing additional in-house professional training is through the addition of two contract days, set aside for teacher training needs (\$56,354, Goal 1-3) as identified by employee and parent groups as listed under the annual update for Goal 1. The professional training services have been extended to all teachers because as a small rural district it is impossible to isolate unduplicated students, including Native American and low income students to teachers who serve either only unduplicated student groups. If we were to “track” students, based on being low income (our primary unduplicated group), we would be in violation of a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels.

Research shows that nearly 50% of all children experience emotional trauma in early childhood. Children in low income homes and foster care are even more likely to be exposed to the devastating impact of early childhood emotional trauma on brain and social development. These children exhibit great difficulty managing their emotions, which may be explosive or disproportional to the situation. The inability to self-regulate emotional response and behavior makes learning difficult not only for the child who has experienced emotional trauma, but also the children who share the classroom with such a child. SUSD Data analysis shows that children from low income families are more likely to require behavioral interventions and support, they also have nearly twice the suspension rate as that for all students as well as a lower attendance rate. In past years, behavioral intervention has focused primarily on managing student's behavior with support from paraprofessionals and some additional counseling from the school psychologist. These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children, increase the capacity for teachers to provide a trauma sensitive environment, and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, to students at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. Research shows that the implementation of social emotional learning curriculum and individual and group therapy is a critical component leading to student self regulation, as stated previously, as identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of *Phi Delta Kappan*. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors or, alternately; to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program. (\$73,361, Goal 3-7 and 3-8).



# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

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

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

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 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 EC 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?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

| Total Expenditures by Funding Source |                                      |                                    |               |               |               |  |
|--------------------------------------|--------------------------------------|------------------------------------|---------------|---------------|---------------|--|
| Funding Source                       | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18       | 2018-19       | 2019-20       | 2017-18<br>through<br>2019-20<br>Total |
| All Funding Sources                  | 14,254,004.00                        | 14,743,964.00                      | 13,923,306.00 | 14,254,004.00 | 14,874,340.00 | 43,051,650.00                          |
|                                      | 0.00                                 | 0.00                               | 0.00          | 0.00          | 0.00          | 0.00                                   |
| LCFF                                 | 13,974,843.00                        | 14,338,521.00                      | 13,659,586.00 | 13,974,843.00 | 14,610,245.00 | 42,244,674.00                          |
| Lottery                              | 0.00                                 | 75,868.00                          | 0.00          | 0.00          | 0.00          | 0.00                                   |
| Not Applicable                       | 0.00                                 | 0.00                               | 0.00          | 0.00          | 0.00          | 0.00                                   |
| Other                                | 109,352.00                           | 109,352.00                         | 54,352.00     | 109,352.00    | 109,352.00    | 273,056.00                             |
| Title I                              | 169,809.00                           | 220,223.00                         | 209,368.00    | 169,809.00    | 154,743.00    | 533,920.00                             |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type                                 |                                      |                                    |               |               |               |  |
|---|--------------------------------------|------------------------------------|---------------|---------------|---------------|--|
| Object Type   | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18       | 2018-19       | 2019-20       | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types   | 14,254,004.00                        | 14,743,964.00                      | 13,923,306.00 | 14,254,004.00 | 14,874,340.00 | 43,051,650.00                          |
|   | 12,047,439.00                        | 12,450,130.00                      | 11,937,792.00 | 12,047,439.00 | 12,597,261.00 | 36,582,492.00                          |
| 1000-1999: Certificated Personnel Salaries                        | 60,373.00                            | 103,180.00                         | 56,354.00     | 60,373.00     | 68,428.00     | 185,155.00                             |
| 2000-2999: Classified Personnel Salaries                          | 43,257.00                            | 8,905.00                           | 0.00          | 43,257.00     | 43,742.00     | 86,999.00                              |
| 4000-4999: Books And Supplies                                     | 1,009,655.00                         | 958,124.00                         | 854,954.00    | 1,009,655.00  | 988,436.00    | 2,853,045.00                           |
| 5000-5999: Services And Other Operating Expenditures              | 905,880.00                           | 942,611.00                         | 871,606.00    | 905,880.00    | 952,573.00    | 2,730,059.00                           |
| 5800: Professional/Consulting Services And Operating Expenditures | 93,400.00                            | 60,000.00                          | 23,750.00     | 93,400.00     | 104,900.00    | 222,050.00                             |
| 6000-6999: Capital Outlay   | 19,000.00                            | 121,014.00                         | 103,850.00    | 19,000.00     | 19,000.00     | 141,850.00                             |
| 7000-7439: Other Outgo  | 75,000.00                            | 100,000.00                         | 75,000.00     | 75,000.00     | 100,000.00    | 250,000.00                             |
| Not Applicable  | 0.00                                 | 0.00                               | 0.00          | 0.00          | 0.00          | 0.00                                   |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source              |                     |   |                                       |               |               |               |  |
|---|---------------------|---|---------------------------------------|---------------|---------------|---------------|--|
| Object Type   | Funding Source      | 2018-19<br>Annual<br>Update<br>Budgeted | 2018-19<br>Annual<br>Update<br>Actual | 2017-18       | 2018-19       | 2019-20       | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types   | All Funding Sources | 14,254,004.00                           | 14,743,964.00                         | 13,923,306.00 | 14,254,004.00 | 14,874,340.00 | 43,051,650.00                          |
|   |                     | 0.00                                    | 0.00                                  | 0.00          | 0.00          | 0.00          | 0.00                                   |
|   | LCFF                | 11,877,630.00                           | 12,154,907.00                         | 11,674,072.00 | 11,877,630.00 | 12,442,518.00 | 35,994,220.00                          |
|   | Not Applicable      | 0.00                                    | 0.00                                  | 0.00          | 0.00          | 0.00          | 0.00                                   |
|   | Other               | 0.00                                    | 75,000.00                             | 54,352.00     | 0.00          | 0.00          | 54,352.00                              |
|   | Title I             | 169,809.00                              | 220,223.00                            | 209,368.00    | 169,809.00    | 154,743.00    | 533,920.00                             |
| 1000-1999: Certificated Personnel Salaries                        | LCFF                | 60,373.00                               | 68,828.00                             | 56,354.00     | 60,373.00     | 68,428.00     | 185,155.00                             |
| 1000-1999: Certificated Personnel Salaries                        | Other               | 0.00                                    | 34,352.00                             | 0.00          | 0.00          | 0.00          | 0.00                                   |
| 2000-2999: Classified Personnel Salaries                          | LCFF                | 8,905.00                                | 8,905.00                              | 0.00          | 8,905.00      | 9,390.00      | 18,295.00                              |
| 2000-2999: Classified Personnel Salaries                          | Other               | 34,352.00                               | 0.00                                  | 0.00          | 34,352.00     | 34,352.00     | 68,704.00                              |
| 4000-4999: Books And Supplies                                     | LCFF                | 1,009,655.00                            | 882,256.00                            | 854,954.00    | 1,009,655.00  | 988,436.00    | 2,853,045.00                           |
| 4000-4999: Books And Supplies                                     | Lottery             | 0.00                                    | 75,868.00                             | 0.00          | 0.00          | 0.00          | 0.00                                   |
| 5000-5999: Services And Other Operating Expenditures              | LCFF                | 905,880.00                              | 942,611.00                            | 871,606.00    | 905,880.00    | 952,573.00    | 2,730,059.00                           |
| 5000-5999: Services And Other Operating Expenditures              | Other               | 0.00                                    | 0.00                                  | 0.00          | 0.00          | 0.00          | 0.00                                   |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF                | 18,400.00                               | 60,000.00                             | 23,750.00     | 18,400.00     | 29,900.00     | 72,050.00                              |
| 5800: Professional/Consulting Services And Operating Expenditures | Other               | 75,000.00                               | 0.00                                  | 0.00          | 75,000.00     | 75,000.00     | 150,000.00                             |
| 6000-6999: Capital Outlay   |                     | 0.00                                    | 0.00                                  | 0.00          | 0.00          | 0.00          | 0.00                                   |
| 6000-6999: Capital Outlay   | LCFF                | 19,000.00                               | 121,014.00                            | 103,850.00    | 19,000.00     | 19,000.00     | 141,850.00                             |
| 7000-7439: Other Outgo  | LCFF                | 75,000.00                               | 100,000.00                            | 75,000.00     | 75,000.00     | 100,000.00    | 250,000.00                             |
| Not Applicable  | Not Applicable      | 0.00                                    | 0.00                                  | 0.00          | 0.00          | 0.00          | 0.00                                   |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal |                                      |                                    |              |              |              |  |
|----------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Goal                       | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| Goal 1                     | 6,871,890.00                         | 7,092,157.00                       | 6,947,438.00 | 6,871,890.00 | 7,016,406.00 | 20,835,734.00                          |
| Goal 2                     | 1,651,168.00                         | 1,802,591.00                       | 1,548,884.00 | 1,651,168.00 | 1,783,300.00 | 4,983,352.00                           |
| Goal 3                     | 5,730,946.00                         | 5,849,216.00                       | 5,426,984.00 | 5,730,946.00 | 6,074,634.00 | 17,232,564.00                          |
| Goal 4                     |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |

\* Totals based on expenditure amounts in goal and annual update sections.

| Expenditures Contributing to Increased/Improved Requirement by Funding Source |                                      |                                    |              |              |              |
|---|--------------------------------------|------------------------------------|--------------|--------------|--------------|
| Funding Source  | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      |
| All Funding Sources   | 1,933,011.00                         | 1,924,974.00                       | 1,072,673.00 | 1,933,011.00 | 2,435,437.00 |
|   | 0.00                                 | 0.00                               | 0.00         | 0.00         | 0.00         |
| LCFF  | 1,653,850.00                         | 1,595,399.00                       | 835,504.00   | 1,653,850.00 | 2,171,342.00 |
| Lottery   | 0.00                                 | 0.00                               | 0.00         | 0.00         | 0.00         |
| Not Applicable  | 0.00                                 | 0.00                               | 0.00         | 0.00         | 0.00         |
| Other   | 109,352.00                           | 109,352.00                         | 54,352.00    | 109,352.00   | 109,352.00   |
| Title I   | 169,809.00                           | 220,223.00                         | 182,817.00   | 169,809.00   | 154,743.00   |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source |                                      |                                    |               |               |               |
|---|--------------------------------------|------------------------------------|---------------|---------------|---------------|
| Funding Source  | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18       | 2018-19       | 2019-20       |
| All Funding Sources   | 13,665,007.00                        | 14,180,839.00                      | 13,235,653.00 | 13,665,007.00 | 14,065,328.00 |
|   | 0.00                                 | 0.00                               | 0.00          | 0.00          | 0.00          |
| LCFF  | 13,507,873.00                        | 13,917,081.00                      | 13,154,750.00 | 13,507,873.00 | 13,955,976.00 |
| Lottery   | 0.00                                 | 75,868.00                          | 0.00          | 0.00          | 0.00          |
| Not Applicable  | 0.00                                 | 0.00                               | 0.00          | 0.00          | 0.00          |
| Other   | 109,352.00                           | 109,352.00                         | 54,352.00     | 109,352.00    | 109,352.00    |
| Title I   | 47,782.00                            | 78,538.00                          | 26,551.00     | 47,782.00     | 0.00          |