

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Sierra Unified:

Goal 1 of the 19-20 Local Control and Accountability plan states that 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.

Action 1-5 of Goal 1 further details that 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 Director of Education Services. It is the expectation that by providing instructional support through the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve. These services are funded through LCFF Supplemental funds and Title I funds.

Goal 2 of the 19-20 Local Control and Accountability plan states 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.

Action 2-2 states that 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. The Native American program at Foothill Elementary is funded fully through Title I.

Action 2-4 addresses the opportunity gap for unduplicated student populations in Sierra Unified that 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. Our Academic Intervention Specialist at Foothill Elementary School is funded solely through Title I.

APPROVED BY CDE

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Sierra Unified:

Federal funds are aligned with State and local funds by providing services to students in need. Each source of Federal funds is kept separate to preserve the integrity of the different programs.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Janelle Bryson

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Sierra Unified:

Parent Engagement is a high priority, and often difficult to achieve. We provide a well-trained, customer focused office staff to assist in smooth school operations so that parents feel welcome at school. We administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate. We provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families. We 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.

The District has a 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 communicates with the community via a District-wide insert into the local mailer five times each year. The District improved parent access and school/home communication by consolidating various communications into a single, user friendly platform through the AERIES student information system.

We also conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

Foothill Elementary School has been identified as ATSI. Recognizing that our lowest performing group is

Students with Disabilities, which measures red on the Dashboard in 3 areas (Math, Language Arts and Suspension Rate) indicates a need to target support. We will be utilizing school site council as a means to solicit input from families to help develop and the Targeted Support and Improvement Plan. In addition, Sierra was awarded the California Early Math Initiative grant, which will allow the school to support early math instruction and strategies and will include family engagement as part of the grant to help parents and families understand the new math requirements.

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Sierra Unified:

Parent Engagement is a high priority, and often difficult to achieve. We provide a well-trained, customer focused staff so that parents feel welcome at school and are informed on their child's progress in academics and social growth. All staff members are encouraged to attend any planned community engagement nights as a way to participate in hearing concerns of the parent community, taking away valuable input from individuals who understand their children best. SUSD hosts Parent/Teacher conferences in the fall of each year. Parents are encouraged to schedule a time for this meeting either for an in-person meeting, phone conference or request a more convenient time/date.

We are working with school sites and families to develop a current plan for parent/ family engagement. As this is developing, Sierra Unified will be hosting community input and information nights that will include how to access student information, how to resolve teacher/student conflicts or issues, review academic progress with plans to grow. WE will utilize our Aeries Communication tool to send out invitations, notices, as well as include information on meetings in weekly bulletins, school/district website and the local weekly newspaper.

Parent University is a program funded through our Adult Education program that provides assistance to parents and families by educating parents on how to obtain services, get information and connect with teachers and other staff when they have a question about their students' education.

Ensuring that all parents and families are informed about participation and achievement is met by providing reasonable accommodations for students and families such as interpreters for families with limited English proficiency, providing written materials and making sure meetings are held in the most accessible facilities in the District.

The parent nights for the California Early Math initiative will show parents how learning occurs through playing and reading, and how parents can apply the strategies that their students are learning at school to their home environment. Because SUSD does not have a migratory child enrollment, we do not have an identified plan to specifically communicate with this population. Whenever we have a second language family participating in meetings, we provide a translator for such meetings to ensure clear communication.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Sierra Unified:

SWP: Foothill Elementary School is a School-Wide Program. Title I funds are spent for training, an Academic Intervention Teacher, the Library Tech and instructional materials. A pull-out Response to Intervention Program is staffed to support all students in the school, including identified Title I students and other at-risk students.

TAS: Sierra Junior High and Sierra High School are Targeted Assistance Programs. A low percentage of students are identified as Title I, so the funds are spent on teacher training and materials for the identified students to supplement the adopted curriculum.

Neglected or delinquent: N/A

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Sierra Unified:

Students in grades K-6 are evaluated for academic performance at the start of the school year or at entry to SUSD. We utilize our District Learning Assessments, benchmarks, to determine if a student is performing below, at or above grade level standards. When students are identified performing below grade-level, they are worked into the Rtl rotation for targeted instruction. Every 6 weeks students are re-evaluated and placed or removed from additional instructional support.

Students in grades 7-12 are evaluated every 3 weeks through monitoring classroom grades and unit assessments. Students are referred to tutoring and homework assistance provided before, during and after

school hours to accommodate all learners' needs. After 6 weeks of continuous support, students still exhibiting deficiencies are called to a Student Support Team (SST) to meet with all teachers, administration and parents to put together a more formal plan towards success.

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Sierra Unified:

Homeless students are provided with assistance as requested for supplies and other out of pocket expenses. Our Director of Alternative Education acts as our Homeless Liaison who assists with placement, enrollment, and application to National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of his leadership of the Student Attendance Review Board. Students are supported academically with access to a full-course of curriculum ranging from support-level courses to UC/CSU approved and Advanced Placement courses.

Funds are set aside to provide for necessities and transportation of homeless youth. While this fund exists, SUSD first calls upon community-based organizations that provide food and clothing at no cost. Additionally, local charities have provided our campuses with back packs and schools supplies to ensure success and comfort to our students.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Sierra Unified:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Sierra Unified:

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.

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 provides staff office hours to provide tutoring and support to secondary students at all levels of ability; college entrance test preparation opportunities; and support for dual enrollment courses.

APPROVED BY CDE**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Sierra Unified:

N/A

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g) (1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Sierra Unified:

Step 1: Data collected to determine Educator Equity is collected from Data Quest. The most recent data is from 2017-18, which was used for the analysis.

Step 2: We did not have any ineffective/mis-assigned teachers for the 17-18 school year, nor did we have any out-of-field teachers, based on the guidance for ESSA Section 1112(b)(2). We had 6 inexperienced teachers at Foothill Elementary and 2 inexperienced teachers at Sierra High for the 17-18 year.

Therefore, low-income students were not taught at a higher rate than other students by out-of-field teachers or ineffective/mis-assigned teachers.

However, students at Foothill Elementary, with the highest percentage of low-income students (54.79%) were taught at a higher rate than other students by inexperienced teachers.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Inexperienced Teachers	% Inexperienced Teachers
Foothill	637	349	54.79%	35	6	17.14%
Lodge Pole	13	10	76.92%	1	0	0.00%
Sandy Bluffs	32	21	65.63%	5	0	0.00%

Sierra High	407	157	38.57%	27	2	7.41%
Sierra Junior High	203	94	46.31%	19	0	0.00%
LEA Total 1292	631	48.84%	87	8	9.20%	

Step 3: We did not have any ineffective/mis-assigned teachers for the 17-18 school year, nor did we have any out-of-field teachers, based on the guidance for ESSA Section 1112(b)(2). We had 6 inexperienced teachers at Foothill Elementary and 2 inexperienced teachers at Sierra High for the 17-18 year. Therefore, minority students were not taught at a higher rate than other students by out-of-field teachers or ineffective/mis-assigned teachers.

However, students at Foothill Elementary, with the highest percentage of minority students (39.09%) were taught at a higher rate than other students by inexperienced teachers.

School Site	Total Enrollment	Minority Enrollment %	Minority Students	Total Teachers	Inexperienced Teachers	% Inexperienced Teachers
Foothill	637	249	39.09%	35	6	17.14%
Lodge Pole	13	4	30.77%	1	0	0.00%
Sandy Bluffs	32	11	34.38%	5	0	0.00%
Sierra High	407	115	28.26%	27	2	7.41%
Sierra Junior High	203	62	30.54%	19	0	0.00%
LEA Total 1292	441	34.13%	87	8	9.20%	

Step 4: Equity gaps exist not because of the distribution of students, but due to the difference in the availability of experienced teachers for multiple-subject positions. When teachers at the elementary level are replaced, we rarely have experienced teachers apply for jobs in our small, rural community. We had had a large portion of our elementary staff retire/resign within the 3 years prior to 17-18, and all of the teachers hired at that level were inexperienced.

Step 5: Hiring for 19-20 was done by committees of parents, administration and current staff to choose the most qualified candidates. While we replaced 10 teaching positions, only 3 of those were with inexperienced staff.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Sierra Unified:

The majority of Title II Part A funds are used at Foothill Elementary for class-size reduction. Our professional development is paid for through General funds, with approximately \$2,000 coming from Title II, Part A.

The focus of professional development for teachers and paraprofessionals is in providing equitable access to core curriculum for identified students, as well as awareness of services and supports beyond the classroom. Principals and other school leaders attend the same trainings so as to build a unified understanding and development of growth.

Growth is measured through the Response to Intervention programs for academic and behavior issues. Data is also collected on students use of services and supports beyond the classroom, and correlated by semester with behavior and academic outcomes.

By engaging in professional development and growth activities, the District is committing to delivering quality education that is equitable and accessible by all students. Personal and professional growth support and

continued learning utilize the best attributes of individuals. It also supports their desire to lead others in areas they are passionate about. Through staff surveys and participant feedback, the District evaluates the usefulness of trainings and makes adjustments to fit current climate and needs.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Sierra Unified:

The majority of Title II funding goes to our Foothill Elementary School for class size reduction. Foothill has the highest percentage of low-income students and minority students, so the majority of the funds are allocated there. Foothill was also identified as ATSI, which further demonstrates the appropriateness of the distribution of the funds.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Sierra Unified:

Data is collected throughout the year and is analyzed at the classroom, grade-level and site level in a system of continuous improvement to be able to make changes as needed in support of student growth.

Sierra Unified is currently redesigning an effective way to look at data. Beginning in August, all teaching staff will engage in a data protocol training session, led by administration, and help develop the necessary data sets needed to make informed decisions regarding academic growth as well as social-emotional development.

The main sources of data will be drawn from our student information system, CAASPP scores, locally developed benchmark assessments, and behavior data. Data will be evaluated on a schedule to be determined, but no less than 3 times per year at trimester marks. Data conversions will be used to guide development of professional learning, curriculum development and mapping and adjusting our response to intervention plan. Funding enhances other program funding like General fund and Title I.

Sierra Unified consults with a number of stakeholder groups throughout the school year. Our yearly meetings with all stakeholders (teachers, parents, community. . .) are held to gain feedback on funding and outcomes for goals listed in our LCAP. We meet with 16 different groups for this particular input including students, Native American Parent Advocate group, teachers, paraprofessionals, administration and leaders, community and organizational partners. In addition to our yearly meetings, teachers, paraprofessionals,

principals and parents are meet with monthly through union meetings, leadership meetings and site council meetings where each group has input into focusing on areas of need and growth. For individuals who are unable to attend any of these meetings, the district solicits their input through online surveys each year, and the district is developing time for community meetings that will take place in the mornings/evenings each month to allow for input and comment. Each of these groups provide valuable input from different perspectives and their input is then prioritized by our Parent Advisory Committee that meets regularly and is made up of community members, school leaders and parents.

Throughout the school-year, growth of students is tracked through multiple-measures made up of local district benchmark results (3 times per year), CAASPP scores, and student grades. The district is currently reassessing its data plan to include the tracking of behavior and attendance to assist in evaluating the effectiveness of our on-going programs and marking targeted growth. Reported annually, our outcomes of targeted growth are recorded and reported on our LCAP document leading to re-evaluation and discussion when we fall short of our goals.

APPROVED BY CDE

Title II, Part A Contact

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Title III, Part A

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Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Sierra Unified:

Sierra Unified has a very small population of English Learners, so the small amount of funds received from Title III goes to training of the Paraprofessional who supports these students, which is funded through unrestricted General funds.

APPROVED BY CDE

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Sierra Unified:

Our small population is assisted in their individual classrooms. The current count of English Learners in the District is 10.

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Sierra Unified:

Paraprofessional support funded through unrestricted General funds.

APPROVED BY CDE

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Sierra Unified:

SUSD serves EL students enrolled in TK-12 grades by an EL instructional aide. This position provides student support in a pull-out situation and CR monitoring to facilitate growth in the development of English Language. Students are assessed within the regular classroom setting three times per year using local benchmarks to determine proficiency in English/Language Arts and Math. Additionally, all students at the elementary level (TK-6) are placed in a Response to Enrichment or Intervention (REI) cycle every 6 weeks to target areas for growth or to stretch.

At the high school level the majority of our EL students are foreign exchange students who are provided with a pull-out support on a weekly basis.

All students identified as English Learners are assessed using the current state measurement, ELPAC, and areas for growth are identified and addressed in their instructional support sessions.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Title IV, Part A

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Sierra Unified:

The program will be an extension of the existing after school program at Foothill Elementary School. Currently, students can elect to participate in Computer Science Club, Garden Club, Guitar Club, Dirt Bike Club, Pine Needle & Peach Blossom Oral Interpretation, and Spelling Bee. Monies from this grant would

allow for the addition of an academic component in which students can stay after school to receive support in the core academic subjects. Students would also have the opportunity to increase their proficiency with technology by having ongoing access to Chromebooks. The program objectives are to provide targeted academic support in the core content areas, access to technology, and enrichment opportunities.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233