

Introduction:

LEA: Sierra Unified School District ; Contact: Melissa Ireland, Superintendent; mireland@sierrausd.org; 559-855-3662 (ext.107); LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Subsequent to the adoption of the LCAP in June, 2015, the LCAP was posted on the Sierra Unified School District website and initial steps toward implementing the plan began.</p> <p>Upon their return to school, site staff reviewed the LCAP goals, expected outcomes and actions and services.</p> <p>September 2015 – November 2015 – District LCAP Team Preparation. Collected available data on progress toward goals, began process of data analysis and discussed implications of data.</p> <p>February- March 2016 <u>LCAP Needs Survey</u> – online survey of school community members. Provided parent feedback regarding school program priorities.</p> <p>February 2, 2016: Meeting with District Management team.</p> <p>Stakeholder Outreach for LCAP Information and Input - Presented data on expected and actual outcomes, reviewed current and projected budget, invited staff to participate in LCAP Advisory process, reviewed eight state priorities, answered questions and gathered input at the following meetings:</p> <p><u>Sierra Unified Teachers Association</u> April 11, 2016</p> <p><u>Sierra High School Student Leadership Meeting</u> April 7, 2016</p> <p><u>Sierra Junior/Senior High School Faculty</u> April 20, 2016</p> <p><u>California Schools Employee Association</u> April 18, 2016</p> <p><u>Foothill Elementary School Faculty</u> April 6, 2016</p> <p><u>Sierra High School Student Meeting</u> April 7, 2016</p> <p><u>Sierra Junior High School Student Meeting</u> May 4, 2016</p> <p><u>Foothill Elementary School Site Council</u> May 2, 2016</p>	<p>Hired personnel to fit identified needs within the plan (academic coach, behavior aids, and Thinkery Counselor.</p> <p>Each site and the departments/grade levels developed goals to support the implementation of the plan.</p> <p>This process was a necessary step in preparing for community outreach. Discussed strategies for effectively engaging interested stakeholders and furthering meaningful input of all stakeholders.</p> <p>Provided widespread input on community and staff priorities for Sierra Unified. Verified the importance of LCAP goal strategies: support for struggling learners, increased counseling services, career-technical education counseling and technology updates and access.</p> <p>Reviewed strategies and needs as identified by district level departments and school staffs. Yielded a prioritized list of needs to bring before the governing board. Resulted in improved strategies for meeting LCAP goals.</p> <p>Developed knowledge base and understanding among community members, staff members and students. Reviewed funding process and current funding obligations. Adjusted/revised Goal 1. Identified needs and considerations for adjusting strategies and data collected as evidence leading to a more representative LCAP. Identified members for the LCAP Advisory.</p>

<p> <u>Sierra Junior-Senior High School Parent Meeting</u> April 13, 2016 <u>Native American Parent Advisory Committee</u> April 21, 2016 <u>LCAP Parent Advisory</u> May 10, 2016 and May 17, 2016 <u>Alternative Education Staff</u> April 6, 2016 </p> <p>Follow-up stakeholder meetings were held with school personnel during which the suggestions made by all groups was shared</p> <p> <u>Sierra Junior/Senior High School Faculty</u> May 4, 2016 <u>Foothill Elementary School Faculty</u> May 11, 2016 </p> <p>April 11, 2016 / May 9, 2016 – <u>SUSD Governing Board Meeting Updates</u> – presented district needs as identified by district management, school leadership, school site councils, and community input.</p>	<p>Responded to specific suggestions made by all groups. Acknowledged that most of the suggestions were already present in the current LCAP document. Increased access to counseling and technology is a recurring theme. Recommended to Governing Board to add counseling hours at the Sierra Junior/Senior High Campus.</p> <p>Gained governing board for support for identified priorities. Maintained transparency and communication between advisory/community groups and governing board.</p>
<p>Annual Update:</p> <p>Stakeholder Outreach on Annual Update:</p> <p> April 11, 2016 - <u>Sierra Unified Teachers Association</u> April 7, 2016 - <u>Sierra High School Student Leadership Meeting</u> May 4, 2016 – <u>Sierra Junior/Senior High School Personnel</u> April 18, 2016 - <u>California Schools Employee Association</u> April 6, 2016 - <u>Foothill Elementary School Personnel</u> </p> <p>LCAP Parent Advisory Meetings: The parent advisory committee, selected to include parents of targeted (unduplicated) students was formed by inviting parents and community members who were in attendance at other stakeholder meeting. The purpose of this committee was to bring together a group of parents, representative of our targeted groups, to provide input into the services provided, funded by the supplemental grant. May 10, 2016 May 17, 2016</p>	<p>Annual Update:</p> <p>Presented data on expected and actual outcomes, reviewed current and projected budget, invited staff to participate in LCAP Advisory process, reviewed eight state priorities, answered questions and gathered input.</p> <p>Reviewed LCAP goals, reviewed and revised strategies, reviewed available data. Identified data sources of evidence of progress towards goals. This committee also helped to prioritize needs identified by all stakeholder groups. Final review of draft prior to LCAP hearing was conducting by members of the LCAP Parent Advisory Committee via email.</p>

May 26, 2016 (via email)	
June 2, 2016 – Public Hearing	Reviewed goals, needs, actions/strategies and expected outcomes. Also reviewed stakeholder input via meetings and electronic survey. Call for final public input.
June 13, 2016 – General Meeting of Sierra Unified Governing Board	Approval of the 2016-2019 LCAP

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

GOAL:	Goal 1: The District will promote student achievement through providing a collaborative learning/working environment, ongoing professional development, standards-aligned research-based instructional materials/resources, professional learning communities (PLCs), and fair compensation.		Related State and/or Local Priorities:	
			1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u>x</u>	
			COE only: 9 <u> </u> 10 <u> </u>	
			Local: Specify: <u>LEA Plan Addendum priorities 1,2;</u> <u>SUSD Strategic Goals: 1,3,4</u>	
Identified Need :	1. Highly qualified teachers for all students in all subjects and grade levels 2. Aligned and adopted instructional materials 3. Professional development based on identified needs 4. Instructional coaching to support teacher advancement of instructional practices aligned to state standards 5. Time and structure for teacher collaboration 6. Multiple measures of student progress and achievement 7. Increase the student achievement outcomes as measured by CAASPP, SAT, EAP and Advanced Placement assessment results.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff. 2. CAASPP scores will improve to meet or exceed state averages in language arts and mathematics for all grade levels, all students and all student groups. 3. District Learning Assessment administrations #2 and #3 will improve an average of 5% from previous administration. 4. All twelfth grade students will demonstrate writing proficiency by passing the school writing assessment. 5. District SAT results will meet or exceed state average. 6. The percentage of students taking at least one AP exam and the percentage of students scoring 3,4 or 5 on AP exams will meet or exceed the state average. 7. Maintain student access to standards-aligned instructional materials as evidenced by the Williams Act Report. 8. Maintain the CTE pathway completion rate at 50% or above. 9. The percentage of students who are college ready or conditionally college ready, as demonstrated by the EAP will exceed state average by 3%. 10. Percent of students earning Healthy Fitness Zone on Physical Fitness Testing in Grades 5, 7 and 9 will exceed the state average by 5%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teachers.		All Schools	<u> </u> <u>x</u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$5,983,673 (\$5,927,319 LCFF, \$56.354 LCFF Supplemental)
1b. Provide standards-aligned, district/state approved instructional materials.		All Schools	<u> </u> <u>x</u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$140,192 LCFF

1c. Provide ongoing professional learning and training in the in the following areas: <ul style="list-style-type: none"> Kagan Structures (for student engagement) ELA Program implementation CPM Program implementation Integration of technology into the classroom Refresher training in Professional Learning Communities 		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$47,394 Title I
1d. Utilize curriculum embedded formative assessments monitor student mastery of standards and guide instruction as needed.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,984 LCFF
1e. Utilize district learning assessments to monitor student progress toward meeting State standards.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See 1e above
1f. Develop a district-wide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1g. Provide instructional support through academic coaching and actions of the Director of Curriculum and Instruction, to further student learning.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$311,018 (\$192,703 LCFF Supplemental, \$118,315 Title I)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff. 2. CAASPP scores will improve to meet or exceed state averages in language arts and mathematics for all grade levels, all students and all student groups. 3. District Learning Assessment administrations #2 and #3 will improve an average of 5% from previous administration. 4. All twelfth grade students will demonstrate writing proficiency by passing the school writing assessment. 5. District SAT results will meet or exceed state average. 6. The percentage of students taking at least one AP exam and the percentage of students scoring 3,4 or 5 on AP exams will meet or exceed the state average. 7. Maintain student access to standards-aligned instructional materials as evidenced by the Williams Act Report. 8. Maintain the CTE pathway completion rate at 50% or above. 9. The percentage of students who are college ready or conditionally college ready, as demonstrated by the EAP will exceed state average by 3%. 10. Percent of students earning Healthy Fitness Zone on Physical Fitness Testing in Grades 5, 7 and 9 will exceed the state average by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teachers.	All Schools	<input checked="" type="checkbox"/> ALL	\$6,225,413 LCFF

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1b. Provide standards-aligned, district/state approved instructional materials.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$114,597 LCFF
1c. Provide ongoing professional learning and training in the in the following areas: <ul style="list-style-type: none"> • Kagan Structures (for student engagement) • ELA Program implementation (new adoption) • CPM Program implementation (mathematics) • Integration of technology into the classroom • Professional Learning Communities 	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$45,494 Title I
1d. Utilize curriculum embedded formative assessments monitor student mastery of standards and guide instruction as needed.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,984 LCFF
1e. Utilize district learning assessments to monitor student progress toward meeting State standards.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See 1d above
1f. Develop a district-wide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1g. Provide instructional support through academic coaching and actions of the Director of Curriculum and Instruction, to further student learning.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$323,583 (\$200,488 LCFF Supplemental, \$123,095 Title I)
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff. 2. CAASPP scores will improve to meet or exceed state averages in language arts and mathematics for all grade levels, all students and all student groups. 3. District Learning Assessment administrations #2 and #3 will improve an average of 5% from previous administration. 4. All twelfth grade students will demonstrate writing proficiency by passing the school writing assessment. 5. District SAT results will meet or exceed state average. 6. The percentage of students taking at least one AP exam and the percentage of students scoring 3,4 or 5 on AP exams will meet or exceed the state average. 7. Maintain student access to standards-aligned instructional materials as evidenced by the Williams Act Report.		

8. Maintain the CTE pathway completion rate at 50% or above. 9. The percentage of students who are college ready or conditionally college ready, as demonstrated by the EAP will exceed state average by 3%. 10. Percent of students earning Healthy Fitness Zone on Physical Fitness Testing in Grades 5, 7 and 9 will exceed the state average by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Ensure appropriately credentialed, highly qualified teachers.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,476,920 LCFF
1b. Provide standards-aligned, district/state approved instructional materials.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$114,597 LCFF
1c. Provide ongoing professional learning and training in the in the following areas: <ul style="list-style-type: none"> • Kagan Structures (for student engagement) • ELA Program implementation (new adoption) • CPM Program implementation (mathematics) • Integration of technology into the classroom • Professional Learning Communities 	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$45,494 Title I
1d. Utilize curriculum embedded formative assessments monitor student mastery of standards and guide instruction as needed.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,984 LCFF
1e. Utilize district learning assessments to monitor student progress toward meeting State standards.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	See 1d above
1f. Develop a district-wide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1g. Provide instructional support through academic coaching and actions of the Director of Curriculum and Instruction, to further student learning.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$336,656 (\$208,588 LCFF Supplemental, \$128,068 Title I)

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 21 st Century Skills in preparation for college and career.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify: <u>LEA Plan Addendum priorities 1,3, 4, 5, 6, 7, 8; SUSD</u> Strategic Goals: <u>1,2, 3</u>	
Identified Need :	1. The A-G completion rate is low school-wide, and there are performance gaps between targeted student groups and district performance levels. 2. Increase enrollment in honors and advanced placement classes. 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. Develop a district-wide program for Career Technical Education. 6. 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.) 7. Increase high school graduation rates. 8. Increase the use curriculum embedded technology across disciplines. 9. A systematic approach to academic support and intervention in grades TK-12. 10. A collaboratively developed district technology plan.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	1. The percentage of students in all groups meeting A-G college entrance requirements will exceed the state average by 5%. 2. A minimum of 15% of the students in grades 4-12 will participate in a program for advanced learners. 3. Evidence of a career component integrated across grade levels and disciplines TK-12. 4. Increase English Learner proficiency and reclassification rates by 5%. 5. Increase District high school graduation rate for all students in all groups by .5%. 6. Evidence of a board approved 5-year district-wide technology plan. 7. Evidence of a systematic, data-driven, academic response to intervention program serving students in grades 7-12. 8. In grades K-6, 3% of the students identified for tier 2 academic intervention will be reclassified into tier 1.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.		Sandy Bluffs Independent Study, Lodge Pole Independent Study, Sandy Bluffs Continuation High School	_x_ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,294 LCFF
2b. Provide online course access to students in need of credit			_x_ALL	

recovery to support A-G requirement completion and improved high school graduation rates.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native American Students,</u>	
2c. Provide academic and career counseling to all students and all targeted groups to support an increase in the percentage of all students meeting requirements for college admission and the completion of career pathways.	Sierra High School	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native American Students,</u>	\$174,018 (LCFF Supplemental \$142,909, \$1,109 Base, Title I \$30,000)
2d. Develop an academic response to intervention program to provide greater access to a broad course of studies for students in grades 7-12.		<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native American Students,</u>	
2e. Implement a targeted, systemic approach to learning intervention and support in grades TK-6 in order to increase the percentage of students taking honors and advanced placement courses at the secondary level.	Foothill Elementary, Sierra Junior High, Sierra High School	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native American Students,</u>	\$165,395 (\$125,222 Title I \$40,173 LCFF Supplemental
2f. Develop and implement the secondary structured program of advanced learning opportunities, available to a broad range of students in grades 4-12.	Foothill Elementary School	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,500 LCFF
2g. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21 st Century Learning Skills.	Foothill Elementary School, Sierra Junior High, Sierra High	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$166,849 LCFF
2h. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	High School	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$420,494 LCFF
2i. 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.	Students in grades 7-12	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$93,440 LCFF (Contribution to Special Education)
2j. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	All Schools and Districtwide	<u><input checked="" type="checkbox"/> ALL</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>x Students with Disabilities</u>	\$440,598 LCFF Supplemental \$123,920, \$316,678 Base (Contribution to Special

			Education)
2k. Provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$14,523 LCFF Supplemental
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	1. The percentage of students in all groups meeting A-G college entrance requirements will exceed the state average by 5%. 2. A minimum of 15% of the students in grades 4-12 will participate in a program for advanced learners. 3. Evidence of a career component integrated across grade levels and disciplines TK-12. 4. Increase English Learner proficiency and reclassification rates by 5%. 5. Increase District high school graduation rate for all students in all groups by .5%. 6. Evidence of a board approved 5-year district-wide technology plan. 7. Evidence of a systematic, data-driven, academic response to intervention program serving students in grades 7-12. 8. In grades K-6, 3% of the students identified for tier 2 academic intervention will be reclassified into tier 1.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	Sandy Bluffs Independent Study, Lodge Pole Independent Study, Sandy Bluffs Continuation High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$71,053 LCFF
2b. Provide online course access to students in need of credit recovery to support A-G requirement completion and improved high school graduation rates.	Sierra High School	<input checked="" type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2c. Provide academic and career counseling to all students and all targeted groups to support an increase in the percentage of all students meeting requirements for college admission and the completion of career pathways.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$179,836 (LCFF Supplemental \$148,683, \$1,153 Base, Title I \$30,000)
2d. Develop an academic response to intervention program to provide greater access to a broad course of studies for students in grades 7-12.	Foothill Elementary School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2e. Implement a targeted, systemic approach to learning	Foothill	<input checked="" type="checkbox"/> ALL	\$170,454

intervention and support in grades TK-6 in order to increase the percentage of students taking honors and advanced placement courses at the secondary level.	Elementary School, Sierra Junior High, Sierra High	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(\$130,281 Title I \$40,173 LCFF Supplemental
2f. Develop and implement the secondary structured program of advanced learning opportunities, available to a broad range of students in grades 4-12.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,500 LCFF
2g. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21 st Century Learning Skills.	Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$173,590 LCFF
2h. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	Districtwide All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$437,482 LCFF
2i. 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.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$97,215 LCFF (Contribution to Special Education)
2j. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$440,598 LCFF Supplemental \$137,934, \$302,654 Base (Contribution to Special Education)
2k. Provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$15,110 LCFF Supplemental

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. The percentage of students in all groups meeting A-G college entrance requirements will exceed the state average by 5%. 2. A minimum of 15% of the students in grades 4-12 will participate in a program for advanced learners. 3. Evidence of a career component integrated across grade levels and disciplines TK-12. 4. Increase English Learner proficiency and reclassification rates by 5%. 5. Increase District high school graduation rate for all students in all groups by .5%. 6. Evidence of a board approved 5-year district-wide technology plan.
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7. Evidence of a systematic, data-driven, academic response to intervention program serving students in grades 7-12.			
8. In grades K-6, 3% of the students identified for tier 2 academic intervention will be reclassified into tier 1.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	Sandy Bluffs Independent Study, Lodge Pole Independent Study, Sandy Bluffs Continuation High School	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$73,924 LCFF
2b. Provide online course access to students in need of credit recovery to support A-G requirement completion and improved high school graduation rates.	Sierra High School	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
2c. Provide academic and career counseling to all students and all targeted groups to support an increase in the percentage of all students meeting requirements for college admission and the completion of career pathways.	District wide	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$185,890 (LCFF Supplemental \$154,690, \$1,200 Base, Title I \$30,000)
2d. Develop an academic response to intervention program to provide greater access to a broad course of studies for students in grades 7-12.	Foothill Elementary School	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
2e. Implement a targeted, systemic approach to learning intervention and support in grades TK-6 in order to increase the percentage of students taking honors and advanced placement courses at the secondary level.	Foothill Elementary School, Sierra Junior High, Sierra High	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$175,717 (\$135,544 Title I \$40,173 LCFF Supplemental
2f. Develop and implement the secondary structured program of advanced learning opportunities, available to a broad range of students in grades 4-12.	All Schools	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$1,500 LCFF
2g. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21 st Century Learning Skills.	Sierra High School, Sierra Junior High	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$180,603 LCFF
2h. Provide relevant career-education pathways based on	Districtwide	<u> x </u> ALL	\$455,156 LCFF

employability, earning potential and student interest in order to increase student achievement in career education.	All Schools	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
2i. 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.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$101,142 LCFF (Contribution to Special Education)
2j. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	Districtwide	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$440,598 LCFF Supplemental \$137,934, \$302,654 Base (Contribution to Special Education)
2k. Provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$15,720 LCFF Supplemental
GOAL:	Goal 3: The District will provide a culture/climate that fosters student achievement through providing a clean, healthy, orderly, physically and emotionally safe environment in which students engage, learn, and reach their full potential.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify: <u>LEA Plan Addendum priorities 2,3,5,6,7,8</u> SUSD Strategic Goals: <u>2,3,4,5</u>
Identified Need :	1. Clean, well-maintained facilities as indicated by 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.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1. Maintain 100% exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups 4. Increase attendance rate for all students and all student groups to 94% or higher 5. Decrease the chronic absenteeism rate by 1% for all students and student groups, (equal to 11.8% of total student population) 6. The percentage of students in grades TK – 6 served in the Behavioral Response-to-Intervention (BRTI) program will be reduced by 2% from the previous year; a minimum of 20% of the students designated for Tier 2 services will be exited from the BRTI program by the end of the current school year.		

8. Establish baseline data for student survey response to determine student perception of school culture and climate.			
9. The average of parent responses to culture/climate items on the annual SUSD survey will be 4.0 or higher on a 5 point scale.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$3,260,012 LCFF
3b. Provide safe student transportation to school and to and from school activities.	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$1,416,797 LCFF
3c. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.		<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No cost
3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development on constructive conflict resolution.	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$40,593 LCFF
3e. Provide mental health services for low-income students who do not have access to private health care providers, as a means of increasing student engagement and addressing behaviors that interfere with academic progress. (behavioral Rtl)	Districtwide	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$246,762 (\$174,586 LCFF Supplemental, \$72,176 LCFF - Contribution to Special Education)
3f. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$112,885 LCFF
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$709,846 LCFF
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	All Schools	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$382,648 LCFF

3i. Develop a student survey to gather input on student perceptions of school climate.	All Schools, Grades 4-12	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	1. Maintain 100% exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups 4. Increase attendance rate for all students and all student groups to 94% or higher 5. Decrease the chronic absenteeism rate by 1% for all students and student groups, (equal to 11.8% of total student population) 6. The percentage of students in grades TK – 6 served in the Behavioral Response-to-Intervention (BRTI) program will be reduced by 2% from the previous year; a minimum of 20% of the students designated for Tier 2 services will be exited from the BRTI program by the end of the current school year. 8. Establish baseline data for student survey response to determine student perception of school culture and climate. 9. The average of parent responses to culture/climate items on the annual SUSD survey will be 4.0 or higher on a 5 point scale.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,254,559 LCFF
3b. Provide safe student transportation to school and to and from school activities.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,474,036 LCFF
3c. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development on constructive conflict resolution.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$42,233 LCFF
3e. Provide mental health services for low-income students who do not have access to private health care providers, students as a means of increasing student engagement and addressing behaviors that interfere with academic progress. (behavioral Rtl)	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$256,731 (\$181,639 LCFF Supplemental, \$75,092 LCFF - Contribution to Special

			Education)
3f. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.	All Schools	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$117,446 LCFF
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	All Schools	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$738,524 LCFF
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	All Schools	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$398,107 LCFF
3i. Develop a student survey to gather input on student perceptions of school climate.	All Schools, Grades 4-12	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	No cost
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. Maintain 100% exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2% 3. Maintain the rate of student expulsion to no higher than .5% for all students and all student groups 4. Increase attendance rate for all students and all student groups to 94% or higher 5. Decrease the chronic absenteeism rate by 1% for all students and student groups, (equal to 11.8% of total student population) 6. The percentage of students in grades TK – 6 served in the Behavioral Response-to-Intervention (BRTI) program will be reduced by 2% from the previous year; a minimum of 20% of the students designated for Tier 2 services will be exited from the BRTI program by the end of the current school year. 8. Establish baseline data for student survey response to determine student perception of school culture and climate. 9. The average of parent responses to culture/climate items on the annual SUSD survey will be 4.0 or higher on a 5 point scale.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Provide clean and well maintained facilities	All Schools	<u> x </u> ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$2,345,643 LCFF
3b. Provide safe student transportation to school and to and from	All Schools	<u> x </u> ALL	\$1,533,588 LCFF

GOAL:	Goal 4: The District will provide students, parents, family and community stakeholders ongoing opportunities to serve as partners in the education of the students of Sierra Unified.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify: <u>LEA Plan Addendum priorities 3; SUSD</u> Strategic Goals: <u>2,5</u>	
Identified Need :	1. Full parent participation in School Site Council 2. Establish an English Learner Advisory Council (ELAC) 3. Improved school to home/community communication 4. Increase in the percentage of parents who report that their input is welcome			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Socio-Economically Disadvantaged Students, Students with Disabilities, Native American Students, Hispanic Students, English Learners		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	1. Full participation of elected, parent representatives of School Site Councils as verified by council minutes 2. Improve or maintain school-to-home communications ratings on parent surveys. 3. 87% or greater of the parents responding to surveys will report that their input is welcome.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	4a. Provide a welcoming and safe environment, for students who require before and after school care as an increase in school services for families.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,744 net cost LCFF
	4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee and Parent-Faculty Associations.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
	4c. Provide online parent surveys to increase parent input on school programs and services and gain feedback on engagement and school climate.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700 LCFF
	4d. Hold regular Principal Advisory meetings to promote open communication with parents.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
	4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF

4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Sierra Junior High; Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF
4g. Establish an English Language Advisory Council (ELAC) to better serve our English Learning students.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	1. Full participation of elected, parent representatives as verified by council minutes 2. Improve or maintain school-to-home communications ratings on parent surveys. 3. 87% or greater of the parents responding to surveys will report that their input is welcome.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Provide a welcoming and safe environment, for students who require before and after school care as an increase in school services for families.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,744 net cost LCFF
4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee and Parent-Faculty Associations.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4c. Provide online parent surveys to increase parent input on school programs and services and gain feedback on engagement and school climate.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700 LCFF
4d. Hold regular Principal Advisory meetings to promote open communication with parents.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF
4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF

4g. Establish an English Language Advisory Council (ELAC) to better serve our English Learning students.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. Full participation of elected, parent representatives as verified by council minutes 2. Improve or maintain school-to-home communications ratings on parent surveys. 3. 87% or greater of the parents responding to surveys will report that their input is welcome.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Provide a welcoming and safe environment, for students who require before and after school care as an increase in school services for families.	TK-6	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,744 net cost LCFF
4b. Increase opportunities for parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee and Parent-Faculty Associations.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4c. Provide online parent surveys to increase parent input on school programs and services and gain feedback on engagement and school climate.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$700 LCFF
4d. Hold regular Principal Advisory meetings to promote open communication with parents.		<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4e. Maintain up-to-date website information and calendar for the district and all schools, and publish monthly communications in the local paper as means to increase communication.	All Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF
4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Sierra Junior High and Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF
4g. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	Sierra Junior High and Sierra High School	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$137,127 LCFF

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:		Goal 1: Every student in all subgroups in Sierra Unified will receive rigorous, research based instruction aligned to Common Core State Standards (CCSS), delivered by highly qualified personnel.		Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__x__ COE only: 9__ 10__ Local : Specify __LEA Plan Addendum Priorities: 1,2; SUSD Strategic Goals: 1,3,4																													
Goal Applies to:		Schools:	District Wide	Applicable Pupil Subgroups: Native American Students, Hispanic Students, Socio-economically Disadvantaged Students, and Students with Disabilities																													
Expected Annual Measurable Outcomes:	1. 100% highly qualified teaching staff		Actual Annual Measurable Outcomes:	1. 100% of the teachers employed with SUSD are Highly Qualified.																													
	2. Math textbook adoption for grades TK-6			At this time there are no vacancies and all teachers are assigned within their credentialed area.																													
				The expected outcome was achieved for this item.																													
	3. Teacher survey on teacher confidence in instruction and knowledge of CCSS will increase by 10%			2. Standards Aligned Instructional Materials: The first CAASPP results were received in late August of 2015. Those results revealed a greater need for program resources in reading and language arts than for mathematics when compared to outcomes at the state. FES students performed below the state average in ELA for grades 3-6. Thirty-five percent of FES students met or exceeded the standard while forty-one of the students at the state level met or exceeded the standard. In contrast, FES students performed above the state average in math. Engage New York materials are being piloted in grades TK-6. Due to the poor ratings regarding alignment of currently adopted K-8 mathematics textbooks, elementary staff is continuing to review options for more suitable, more closely aligned materials prior to adoption. Elementary teachers have elected to continue working with Engage New York Math program. Math adoption for grades TK-6 are expected to take place in the spring of 2017 The expected outcome was partially achieved, see narrative above.																													
3. Teacher Survey Data																																	
<table><tr><td>Survey Item:</td><td colspan="3">% Positive Rating</td></tr><tr><td></td><td>2015</td><td>2016</td><td>%chg.</td></tr><tr><td>Understanding of CCSS for grade/content area taught</td><td>78</td><td></td><td></td></tr><tr><td>Overall status in transitioning to CCSS</td><td>76</td><td></td><td></td></tr><tr><td>Completion of working, useful curriculum map</td><td>68</td><td></td><td></td></tr><tr><td>Completion of aligned curriculum units</td><td>67</td><td></td><td></td></tr><tr><td>Completion of aligned assessments</td><td>40</td><td></td><td></td></tr></table>						Survey Item:	% Positive Rating				2015	2016	%chg.	Understanding of CCSS for grade/content area taught	78			Overall status in transitioning to CCSS	76			Completion of working, useful curriculum map	68			Completion of aligned curriculum units	67			Completion of aligned assessments	40		
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Completion of aligned assessments	40																																
The expected outcome was																																	

4. District Learning Assessment administrations #2 and #3 will improve an average of 5% from previous administration

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English-Language Arts - District Learning Assessment - Percent Growth 2015-2016																								
	All				White				Native				Hispanic				SED				SWD			
Grade	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G
G1	33	61			34	64			28	48			31	61			33	58			18	53		
G2	31	46			32	49			29	39			29	42			30	44			28	33		
G3	24	32			26	33			11	19			17	39			16	29			15	23		
G4	26	35			30	40			17	22			23	29			21	29			13	21		
G5	34	42			35	43			39	40			31	37			30	39			16	21		
G6	26	33			28	36			18	25			27	35			21	29			20	22		
G7	30	36			32	38			25	35			23	28			27	34			12	15		
G8	26	39			27	42			20	29			24	35			22	35			13	21		
G9	44	43	56	13	48	47	61	14	32	35	47	12	36	35	50	11	37	37	50	13	23	25	33	8
G10	44	40	55	15	45	40	56	16	38	36	49	13	45	42	59	17	41	37	54	17	19	16	30	14
G11	45	45		0	46	44		-2	38	30		-8	43	39		-4	41	41		0	14	19		5

Mathematics - District Learning Assessment - Percent Growth 2015-2016																								
	All				White				Native				Hispanic				SED				SWD			
Grade	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G	A1	A2	A3	G
G1	32	61	71		34	65	78		29	53			32	57	70		32	58	72		26	55	68	
G2	41	61			47	63			42	65			36	51			40	59			36	53		
G3	16	27			18	29			11	17			17	33			16	26			15	15		
G4	22	34			25	40			15	20			18	30			15	26			13	25		
G5	34	29			36	31			38	27			29	21			31	26			26	27		
G6	17	30		13	18	33		15	12	21		9	20	30		10	14	24		10	10	15		5
G7	20	27		7	21	28		7	20	27		7	14	20		6	18	23		5	9	11		2
G8	8	14		6	8	15		7	7	12		5	8	13		5	8	12		4	8	12		4
HSM1	12	15	17	5	12	16	19	7	10	15	15	5	12	12	15	3	11	14	14	3	9	11	15	6
HSM2	12	10	17	5	13	11	17	4	11	8	19	11	12	10	18	8	11	10	17	7	7	7	13	6
HSM3	17	26		9	17	26		9	19	17		-2	19	23		4	17	25		8	--	--	--	--

The expected outcome was

	5. All School Write; average 60% pass rate for all student groups in grades 7-12		5. <u>All School Write pass rate of 60%</u> 2015-16 All-School Write Results for Grades 7-8 by Student Group <u>FALL ADMINISTRATION</u> <table><tr><th></th><th colspan="2">All</th><th colspan="2">White</th><th colspan="2">Hispanic</th><th colspan="2">Nat. Amer.</th><th colspan="2">SED</th><th colspan="2">SWD</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>Tested</td><td>165</td><td></td><td>121</td><td></td><td>22</td><td></td><td>17</td><td></td><td>58</td><td></td><td>8</td><td></td></tr><tr><td>Met/Exceeded Standard</td><td>40</td><td>24</td><td>32</td><td>26</td><td>2</td><td>9</td><td>5</td><td>29</td><td>15</td><td>26</td><td>2</td><td>17</td></tr><tr><td>DN Meet Standard</td><td>125</td><td>76</td><td>89</td><td>74</td><td>20</td><td>91</td><td>12</td><td>71</td><td>43</td><td>74</td><td>6</td><td>83</td></tr></table> 2015-16 All-School Write Results for Grades 9-12 by Student Group <u>FALL ADMINISTRATION</u> <table><tr><th></th><th colspan="2">All Students</th><th colspan="2">White</th><th colspan="2">Hispanic</th><th colspan="2">Nat. Amer.</th><th colspan="2">SED</th><th colspan="2">SWD</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>Tested</td><td>430</td><td></td><td>327</td><td></td><td>47</td><td></td><td>57</td><td></td><td>141</td><td></td><td>46</td><td></td></tr><tr><td>Met/Exceeded Standard</td><td>208</td><td>47</td><td>161</td><td>49</td><td>27</td><td>57</td><td>17</td><td>30</td><td>53</td><td>38</td><td>4</td><td>9</td></tr><tr><td>DN Meet Standard</td><td>231</td><td>53</td><td>166</td><td>51</td><td>20</td><td>42</td><td>40</td><td>70</td><td>88</td><td>62</td><td>42</td><td>91</td></tr></table> <p>In an effort to more closely align the all school write assessment with the performance tasks , the language arts teaching staff worked together to redesign the assessment to be administered earlier in the year and be used as a formative writing assessment as opposed to a summative assessment as in years past.</p> <p><i>The expected outcome was not achieved, see narrative above.</i></p>		All		White		Hispanic		Nat. Amer.		SED		SWD			#	%	#	%	#	%	#	%	#	%	#	%	Tested	165		121		22		17		58		8		Met/Exceeded Standard	40	24	32	26	2	9	5	29	15	26	2	17	DN Meet Standard	125	76	89	74	20	91	12	71	43	74	6	83		All Students		White		Hispanic		Nat. Amer.		SED		SWD			#	%	#	%	#	%	#	%	#	%	#	%	Tested	430		327		47		57		141		46		Met/Exceeded Standard	208	47	161	49	27	57	17	30	53	38	4	9	DN Meet Standard	231	53	166	51	20	42	40	70	88	62	42	91
	All		White		Hispanic		Nat. Amer.		SED		SWD																																																																																																																										
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			Budgeted Expenditures								Estimated_Actual Annual Expenditures																																																																																																																										
1a. Ensure appropriately credentialed, highly qualified teachers			\$5,819,078 LCFF	1a. SUSD teachers are 100% appropriately credentialed and highly qualified teachers in all classrooms.							\$5,741,274 LCFF																																																																																																																										
Scope of service:	Districtwide			Scope of service:	Districtwide																																																																																																																																
<u> x </u> ALL				<u> x </u> ALL																																																																																																																																	
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____				<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____																																																																																																																																	
1b. Provide standards-aligned, District approved instructional materials.			\$114,597 LCFF \$14,597,	1b. Textbooks for mathematics in grades 7-12 have been adopted. English-language arts curriculum was adopted in June 2016. Math curriculum for grades TK-6 is scheduled for adoption in the spring of 2017.							\$140,192 LCFF \$40,192, \$100,000 one-time																																																																																																																										

		\$100,000 one-time			
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> x </u> ALL			<u> x </u> ALL		
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
1c. Provide ongoing professional learning and training in the development of curriculum/assessment guides, research-based instructional strategies, and curriculum development.		Title I \$45,494	1c. Teachers were provided with release time and training by academic coaches in the areas of standards-based grading (elementary) and Curriculum development/pacing in math grades 7-12. Training in Kagan structures was provided to a core group of teachers and leaders to address the instructional focus of student engagement.		Title I \$47,394, LCFF \$2,400
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> x </u> ALL			<u> x </u> ALL		
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
1d. Develop system-wide formative assessments and student information network to monitor student learning and guide instructional decisions.		\$25,984 LCFF	1d. All teachers were provided training and access to the Illuminate assessment data base. <ul style="list-style-type: none"> The DLA was administered 3 times to each student in grades 1-6,9,10 in language arts and math. All content areas in grades 7-12 have teacher-developed interim assessments in place. 		\$25,984 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> x </u> ALL			<u> x </u> ALL		
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
1e. Support implementation of common core standards through academic coaching.		\$159,087 LCFF Supplemental	1e. Two full-time academic coaches were provided for teachers in grades TK-12.		\$188,004 LCFF Supplemental
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> x </u> ALL			<u> x </u> ALL		
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		

1f. Provide training and support to implement professional learning communities (PLC) in order to provide a means of sharing curriculum development and instructional strategies for CCSS.		See 1c above	1f. Teachers in grades TK - 6 have been provided with daily prep to facilitate collaboration with grade level colleagues on an ongoing, teacher-initiated basis. More training is needed in strategies for student engagement and PLC development.		See 1c above
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> x </u> ALL			<u> x </u> ALL		
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. More teacher training is needed in the areas of PLC implementation, strategies for student engagement, differentiation of instruction, and the use of technology as an instructional tool. 2. The process for teacher feedback related to instruction was revised utilizing a core group of teachers and site leadership. Greater emphasis will be given to providing purposeful feedback to teachers. 3. An additional academic coach was added to support teachers in curriculum and instructional transition to the new standards. 4. District-wide training in Kagan structures will take place in the fall of 2016. 5. Based on CAASPP outcomes the decision was made to move forward with the adoption of English language arts curriculum in grades TK-12 and continue with the currently approved Engage New York materials in grades TK-6 mathematics. TK-6 mathematics curriculum will be adopted in the spring of 2017. 6. The administration of the All-School Write in grades 7-12 was re-designated as a diagnostic assessment and administered in the fall of the year as opposed its previous use as a summative assessment in the spring in previous years. The adjustment provided teachers with usable data regarding the instructional needs of students in writing.			

Original GOAL from prior year LCAP:		Goal 2: Every student in all sub-groups will graduate from Sierra Unified with 21st Century skills, prepared for college and/or career.				Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x Local : Specify _SUSD LEA Plan Addendum 1, 3, 4, 5, 6, 7, 8; SUSD Strategic Goals 1, 2, 3												
Goal Applies to:		Schools:	All Schools			Applicable Pupil Subgroups: White, Native American, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and English Learners												
Expected Annual Measurable Outcomes:	1. Increase the percentage of students in all groups meeting A-G college entrance requirements by 2%				Actual Annual Measurable Outcomes:	1. <u>Percentage of Students meeting college entrance requirements (A-G):</u>												
						2015 Percentage of Graduates Meeting A-G College Entrance Requirements												
						Year 2015	All Students		White		Native American		Hispanic		SED		SWD	
						#	%	#	%	#	%	#	%	#	%	#	%	
						Grads	A-G	Grads	A-G	Grads	A-G	Grads	A-G	Grads	A-G	Gr 12	A-G	
						Alt. Ed.	12	0	8	0	2	0	2	0	6	0	1	0
SHS	115	43.5	78	52.6	17	0	14	35.7	35	31.4	4	0						
District	127	39.3	86	47.7	19	0	16	31.3	41	26.8	5	0						

2. Increase the enrollment in honors courses by 2%

2014 Percentage of Graduates Meeting A-G College Entrance Requirements

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

Overall the percentage of students meeting A-G requirements increased by 5%. The percentage of targeted groups of students meeting the A-G requirements are as follows: socio-economically disadvantaged students increased by 4.1%; Hispanic students increased by 14.6% and Native American students decreased by 14.6%. Only Native American students did not meet the expected outcome.

The expected outcome was mostly achieved for this item.

2. Enrollment in honors classes:

2015-2016 Honors Courses - Unduplicated Enrollment

Group	Enr	All			White			Native			Hispanic			SED			SWD		
		#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Grade	TS	TS	H	H	TS	H	H	TS	H	H	TS	H	H	TS	H	H	TS	H	H
9	99	45	45	62	35	56	20	4	20	17	6	35	49	14	29	12	0	0	0
10	123	55	45	91	46	51	17	6	35	10	2	20	46	12	26	17	0	0	0
11	104	12	12	84	9	11	9	2	22	10	1	10	35	9	26	7	0	0	0
Total	326	112	34.3	237	90	38	46	12	27	47	9	19.5	130	35	27	36	0	0	0

2014-2015 Honors Courses - Unduplicated Enrollment

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

Overall the enrollment in honors classes increased by 2.5%. The rates for honors course enrollment for targeted groups are as follows: Native American students increased by 13.7%; Hispanic students increased by 1.9%; socio-economically disadvantaged students increased by 16%.

The expected outcome was achieved for this item.

3. Increase the enrollment in advanced placement courses by 2%

3. Enrollment in advanced placement courses

2015-2016 Advanced Placement Courses - Enrollment by Student Group

Group	Enr	All		White			Native			Hispanic			SED			SWD		
Grade	# TS	# AP	%	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP	#TS Grp	# AP	% AP
11	104	39	37.5	84	33	39.3	9	1	11.1	10	4	40.0	35	8	22.9	0	0	0
12	105	30	28.6	70	26	37.1	14	1	7.1	16	2	12.5	35	5	14.3	0	0	0
Total	209	69	33.0	154	49	31.8	23	2	8.7	26	6	23.1	40	13	32.5	0	0	0

2014-2015 Advanced Placement Courses - Enrollment by Student Group

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

Overall the percentage of students taking AP courses increased by 7.1 percent. The percentage of target student groups taking AP courses improved at the following rate: Native American students, -.7%; Hispanic, 3.1%; socio-economically disadvantaged students, 14.4%. Only Native American students did not meet the expected outcomes.

The expected outcome was mostly achieved for this item, substantial progress made.

4. Advanced Placement Performance Outcomes

Advanced Placement Pass Rates

Percent of Students Scoring 3 or Higher

Year	%
2015	69
2014	51

Percent of Students Grades 10-12 Taking

Advanced Placement Courses

Year	Enrolled Grades 10-12	Students Taking 1 or more exams
2015	355	19.2%
2014	429	14.7%

The percentage of students scoring a 3,4, or 5 on AP exams increased by 4.7%.

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

5. Increase the number/percentage of students taking college entrance exams for all student groups by 1% and improve the average scores on SAT for all students in all groups by 1%.

6. Increase the percentage of students identified as college ready on the Early Assessment Program (EAP) in Language Arts and Math for all student groups by 5%

The expected outcome was achieved for this item.

5. Percentage of students taking the College Board SAT exam:

2015 Percentage of SAT Takers by Student Group

Year	All Students		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
	Seniors	SAT	Grads	SAT	Grads	SAT	Grads	SAT	Grads	SAT	Grads	SAT
SHS	125	38.4	82	45.1	19	21.1	16	25.0	39	25.6	11	0
Alt Ed	11	0		0		0		0		0		0

2014 Percentage of SAT Takers by Student Group

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

Average SAT Scores by Subject and Year

(Includes 11th and 12th Grade Students)

Year	Reading	Math	Writing
2015	522	500	501
2014	530	511	510

While the overall percentage of students taking the SAT exam showed negative growth, the percentage of Native American students taking the SAT increased by 10.6%.

The performance of students who took the SAT in 2015 declined by 1.5% in Reading, 2.1% in Mathematics, and 1.8% in Writing.

The expected outcome was not achieved for this item.

6. Baseline percentage of students identified as college ready on the Early Assessment:

Program (EAP) in language arts and math for all student groups.

EAP Identified as College Ready - Spring 2015 - Mathematics

Readiness Level	All	White	Native	Hispanic	SED	SWD
College Ready	6	5	0	1	1	0
Conditional	30	23	1	2	4	0
Not Yet Ready	32	26	0	6	11	4
Not Ready	19	9	7	3	7	0
Total Tested	87	63	8	12	23	4
# Students Grade 11	126	73	11	14	32	6

EAP Identified as College Ready - Spring 2015 - Language Arts

Readiness Level	All	White	Native	Hispanic	SED	SWD
College Ready	37	30	1	3	8	0

7. Improve or maintain the percentage of students who qualify for GATE programs for all student groups by .5% up to 25%

Conditional	33	24	2	7	8	0
Not Yet Ready	11	6	3	2	5	2
Not Ready	11	7	3	1	5	3
Total	92	67	9	13	26	5
# Students Grade 11	126	73	11	14	32	6

EAP Identified as College Ready - Math and Language Arts - Spring 2014

Readiness Level	Mathematics	English**
College Ready	3	
Conditional	23	
Not Yet Ready	30	
Not Applicable	1	
# Students grade 11	148	

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

The percentage of all students identified as ready for college in math, based on the EAP increased from 17.6% to 28.6%, an increase of 11% over the previous year and 3% above the state average. No scores were available for English-Language Arts in 2014, however; the scores for Sierra students were eight percentage points higher than those for the state (Sierra = 62%; State 54%).

The expected outcome for this item was achieved.

7. Percentage of students who qualify and participate in GATE programs for all student groups

2015-2016 GATE Qualified – By Year and Student Group

Year	All Students		White		Native American		Hispanic		SED		SWD	
	# Enr	# Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate
2015-2016	1311	37.7	879	37.7	196	19.4	184	19.6	557	22.4	155	6.5

2014-2015 GATE Qualified – By Year and Student Group

Year	All Students		White		Native American		Hispanic		SED		SWD	
	# Enr	# Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate	# Enr	% Gate
2014-15	1309	262	882	23.9	197	9.6	179	11.7	553	11.6	158	1.9

Even though the percentage of students qualifying for GATE increased, there was no formalized system or program for advanced learners at the elementary level. In this case, the actual program is more important than the qualifications of the students. In the 2016-2017 school year, this strategy will be adjusted to address the need for a program for students.

The expected outcome for this item was not achieved.

8. CTE Pathway Completers

8. Increase CTE pathway completion rates for all students and all subgroups by 1% up to 50%

9. Establish baseline data for CAASPP

2014 - 2015 CTE Pathway Completers by Student Group

	All Students		White		Native American		Hispanic		SED		SWD	
Year	# Enr	# PC	# Enr	% PC	# Enr	% PC	# Enr	% PC	# Enr.	% PC	# Enr.	% PC
2014-15	232	108	157	68	31	39	31	58	76	36	16	13
2013-14	268	136	173	51	32	78	30	57	75	60	18	44

Enrollment in included grades 11 and 12
PC = CTE Pathway Completers

The pathway completion rate declined by 3% overall to 47%. The completion rate for socio-economically disadvantaged and Native American students fell below 50%.

The expected outcome for this item was partially achieved.

9. CAASPP baseline data

CAASPP - Language Arts - Percentage of Students (by Groups)
Meeting or Exceeding Standard

Grade	All	White	Native	Hispanic	SED	SWD
G3	25	37	0	18	6	0
G4	57	63	54	25	44	17
G5	29	49	11	42	24	6
G6	29	44	34	43	34	0
G7	37	41	30	30	36	0
G8	50	59	22	50	38	0
G11	68	73	25	71	53	0

CAASPP - Mathematics - Percentage of Students (by Group)
Meeting or Exceeding Standard

Grade	All	White	Native	Hispanic	SED	SWD
G3	30	39	9	27	17	0
G4	39	43	36	8	27	16
G5	35	43	10	33	20	0
G6	38	43	39	14	37	0
G7	19	22	20	9	14	14
G8	31	41	17	16	18	0
G11	33	36	8	28	14	0

The expected outcome for this item was achieved

10. 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.)

11. Maintain 0% junior high dropout rate

12. Increase high school graduation rate for all students in all groups by .5%

10. English Learner redesignation rates:

2015-2016 English Learner Redesignation

Grade	Total Non-Eng. Survey	English Learners	Initial Fluent	Redesignated Fluent	% Redesignated Fluent
TK-6	18	12	3	3	20%
7-8	4	1	0	3	75%
9-12	16	3	4	9	75%
Total	38	16	7	15	68%

2014-2015 English Learner Redesignation

Grade	Total Non-Eng. Survey	English Learners	Initial Fluent	Redesignated Fluent	% Redesignated Fluent
K-6	19	12	3	4	25%
7-8	5	1	3	1	50%
9-12	17	2	0	15	88%
Total	41	15	6	20	57%

The percentage of English Learners who were Redesignated Fluent increased by 11%.

The expected outcome for this item was achieved

11. Dropout rates for junior high students

Junior High Dropout Rate

Year	Drop Out Rate
2014-15	0%
2013-14	0%

The junior high school dropout rate was maintained at 0%.

The expected outcome for this item was achieved

12. High school graduation rate

2015 High School Graduation Rate - by Student Group

School	All		White		Native		Hispanic		SED		SWD	
	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad	# Srs	% Grad
Alt. Ed.	16	75	9	88.9	3	66.7	4	50	8	75	2	50
SHS	115	100	78	100	17	100	14	100	34	100	4	100
**SHS certificate	0	0	0	0	0	0	0	0	0	0	0	
District	131	96.9	87	98.9	20	95	18	88.9	42	95.2	6	83.3

13. Decrease the high school dropout rate for all students in all groups by .5%

2014 High School Graduation Rate - by Student Group

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

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

The high school graduation rate increased by 5.2% to 96.9% overall. Targeted student group graduation rates were as follows: Native American students increased by 8.6% to 95%; Hispanic students decreased by 6% (in both years two Hispanic students did not graduate); socio-economically disadvantaged students increased by 5.8% and students with disabilities increased by 36.6%.

The expected outcome for this item was achieved.

13. High School Dropout Rate

2015 High School Dropout Rate - by School and Student Group

School	All Students		White		Native		Hispanic		SED		SWD	
	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO	# Srs	% DO
Alt. Ed.	12	16.7	7	14.3	2	0	3	33	4	0	1	0
SHS	115	0	78	0	17	0	14	0	34	0	4	0
District	127	1.6	85	1.2	19	0	17	5.6	38	0	5	0

2014 High School Dropout Rate - by School and Student Group

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

The overall dropout rate declined by 4.8% to 1.6%. Targeted student group dropout rates were as follows: Native American students decreased by 13.6% to 0; Hispanic students decreased by 4.4%; socio-economically disadvantaged students decreased by 33.3% to 0.

The expected outcome for this item was achieved.

	<p>14. Ensure a minimum of weekly access to technology embedded instruction for students in grades TK-6</p> <p>15. Secure Western Association of Schools and Colleges (WASC) accreditation for the alternative education high schools in the district</p>		<p><u>14. Access to Technology K-6</u> As verified by sign-in logs, and the technology/research specialist, students in grades K-6 had access to curriculum embedded technology on an average of greater than one forty minute period per week.</p> <p><i>The expected outcome for this item was achieved.</i></p> <p><u>15. WASC Accreditation for alternative education</u> In November of 2015 the alternative education program received their review visit from the WASC accreditation committee. In January of 2016 Sierra Unified received notification that the Sandy Bluffs Education Center and Independent Study program received an initial three-year accreditation.</p> <p><i>The expected outcome for this item was achieved.</i></p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2a. Provide access to A-G courses for all alternative program students through online and blended learning.	\$78,749 LCFF	2a. Online and blended learning established for all alternative education programs as well as for students in the comprehensive program in need of credit recovery.	71,638 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2b. Increase the percentage of all students meeting requirements for college admission by providing academic and career counseling \ to targeted groups.	\$157,153 (LCFF Supplemental \$130,490, Title 7 \$26,663)	2b. Academic counseling is provided for students in grades 9-12. In addition, the Native American Mentor coordinator provides workshops for students 7-12 on college and career counseling. More academic counseling is needed.	\$168,768 (\$1,190 LCFF, \$137,659 LCFF Supplemental, Title I \$30,000)
Scope of service: Sierra Junior High and Sierra High		Scope of service: Sierra Junior High and Sierra High	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2c. Increase the percentage of students taking honors and advanced placement classes through implementing a targeted, systemic approach to learning intervention and support in grades k-12.		\$101,769 Title I	2c. Intervention systems were implemented in grades k-12. In grades 7-12, support classes in language arts and math were implemented.		\$125,222 Title I
Scope of service:	Sierra Junior High and Sierra High		Scope of service:	Sierra Junior High and Sierra High	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2d. Increase academic achievement of students in elementary school by providing a monitored, comprehensive RTI system.		\$40,000 LCFF Supplemental	2d. Intervention systems were implemented in grades TK-6. A deployment system wherein students were provided targeted instruction for students in grades TK-6. Pre and post assessments were administered to determine effectiveness of the program.		\$40,173 LCFF Supplemental
Scope of service:	Foothill Elementary School, Oak Meadow Community Day, and Lodge Pole Independent Study.		Scope of service:	Foothill Elementary School, Oak Meadow Community Day, and Lodge Pole Independent Study.	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2e. Increase access to extended learning opportunities for all students, including Native American and Socio- Economically Disadvantaged students by increase elementary student access to GATE through outreach and implementation of a structured program available to a broad range of students.		\$1,500 LCFF	2e. A structured GATE program and after school extended learning program was not successfully implemented, though the initial stages of the program have been designed. "Bricks 4 Kidz", was implemented at the elementary level.		\$1,500 LCFF
Scope of service:	Districtwide		Scope of service:	Foothill Elementary School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2f. Increase student proficiency in information technology and research by providing weekly access to instructional technology		\$157,830 LCFF	2f. A technology-research teacher specialist was added at the elementary level which provided students in grades TK-6 weekly access to technology-based instruction. An additional computer lab was added Grades 7-12. Students in alternative education were provided daily access to online instruction.		\$125,674 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	

<u>__x__ ALL</u>			<u>__x__ ALL</u>		
<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>			<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify)_____</u>		
2g. Increase opportunities for students to engage in relevant career education pathways based on employability, earning power and student interest.		\$79,088 LCFF	2g. All career-related teaching salaries are included here rather than in goal 1a .		\$423,095 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u>__ALL</u>			<u>__ALL</u>		
<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>x __Other Subgroups:(Specify) Students with Disabilities</u>			<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify) Students with Disabilities</u>		
2h. Provide support for teachers of Students with Disabilities through professional learning and training and oversight of service delivery		\$86,567 LCFF (Contribution to Special Education)	2h. New CCSS-Aligned curriculum for moderate to severely disabled students was adopted and implemented, ensuring student access to CCSS.		\$90,370 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u>__x__ ALL</u>			<u>__x__ ALL</u>		
<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify) Students with Disabilities</u>			<u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify) Students with Disabilities</u>		
2i. Provide instructional para- professionals to help engage and support students with disabilities		\$398,472 LCFF (Contribution to Special Education)	2i. Paraprofessionals were provided in classrooms to provide additional support.		\$411,600 (\$347,617LCFF, \$63,983 LCFF Supplemental)
Scope of service:	Districtwide		Scope of service:		
<u>__ALL</u>			<u>__ALL</u>		
<u>__Low Income pupils __x__ English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>			<u>__Low Income pupils __x__ English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify)_____</u>		
2j. Provide paraprofessional for English Learner students, to support them in accessing the curriculum.		\$18,901 LCFF Supplemental	2j. A paraprofessional was provided to support the academic language skills for English Learner students		\$14,286 LCFF Supplemental
Scope of service:	Districtwide		Scope of service:		
<u>__ALL</u>			<u>__ALL</u>		
<u>__Low Income pupils __x__ English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u>			<u>__Low Income pupils __x__ English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u>		

___Other Subgroups:(Specify)_____	Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. An additional counselor for career education and at-risk students should be added. In order to continue improve outcomes for targeted groups of students more attention to students who have a history of underperforming academically must be given. 2. In 2016-17, a plan to serve the needs of advanced learners, especially at the elementary level will be developed.	

Original GOAL from prior year LCAP:	Goal 3: All students in all groups will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.	Related State and/or Local Priorities: 1__x__ 2__ 3x 4__ 5__x 6__x 7__ 8__x COE only: 9__ 10__ Local : Specify __LEA Plan Addendum, Priority 2,3,5,6,7,8; SUSD Strategic Goal 2,3,4,5																																																																																																																																																																																																																																																																
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All																																																																																																																																																																																																																																																																	
Expected Annual Measurable Outcomes:	1. Achieve 100% Exemplary school ratings on school facilities conditions evaluations 2. Decrease the rate of school suspensions by 2%	<div> 1. 100% exemplary ratings on Facilities Inspection Tool (FIT) All school sites in Sierra Unified received 100% Exemplary school ratings on School Facilities Conditions Evaluation <i>The expected outcome for this item was achieved.</i> </div> <div style="background-color: yellow;"> 2. School and Overall Suspension Rates: </div> <div style="text-align: center;"> 2015-2016 Suspensions by School and Student Group </div> <table border="1" style="width:100%; border-collapse: collapse; font-size: 0.8em;"> <tr> <th></th> <th colspan="3">All</th> <th colspan="3">FES</th> <th colspan="3">SJHS</th> <th colspan="3">SHS</th> <th colspan="3">All Alt Ed</th> </tr> <tr> <th></th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> </tr> <tr> <th></th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> </tr> <tr> <th>Enr</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> </tr> <tr><td>All</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Native</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>His.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>SED</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>SWD</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <div style="text-align: center; margin-top: 10px;"> 2014-2015 Suspensions by School and Student Group </div> <table border="1" style="width:100%; border-collapse: collapse; font-size: 0.8em;"> <tr> <th></th> <th colspan="3">All</th> <th colspan="3">FES</th> <th colspan="3">SJHS</th> <th colspan="3">SHS</th> <th colspan="3">All Alt Ed</th> </tr> <tr> <th></th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> <th>#</th><th>#</th><th>#</th> </tr> <tr> <th></th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> <th>Stu</th><th>All</th><th>Stu</th> </tr> <tr> <th>Enr</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> <th>Enr</th><th>Sus</th><th>Sus</th> </tr> <tr><td>All</td><td>1310</td><td>52</td><td>42</td><td>615</td><td>0</td><td>0</td><td>159</td><td>4</td><td>3</td><td>474</td><td>38</td><td>30</td><td>57</td><td>10</td><td>10</td></tr> <tr><td>White</td><td>882</td><td>29</td><td>25</td><td>387</td><td>0</td><td>0</td><td>109</td><td>2</td><td>1</td><td>343</td><td>19</td><td>16</td><td>40</td><td>8</td><td>8</td></tr> </table>		All			FES			SJHS			SHS			All Alt Ed				#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Enr	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	All																White																Native																His.																SED																SWD																	All			FES			SJHS			SHS			All Alt Ed				#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Stu	All	Stu	Enr	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	Enr	Sus	Sus	All	1310	52	42	615	0	0	159	4	3	474	38	30	57	10	10	White	882	29	25	387	0	0	109	2	1	343	19	16	40	8	8
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Native	197	14	10	102	0	0	27	2	2	62	12	8	8	0	0
His.	179	6	5	100	0	0	21	0	0	48	5	4	8	1	1
SED	553	34	27	308	0	0	72	0	0	147	23	17	26	7	7
SWD	158	15	10	69	0	0	22	0	0	56	13	8	11	2	2

3. Decrease the rate of referrals to alternative education for all students and all student groups by .25%

3. Transfers to Alternative Education settings. Alternative education settings include; continuation high school, community day school, and independent study for k-12 students.

2015-2016 Transfers to Alternative Education

Year	Total Transfers		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled												
Involuntary												
Voluntary												
Total												

2014-2015 Transfers to Alternative Education

Year	Total Transfers		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	1310	100	882		197		179		553		158	
Involuntary	22	1.7	12	1.4	7	3.5	2	1.1	12	2.2	6	3.8
Voluntary	16	1.2	15	1.7	0	0	1	0.5	9	1.6	3	1.9
Total	38	2.9	27	3.1	7	3.5	3	1.	21	3.8	9	5.7

The expected outcome was not met for all groups. Native American students and students with disabilities were referred involuntarily at 3.5% and 3.8%, respectively. Socio-economically disadvantaged students referred at 2.2%, a rate just above the expected outcome. The expected outcome for total referrals to alternative education settings was met for all student groups except students with disabilities.

4. Rate of student expulsions to no higher than .5% for all students and all student groups:

Year	Expulsions
2015-16	1 student (.07%)
2014-15	0%
2013-14	2 students (.1%)

The expected outcome for this item was achieved.

5. Student attendance rate:

Percent Student Attendance by School

Year	FES	SJHS	SHS	Alt. Programs	Ind. Study	Pole Corral Elem.	Total
2015-16							
2014-15	93.89%	93.75%	93.75%	84.13%	81.38%	91.07%	93.17%

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

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

6. Decrease the chronic absenteeism rate by 1% or lower for all students and all student groups

7. Decrease the percent of students identified for level 3 Behavioral Response-to-Intervention (BRTI) rates for all students and all student groups for placement by 2% and exit a minimum of 2% from level 2 BRTI.

8. Increase the number of students indicating they feel safe on their school campus by 5%.

2013-14	94.35%	95.05%	93.98%	97.90%	82.90%	89.81%	93.84%
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6. Chronic absenteeism rate:

Districtwide Student Percent Chronic Absenteeism Rate

Year	All			White			Native American			Hispanic			SED			SWD		
	TS	#	%	TS	#	%	TS	#	%	TS	#	%	TS	#	%	TS	#	%
2015-16																		
2014-15	1325	170	12.8	882	107	12.1	197	42	21.3	179	21	11.7	553	98	17.7	158	40	25.3
2013-14	1341	153	11.4	897	96	10.7	207	38	18.4	184	19	10.3	597	95	15.9	179	31	17.3

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

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

2015-16 Foothill Elementary Behavioral Rtl Tier 2 and Tier 3 Assignments by Group

	All		White		Native American		Hispanic		SED		SWD	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled												
Tier 2												
Tier 3												
Total												

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

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

8/9. Maintain or improve satisfaction as indicated by survey responses on safety and

	9. Increase or maintain survey rating for transportation services.		transportation,. Good-Excellent School Safety Survey Ratings Spring 2016 <table border="1"> <tr> <td>Measure</td> <td>Foothill Elementary</td> <td>Sierra Jr Hi</td> <td>Sierra High</td> <td>Alt Ed</td> <td>Total District</td> </tr> <tr> <td>Feel safe at school</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>School Transportation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed	Total District	Feel safe at school						School Transportation					
Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed	Total District																					
Feel safe at school																										
School Transportation																										
LCAP Year: 2015-2016																										
Planned Actions/Services		Actual Actions/Services																								
		Budgeted Expenditures				Estimated Actual Annual Expenditures																				
3a. Provide clean and well maintained facilities.		\$3,167,301 LCFF	3a. All facilities received a rating of exemplary on the annual facilities inspection review.			\$3,252,935 LCFF																				
Scope of service:	Districtwide		Scope of service:	Districtwide																						
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____																							
3b. Provide a safe ride to school, and to and from school activities.		\$1,317,882 LCFF	3b. Annual parent survey indicates high degree of satisfaction with transportation services. Three new student transport vans have been added this year to ensure continued safety on student activity trips.			\$1,426,603 LCFF																				
Scope of service:	Districtwide		Scope of service:	Districtwide																						
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____																							
3c. Implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.		No cost	3c. The PBIS program was implemented and the school staff received a silver award in the second year of participation. Restorative Discipline Specialist position at secondary was added.			No cost																				
Scope of service:	Districtwide		Scope of service:	Districtwide																						
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____																							

3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.	\$15,000 LCFF	3d. Ninety percent of all faculty members have been trained. An on-campus suspension/thinkery has been implemented at FES. Restorative Discipline Specialist position at secondary was added.	\$45,753 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	
<input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Subgroups:(Specify) _____	
3e. Provide mental health services for low-income students who do not have access to private health care providers, ensuring that school campuses are emotionally safe places for students.	\$87,307 LCFF (Contribution to Special Education)	3e. A part-time mental health care provider was hired to provide social-emotional counseling in grades 7-12. A full-time psychologist and Behavioral Aides were added	\$208,188 (\$38,377 LCFF, \$169,811 LCFF Supplemental)
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	
<input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Subgroups:(Specify) _____	
3f. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.	\$70,499 LCFF	3f. A fulltime LVN was hired to provide licensed medical care for students with medical needs. In addition to this, a district contracted nurse was added to provide oversight of the health offices on all school campuses.	\$96,393 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	
<input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Subgroups:(Specify) _____	
3g. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.	\$685,015 LCFF	3g. Administration is appropriately staffed on all school campuses to ensure a safe and orderly learning environment	\$625,295 LCFF
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	
<input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Subgroups:(Specify) _____	
3h. Provide a well trained, customer focused office staff to assist in smooth schools operations.	\$353,805 LCFF	3h. All office staff meet quarterly to maintain and ensure a smoothly operated, customer focused office on all school campuses and all	\$364,379 LCFF

		departments.		
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Real progress is being made in a number of areas with respect to school culture and climate. After reviewing the data, it appears as though the Restorative Discipline system and Positive Behavior Interventions and Supports are beginning to have a positive impact in light of the reduction in the number of suspensions. The Student Attendance Review Board (SARB) underwent major adjustments in the 2015-2016 school year and can be directly tied to some improvement in attendance. In the 16-17 school year, additional resources will be given to retaining the service of County Probation to assist with the SARB process.		

Original GOAL from prior year LCAP:	Goal 4: Parents, and family and community stakeholders will become more fully engaged as partners in the education of the students of Sierra Unified.		Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>LEA Plan Addendum, Priority 3: SUSD Strategic Goal 2.5</u>																																																									
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: All																																																										
Expected Annual Measurable Outcomes:	1. Increase the rate of family participation in students' education as measured by attendance at community and school meetings by 2.5%		1. Family participation in community/school meetings Attendance by Parents/Community at Selected Meetings 2015-2016 <table border="1"> <tr> <th>Meeting</th> <th>FES (TK-6)</th> <th>SJSHS (7-12)</th> <th>District Mtgs.</th> </tr> <tr> <td>Enrollment</td> <td>615</td> <td>623</td> <td></td> </tr> <tr> <td>Back to School Night</td> <td>475</td> <td>283</td> <td></td> </tr> <tr> <td>Open House</td> <td>550</td> <td></td> <td></td> </tr> <tr> <td>Parent-Teacher Conf.</td> <td>600</td> <td>188</td> <td></td> </tr> <tr> <td>School Site Council</td> <td>10</td> <td>12</td> <td></td> </tr> <tr> <td>Long Range Planning</td> <td></td> <td></td> <td>12</td> </tr> <tr> <td>Grandparent's Day</td> <td>641</td> <td></td> <td></td> </tr> <tr> <td>Senior Projects</td> <td></td> <td>114</td> <td></td> </tr> <tr> <td>Mother's Breakfast</td> <td>580</td> <td></td> <td></td> </tr> <tr> <td>Father's Breakfast</td> <td>500</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>3,362</td> <td>597</td> <td>12</td> </tr> </table> Attendance by Parents/Community at Selected Meetings 2014-2015 <table border="1"> <tr> <th>Meeting</th> <th>FES (TK-6)</th> <th>SJSHS (7-12)</th> <th>District Mtgs.</th> </tr> <tr> <td>Enrollment</td> <td>615</td> <td>623</td> <td></td> </tr> </table>		Meeting	FES (TK-6)	SJSHS (7-12)	District Mtgs.	Enrollment	615	623		Back to School Night	475	283		Open House	550			Parent-Teacher Conf.	600	188		School Site Council	10	12		Long Range Planning			12	Grandparent's Day	641			Senior Projects		114		Mother's Breakfast	580			Father's Breakfast	500			Total	3,362	597	12	Meeting	FES (TK-6)	SJSHS (7-12)	District Mtgs.	Enrollment	615	623	
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	Actual Annual Measurable Outcomes:																																																											

Back to School Night	450	225	
Open House	389	NA	
Parent-Teacher Conf.		241	
Common Core	70		32
Facilities Use			112
Parent Math Nights	23		
Senior Projects		100	
Total	932	566	144

Parent engagement as measured by attendance at school related movies and events increased from 1642 in 2014-2015 to almost 4,00 in 2015-2016.

The expected outcome for this item was achieved.

2. Parent survey rate of return:

Annual Parent Survey Rate of Return Spring 2015

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

Annual Parent Survey Rate of Return Spring 2015

School	Students Enrolled	Surveys Returned	% Return
Foothill Elementary	615	129	21.0%
Sierra Junior High	159	25	15.7%
Sierra High School	453	69	15.3%
Alternative Ed	41	5	12.1%
Total	1268	228	17.9%

3/4. School-to-home communications ratings on parent surveys.

Good-Excellent Parent Survey Ratings Spring 2016

Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed	Total District
School Quality					
Communication					
School Safety					

2. Increase the rate of family/parent input into school decision-making by increasing rate of return on school surveys by 2.5%

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

4. Improve or maintain parent satisfaction with school services on parent surveys

			<table border="1"> <tr> <td>Supports Parent Involvement</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Co-Curricular Opportunities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p align="center">Good-Excellent Parent Survey Ratings Spring 2015</p> <table border="1"> <tr> <th>Measure</th> <th>Foothill Elementary</th> <th>Sierra Jr Hi</th> <th>Sierra High</th> <th>Alt Ed</th> <th>Total District</th> </tr> <tr> <td>School Quality</td> <td>95.3%</td> <td>96%</td> <td>85.3%</td> <td>100%</td> <td>92.8%</td> </tr> <tr> <td>Communication</td> <td>78.9%</td> <td>68.0%</td> <td>61.8%</td> <td>75.0%</td> <td>72.3%</td> </tr> <tr> <td>School Safety</td> <td>93.6%</td> <td>84.0%</td> <td>91.3%</td> <td>100%</td> <td>91.9%</td> </tr> <tr> <td>Supports Parent Involvement</td> <td>92.8%</td> <td>91.7%</td> <td>75.0%</td> <td>100%</td> <td>85.9%</td> </tr> <tr> <td>Co-Curricular Opportunities</td> <td>78.8%</td> <td>88.0%</td> <td>86.8%</td> <td>100%</td> <td>84.3%</td> </tr> </table>	Supports Parent Involvement						Co-Curricular Opportunities						Measure	Foothill Elementary	Sierra Jr Hi	Sierra High	Alt Ed	Total District	School Quality	95.3%	96%	85.3%	100%	92.8%	Communication	78.9%	68.0%	61.8%	75.0%	72.3%	School Safety	93.6%	84.0%	91.3%	100%	91.9%	Supports Parent Involvement	92.8%	91.7%	75.0%	100%	85.9%	Co-Curricular Opportunities	78.8%	88.0%	86.8%	100%	84.3%
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LCAP Year: 2014-2015																																																			
Planned Actions/Services			Actual Actions/Services																																																
	Budgeted Expenditures			Estimated Actual Annual Expenditures																																															
4a. Increase school services for families by providing a welcoming and friendly environment for students who require before and after school care.	\$17,000 LCFF		4a. Before and after school education-based day care is available to families on a year-round basis as a fee-based service.	\$6,236 LCFF																																															
Scope of service:	Districtwide		Scope of service:	Districtwide																																															
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																																																
4b. Increase parent engagement through participation on school and district level committees, including; Native American Education Parent Advisory Committee, Site Councils, LCAP Advisory Committee, and Parent - Faculty Associations.	No cost		4b. Parents are provided with a range of opportunities to be involved in site and district level advisory committees, including Native American Education Parent Advisory Committee, School Site Councils, LCAP Advisory Committee, and Parent -Faculty Associations. Other opportunities for parent engagement include Back to School Night, Open House, Senior Project Presentations, and a variety of student performances and awards assemblies.	No cost																																															
Scope of service:	Districtwide		Scope of service:	Districtwide																																															

<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<input type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4c. Increase parent input by providing online survey opportunities for parents.		\$700 LCFF	4c. This year, two online surveys were sent out, one was a midyear survey regarding priorities for long range planning, and the second was the annual parent satisfaction survey.		\$700 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4d. Increase communication and transparency by hosting community forums on hot button topics such CCSS, Budget, and Assessment		No cost	4d. This year communities meetings were held to discuss progress toward CCSS implementation, parent meetings on the elementary math program, long-range facilities use planning, and special education services.		No cost
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4e. Increase communication by maintaining up-to-date website information, home-to-school newsletters, and monthly communications in the local paper		\$5,000 LCFF	4e. A consultant was hired to update the district website. Each school identified a staff member to maintain updated information and dates. The elementary school provides weekly parent newsletters. The junior high and high school provide quarterly newsletters. A monthly column in the local newspaper includes articles from each school, each department head, and the superintendent.		\$5,000 LCFF
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> __ALL _____ __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4f. Increase student engagement by providing relevant co-curricular programs such as athletics, FFA, and performing arts		\$137,127 LCFF	4f. Sierra Unified provides a wide variety of co-curricular opportunities for students. In addition the district works closes with the Mountain Community Recreation Foundation (MCRF) to provide multiple opportunities for elementary age students to participate and compete in athletics.		\$137,127 LCFF

Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Beginning in the school year 2016-2017, a formal approach to parent education will be undertaken. Parents of students in targeted groups will be the primary focus of parent education opportunities, though all parents will be welcome to attend. In order to facilitate an increase in the number of students who participate in co-curricular activities, a late bus, which would provide transportation to those students who do not currently have access to after school programs is needed.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 756,146
Targeted Students only: Native American liaison at Foothill Elementary (\$25,000), additional instructional aides for assistance in the Behavioral RTi program (\$34,711). For low-income pupils, Intervention Coordinator and Academic Tutor are provided to increase the percentage of students taking honors class and AP (\$104,225), Elementary Intervention Specialist to monitor comprehensive Rti system (\$40,173), Mental health services for student who cannot afford outside service providers (\$135,000). These services, academic intervention, behavioral intervention, and mental health services are provided for all students who	

need them, of those students identified approximately 70% are students from targeted groups. In regards to academic intervention, the deployment system is used, wherein at given times during each day, by grade level, initial instruction stops and students are sorted by specific skill or skill deficit. For forty five minutes, all students in the grade level work on skills as opposed to receiving initial standards based instruction. In the past practice, targeted students were pulled from class, during initial instruction to receiving skill-based support. In so doing, they missed instructional time in a given subject area. Over the years, that method did not prove to be effective. Likewise, the behavior intervention has transitioned from a pull-out to a push-in program. While students who are not in targeted groups may benefit from the presence of a mental health care professional, the primary beneficiary is the student from a targeted group who does not miss classroom instruction.

Two Academic Coaches, to support implementation of common core standards and to improve delivery of initial instruction (\$159,087). The Academic Coaches provide service to all teachers, because all teachers serve students in the targeted groups. As a small district, it is not feasible to isolate teachers to serve either all targeted student groups or all non-targeted student groups. If we were to “track” students, based on being low income (our primary targeted group), we would be in violation a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels.

For English Learner pupils, we have an LEP Aide (\$12,497)

For Foster Youth, we provide instructional paraprofessionals to help engage and support students with disabilities in foster families (\$103,223)

2 additional days were added to the Certificated staffs duty year starting in 16-17 for professional development to enhance the learning experience for all students (\$56,354), along with the addition of a Curriculum Director funded with Supplemental and Title I funds. (\$34,716 Supplemental)

\$51,160 _____

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

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

6.82	%	Additional services added for the 16-17 year are an additional 2 duty days for Certificated staff, a Curriculum Director and _____. Sierra Unified will continue to offer a variety of programs and supports specifically for English learners, low income students and foster youth. School-wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will
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be primarily delivered to targeted subgroups.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Sierra Unified will best serve all students, especially focus students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).