

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Sierra Unified School District

Contact Name and Title Dr. Melissa Ireland Superintendent

Email and Phone mireland@sierrausd.org
(559) 855-3662 107

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sierra Unified School District (SUSD), located in eastern Fresno County, serves 1323 students in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the foothills. The District covers a large region, approximately 3,000 square miles. There are three American Indian Rancherias located within the District: Table Mountain Rancheria, Big Sandy Rancheria, and Cold Springs Rancheria. There are three campuses within the District. The District is made up of Foothill Elementary School (grades TK-6); Sierra Junior High School (grades 7-8); Sierra High School (grades 9-12); and an Alternative Education Center (grades K-12). The Alternative Education Center includes: Sandy Bluffs Continuation High School, Sandy Bluffs Independent Study, Lodge Pole Independent Study, and Oak Meadow Community Day School. Sierra Junior and Senior High Schools are on the same campus and share the same facilities, many staff, and administration. The District's student enrollment includes: 65% White, 16% Hispanic, 15% American Indian and 4% other. The student population includes 47% Socioeconomically Disadvantaged, 11% Students With Disabilities, 1% English Learners, and less than 1% Homeless and Foster Youth. The vision of Sierra Unified is to be an exemplary student-focused school district that is highly regarded for the competence and character of our students, the rich connection to our mountain community, and the excellence of our people, programs, and learning environment. The achievement of this vision is facilitated by the district's mission to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

LCAP HIGHLIGHTS

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

This year's LCAP's key features reflect what is revealed by the District's data. Sierra Unified has a very high suspension rate as well as a very high chronic absenteeism rate. A closer look exposes a connection between suspensions, chronic absenteeism and the need for more targeted mental health services and supports. What follows is a list of the additional services provided to students in the 2017-2020 LCAP.

Funding and budget:

- Supplemental Funding
- The 47.27% of unduplicated students in 2016-2017 is expected to remain unchanged in the 2017-2018 school year.
- The 2016-2017 Supplemental Fund Allocation was \$756,146 compared to the estimated \$831,978, which provides an additional funding of \$75,832 for the 2017-2018 school year.

Additional services under the 2017-2020 Actions and Services include:

- Contracted services with a Licensed Marriage and Family Therapist
- Additional support for students in need of mental health services provided by Therapist Interns

All other existing Actions and Services will remain the same.

REVIEW OF PERFORMANCE

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

California School Dashboard

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

Sierra Unified Equity Report

Blue (Very High) - Graduation Rate

Yellow (Medium) - CAASPP Mathematics performance

Sierra Unified Student Group Report

Blue (Very High) - Graduation Rate for All Students

Green (High) - Graduation Rate for Socio-Economically Disadvantaged Students

Yellow (Medium) - CAASPP Mathematics performance for all students

Elementary Academic Response to Intervention

The current academic RTI model at Foothill Elementary is in its third year of implementation. The results show an overall 11% increase in the percentage of students meeting benchmark on CORE assessments resulting in 79% of all students reaching benchmark status.

GREATEST PROGRESS

Alternative Discipline Methods

The 2016-2017 school year marks the third year of implementation of Positive Behavioral Interventions and Supports (PBIS) at Foothill Elementary. It also marks the first year of implementation of the program at Sierra Junior Senior High School. This year Foothill Elementary was awarded the Gold level award for the program. Next year all schools in the alternative education program will implement PBIS. While there is still much work to be done, the suspension rate in Sierra Unified has decreased from 9.6% in the 2014-2015 school year to 4.5% in the current year, demonstrating a positive correlation between the reduction of suspension with the implementation of PBIS.

Parent Education

In an effort to more fully engage our parent community, a parent education program, Parent University was implemented in the 2016-2017 school year. In this first year of implementation, the focus was on increasing parent awareness of and access to District services. Future emphasis of the program will include how parents influence and support student achievement through school attendance, connection to their student's progress and promoting healthy study and school work habits.

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

GREATEST NEEDS

Sierra Unified Equity Report Indicated:
Suspension Rate Overall is Red (Very High)
English Language Arts (3-8) Overall is Orange (Low)

Stakeholder Input:

Sierra Unified held 9 LCAP meetings to gather input from parents/guardians, students, community members, and staff members. Stakeholder input centered on the need to reduce suspension rate and chronic absenteeism. Stakeholders expressed the need for additional mental health support services for students.

Areas of Greatest Need:

Sierra Unified Equity Report indicates that the Suspension Rate overall performance indicator is Red. District data indicates that with the implementation of Restorative Discipline and Positive Behavioral Interventions & Support in the 2016-2017 year, the suspension rate has declined from 9.6% in 2014-2015 to 4.5% in 2016-2017. The district is allocating financial resources to provide mental health support services to students and training to staff. This training and support will be provided by a licensed family and marriage therapist and interns. Training and social emotional curriculum will be provided to staff, and group and individual counseling support will be provided for students.

The English Language Arts (3-8) overall performance indicator is Orange. The District is in year 1 of implementation of a CA State Standard aligned ELA curriculum. Professional development was provided that focused on the implementation of the new curriculum. Teachers are developing ELA curriculum maps. The District will be developing 12 week curriculum embedded formative assessments that monitor student progress toward meeting state standards. Teachers will continue to work in professional learning communities (PLCs) to refine ELA instruction and curriculum implementation.

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

There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

All increased or improved services have been addressed.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$15,148,705

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$13,923,306.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the LCAP plan were generally categorical funds for specific purposes, determined by the grantors. Contributions to retiree benefits and transfers to the Cafeteria fund were also not included. The total excluded funds were \$1,457,239, which are detailed below:

Special Education (both Federal and state funded) \$1,000,089, Federal funds including Title II, Part A (Improving Teacher Quality) \$46,344, Title I (Low Income) \$26,451, Title 7 (Indian Education) \$34,996, VEA Perkins (Vocational Education) \$13,682, Retiree health benefits \$155,589, Title VI (Rural and Low Income Schools) \$28,300, Agricultural Vocational Education \$5,370, California Clean Energy Jobs Act \$109,913, transfers to the Cafeteria fund \$36,505.

\$13,386,662

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	LEA Plan Addendum priorities 1,2; SUSD Strategic Goals: 1,3,4															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of all teachers will be properly credentialed with no misassignments nor vacancies.
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, or show growth in proficiency rate of 3% or greater.
3. A common district-wide assessment will be administered in grades 1-11. Administrations #2 and #3 will improve an average of 5% from previous administration.
4. All students, by grade twelve will demonstrate writing proficiency by passing the school writing assessment.
5. Maintain student access to standards-aligned instructional materials as evidenced by the Williams Act Report.
6. Percent of students earning Healthy Fitness Zone on Physical Fitness Testing in Grades 5, 7 and 9 will exceed the state average by 5%.
7. Ninety percent of teachers of English, mathematics, social science, and science will self-report 90% or greater transition to the new California Standards.

ACTUAL

See Data Addendum

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED

1a. Ensure properly credentialed teachers, with no misassignments nor vacancies.

ACTUAL

1a. 97% of all teachers were properly credentialed. The District employed two interns at the elementary level; both interns will have completed all credential requirements by the start of the 2017-2018 school year.

Expenditures

BUDGETED

Base \$5,927,319

ESTIMATED ACTUAL

LCFF \$5,826,168

Action 2

Actions/Services

PLANNED

1b. Provide standards-aligned, district/state approved instructional materials.

ACTUAL

1b. Provided standards-aligned, district/state approved instructional materials.

Expenditures

BUDGETED

Base \$140,192

ESTIMATED ACTUAL

LCFF \$390,462

Action 3

Actions/Services

PLANNED

1c. Provide ongoing professional learning, through additional 2 additional contract days and early release time in the following areas:

- Kagan Structures (student engagement)
- ELA Program implementation
- CPM Program implementation
- Integration of technology into the classroom
- Refresher training in Professional Learning Communities

ACTUAL

1c. Provided ongoing professional learning, through 2 additional contract days and early release time in the following areas:

- * Kagan Structures (student engagement)
- * English Language Arts (ELA) Program implementation
- * College Preparatory Math (CPM) Program implementation
- * Integration of technology into the classroom
- * Google Classroom
- * California Assessment of Student Performance and Progress (CAASPP) Assessment - Interim/Summative
- * Paraprofessional training for working with students with emotional health issues
- * Elementary Math Adoption

Expenditures

BUDGETED

Title I \$47,394

Supplemental \$56,354

ESTIMATED ACTUAL

Educator Effectiveness Grant Other \$111,677

LCFF \$59,333

Action 4

Actions/Services	PLANNED 1d. Utilize curriculum embedded formative assessments to monitor student mastery of standards and guide instruction as needed to support monitoring and closing the achievement gap between all students and targeted groups.	ACTUAL 1d. Utilized curriculum embedded formative assessments to monitor student mastery of standards and guide instruction as needed to support monitoring and closing the achievement gap between all students and unduplicated groups.
	BUDGETED Base \$25,984	ESTIMATED ACTUAL Educator Effectiveness grant LCFF \$25,984
Expenditures		
Action	5	
Actions/Services	PLANNED 1e. Utilize district learning assessments to monitor student progress toward meeting State standards and progress toward closing the achievement gap between all students and targeted groups.	ACTUAL 1e. Utilized District Learning Assessments (DLAs) to monitor student progress toward meeting State standards and progress toward closing the achievement gap between all students and unduplicated groups.
	BUDGETED See 1d above LCFF	ESTIMATED ACTUAL LCFF
Expenditures		
Action	6	
Actions/Services	PLANNED 1f. Provide instructional support through academic coaching and actions of the Director of Curriculum and Instruction, to further student learning and build teacher capacity in differentiating instruction to reach targeted student groups.	ACTUAL 1f. Provided instructional support through academic coaching and the actions of the Director of Curriculum and Instruction to further student learning and build teacher capacity in differentiating instruction to reach unduplicated student groups.
	BUDGETED Supplemental \$227,419 Title I \$118,315	ESTIMATED ACTUAL LCFF \$247,591 Title I \$85,240
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented as stated with the exceptions noted below:

1a. Due to the shortage of credentialed teachers, the District hired to interns.

1c. Professional Learning Community training was not provided.

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

The District made substantial progress towards 6 of the 7 Expected Annual Measurable Outcomes (EAMO).

1. EAMO 1 was substantially achieved due to the fact that the District hired two interns - both interns will be fully credentialed by the start of the 2017-2018 school year.
2. The EAMO identified as meeting or exceeding the state average for CAASPP was not achieved. District CAASPP scores did not improve as stated in EAMO 2. Only two student groups met the growth target: Students With Disabilities (SWD) and Socio-Economically Disadvantaged (SED) increased 3% in math performance. The District provided new standards-aligned ELA instructional materials for the 2016-2017 school year. Math curriculum is in year 2 of implementation at the secondary level, and the elementary school is in the final stages of its review of math curriculum for adoption. The District utilized the CAASPP Interim Comprehensive Assessments (ICAs) throughout the 2016-2017 year to monitor student progress towards mastery of state standards.
3. The EAMO identified as an increase of 5% on successive District Learning Assessments was achieved. A common district-wide learning assessment (DLA) was administered two times in grades 1-11. Overall, there was a 10% increase in math and a 13% increase in English Language Arts between administration 1 and 2. The District determined the need to adjust DLA 3 to allow teachers the opportunity to use data from previous administrations and to use the assessment as a learning tool to prepare students for the CAASPP summative assessment.
4. All students, by grade twelve, passed the school writing assessment. This EAMO was met.
5. The EAMO for adequate instructional materials was achieved. The Board certified, in September, that access to standards-aligned instructional materials was met. There was one Williams Act complaint filed in October; related to having all materials in all formats. The complaint was resolved.
6. The EAMO was achieved. Each grade level met the outcome for the Healthy Fitness Zone on Physical Fitness Testing in Grades 5, 7, 9. Grade 5 exceeded the State average by 29%; grade 7 exceeded the State average by 24%; and grade 9 exceeded the State average by 5%.
7. The EAMO was substantially achieved. 89% of teachers of English, mathematics, social science, and science self-reported having transitioned to the new California Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Additional instructional materials were purchased with one-time State grant funds (\$249,511).
2. A new grant for educators shifted funding for professional development from Title I to Educational Effectiveness Grant (\$111,677).

3. A portion of the Director of Curriculum and Instruction funding was shifted from Title I to Local Control Funding Formula (LCFF) due to reduction of Title I funding (\$21,813).

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

Goal 1 was not changed for 2017-2018.

The following changes were made to the EAMOs for 2017-2020:

EAMO 2: The metric for CAASPP scores was changed to reflect the new method of reporting used on the California Dashboard.

EAMO 3: Removed from LCAP; it will be used as a local internal measure.

EAMO 4: Removed from LCAP; it will be used as a local internal measure.

EAMO 5: Becomes EAMO 3

EAMO 6 : Becomes EAMO 4

EAMO 7: Becomes EAMO 5; the metric, transition to CA standards, was changed from local survey to the use of the State Reflection Tool.

Actions/Services 1c was modified to provide professional development based on need. This will now be Actions/Services 3 for Goal 1 in the 2017-2020 plan.

Actions/Services 1d and 1e were combined into a single item to reflect curriculum-embedded District Learning Assessments. This will now be Actions/Services 4 for Goal 1 in the 2017-2020 plan.

Actions/Services 1f was modified to reflect a change in academic coaching and actions of the Director of Curriculum and Instruction to allow a broader focus on curriculum, standards, and 21st Century Learning Skills. This will now be Actions/Services 5 for Goal 1 in the 2017-2018 plan.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	LEA Plan Addendum priorities 1,3, 4, 5, 6, 7, 8; SUSD Strategic Goals: 1,2, 3															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The percentage of students in all groups meeting A-G college entrance requirements will meet or exceed the state average for all students and all student groups.
2. A minimum of 15% of the students in grades 4-12 will have the opportunity to engage in advanced/extended learning
3. Evidence of a plan for career education component across grade levels and disciplines TK-12.
4. Increase English Learner proficiency and reclassification rates by 3%.
5. Increase or maintain high school graduation rates at 95% or above.
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, 5% of the students identified for tier 2 academic intervention will be reclassified into tier 1.

ACTUAL

See Data Addendum

9. District SAT results will meet or exceed the state average for all students and all targeted groups.
10. 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.
11. Maintain the CTE pathway completion rate at 50% or above for all students and all targeted groups.
12. The percentage of students who are college ready or conditionally college ready, as demonstrated by the EAP, will meet or exceed the state average for all students and all targeted groups.

ACTIONS / SERVICES

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

Action	1		
Actions/Services	PLANNED 2a. Provide online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	ACTUAL 2a. Provided online and blended learning opportunities for students in alternative education settings in order to provide access to A-G courses.	
Expenditures	BUDGETED Base \$68,294	ESTIMATED ACTUAL Base \$66,622	
Action	2		
Actions/Services	PLANNED 2b. Provide online course access to students in need of credit recovery to support A-G requirement completion and improved high school graduation rate.	ACTUAL 2b. Provided online course access to students in need of credit recovery to support A-G requirement completion. The high school graduation rate did not improve last year.	
Expenditures	BUDGETED See 2a Above	ESTIMATED ACTUAL See 2a above	
Action	3		
Actions/Services	PLANNED	ACTUAL	

Expenditures	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.	Supplemental \$142,909 Base \$1,109 Title I \$30,000
		Supplemental \$147,037 Base 0 Title I \$26,551
Action	4	
Actions/Services	PLANNED	2d. Develop an academic response to intervention program to provide greater access to a broad course of studies for students in grades 7-12 with an intervention counselor to oversee and implement the plan.
	ACTUAL	2d. Students were enrolled in support classes during the school day. A mentoring program for under-performing freshmen was implemented. An after-school homework support class was also added. There is not an academic response to intervention program at current time; this will be a focus in 2017-2018.
Expenditures		Supplemental \$51,160 Base \$8,790
		Supplemental \$51,160 Base \$32,146
Action	5	
Actions/Services	PLANNED	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.
	ACTUAL	2e. A targeted, systemic approach to learning intervention and support in grades TK-6 was implemented.
Expenditures		Title I \$125,222 Supplemental \$40,173
		Title I \$95,476 Supplemental \$40,173
Action	6	
Actions/Services	PLANNED	2f. Develop and implement the secondary structured program of advanced learning opportunities, available to a broad range of students in grades 4-12.
	ACTUAL	2f. In the first year of implementation, some advanced learning opportunities were available to a broad range of students in grades 4-6. A structured program of advanced learning opportunities was available to a broad range of students in grades 7-12.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Base \$1,500	0

Action 7

Actions/Services	PLANNED 2g. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills.	ACTUAL 2g. Students had weekly access to computer labs at each site.
	BUDGETED Base \$166,849	ESTIMATED ACTUAL Base \$132,460
Expenditures		

Action 8

Actions/Services	PLANNED 2h. Provide relevant career-education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	ACTUAL 2h. High school students have access to five CTE pathways from three industry sectors.
	BUDGETED Base \$420,494	ESTIMATED ACTUAL Base \$476,493
Expenditures		

Action 9

Actions/Services	PLANNED 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.	ACTUAL 2i. 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 was provided.
	BUDGETED Contribution to Special Education Base \$93,440	ESTIMATED ACTUAL Contribution to Special Education Base \$104,330
Expenditures		

Action 10

Actions/Services	PLANNED 2j. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	ACTUAL 2j. Instructional para-professionals were provided to increase engagement and support for students with disabilities to maximize course access.
	Supplemental \$49,022 Contribution to Special Education Base \$391,576	Supplemental 0 Contribution to Special Education Base \$369,597
Expenditures		

Action 11

Actions/Services	PLANNED 2k. Provide paraprofessional for English Learner (EL) students to support them in accessing the curriculum.	ACTUAL 2k. A paraprofessional was provided for English Learner (EL) students to support them in accessing the curriculum.

Expenditures	BUDGETED Supplemental \$14,523	ESTIMATED ACTUAL Supplemental \$19,348
Action	<h1>12</h1>	
Actions/Services		
Expenditures		
	PLANNED 2l. Develop a district-wide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.	ACTUAL 2l. The District Career Technical Education (CTE) plan is in the final stages of development and pending Board approval. A career-education component is included in the CTE plan.
	BUDGETED See 2c Above Base	ESTIMATED ACTUAL See 2c above Base

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented as stated with the exceptions noted below:

2d. An academic response to intervention program for grades 7-12 was not developed. Supports were added, but a program still needs to be developed.

2l. The District Career Technical Education (CTE) plan is scheduled to be approved at the July 2017 meeting of the Sierra Unified governing board.

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

The District made substantial progress towards nine of the twelve Expected Annual Measurable Outcomes (EAMO). Seven of the twelve EAMOs were met.

1. The District is progressing toward meeting the State average of students in all groups meeting A-G college entrance requirements. In 2013-2014, the District was 7.5% behind the State average - that gap has been reduced to 1.5% for the 2015-2016 year. At this time, the EAMO was not met.

2. The EAMO as written was met: 17% of the students in grades 4-12 participated in opportunities to engage in advanced/extended learning. There remains substantial work to be done related to extended learning opportunities.

3. A District Career Technical Education (CTE) plan is in the final stages of development and pending Board approval in July 2017. The EAMO is not yet met.

4. The EAMO was met; English Learner proficiency and reclassification rate was 26%; this is a 15% increase from the previous year.

5. The EAMO of a 95% graduation met was not met; at this time, the high school graduation rate was 93.4%. The high school dropout rate was 3.3%.
6. The EAMO was met; a 5-year District-wide Technology Plan was developed and Board approved. Year 1 of implementation was 2016-2017.
7. A systematic, data-driven, academic response to intervention program was not developed for grades 7-12. However, the following supports were put into place: an Intervention/CTE Counselor was added at Sierra Junior-Senior High School to provide student academic support. In addition, a ninth grade student mentoring program was implemented. These two new services, in addition to the existing academic support, have been the basis for the current multi-pronged approach to academic intervention. 1. The academic counselor works with students in grades 7-9 at risk for not making academic progress. Students are identified by the counselor, referred by a teacher, or self-referred for academic support at noon-time or after school. 2. Ninth grade students falling in the bottom quartile, based on grades, disciplinary infractions, and attendance meet weekly with an assigned mentor. 3. Students in grades 7-10 with a history of low achievement in math and language arts are assigned to a support class for additional help. 4. Students who have failed or performed poorly in classes are provided with the opportunity to receive academic support in an after school homework program. Substantial progress was made toward this EAMO.
8. The EAMO was met; 28.7% of the students identified for Tier 2 (Strategic High/Strategic Low) academic intervention were reclassified into Tier 1 (Benchmark).
9. The EAMO was met; District SAT scores for Reading/Writing exceed the state average by 40 points; math scores exceeded by 20 points; and benchmarks scores exceeded the state average by 19 points.
10. The EAMO was not met, though advanced placement results did improve. The percentage of students taking at least one Advanced Placement (AP) exam did not exceed the state average for 2016; however, the District rate has improved 5.9% from 2014. The percentage of students scoring a 3, 4, or 5 on AP exams did not exceed the state average for 2016; however, the District has improved 1.7% since 2015.
11. The EAMO of 50% pathway completion rate for students was not met. The CTE pathway completion rate was 46%. While this exceeds the state average, the District is working to develop a comprehensive CTE plan to improve participation and completion rates.
12. The EAMO was partially met. The percentage of students who are college ready or conditionally college ready, as demonstrated by the Early Assessment Program (EAP), exceeded the stage average in English Language Arts and met the state average in mathematics for all students. In English Language Arts, the following groups did not meet the state average: Native American, and SWD. In mathematics, the following groups did not meet the state average: White, Native American, Hispanic, SED, and SWD.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Instructional paraprofessionals were funded through the Base grant rather than the Supplemental Grant (\$49,022).
2. Intervention support through Title I was reduced based on funding reductions at the Federal level (\$29,746).
3. Anticipated hiring of a Library Media Specialist for the Junior/Senior high school campus did not occur, and the Library Tech position was expanded with additional hours (\$34,389).

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

Goal 2 was not changed for 2017-2018.

The following changes were made to the EAMOs for the 2017-2020 plan:

EAMO 2: Removed from LCAP; extended learning opportunities will continue to be utilized as a local internal measure.

EAMO 3: Becomes EAMO 2; CTE Plan metric unchanged.

EAMO 4: Becomes EAMO 3; English Learner reclassification rate adjusted to 20% of the total English Learner population.

EAMO 5: Becomes EAMO 4; modified from 95% to 93%; 93% reflects a more realistic goal due to the small size of the graduating class and the fact that from year to year there are as many as five 12th grade students who are on a non-diploma path due to their level of disability.

EAMO 6: Removed from LCAP; outcome of development of approved technology plan achieved.

EAMO 7: Removed from LCAP; will continue to work toward a systems approach to academic intervention in grades 7-12 as an action to achieve other academic outcomes.

EAMO 8: Removed from LCAP; will continue academic intervention in grades K-6 as an action toward improving academic achievement. This metric will be used as a local internal measure.

EAMO 9: Becomes EAMO 5; The percentage of students taking the SAT exam will increase by 2% for all students and student groups, those groups not meeting the 63% target will increase their participation in SAT by 5%.

EAMO 10: Becomes EAMO 6; the percentage of students taking the AP courses modified from meeting or exceeding state average to 23%. The percentage of students scoring 3, 4, or 5 on AP exams was modified from meeting or exceeding state average to at or above 51%.

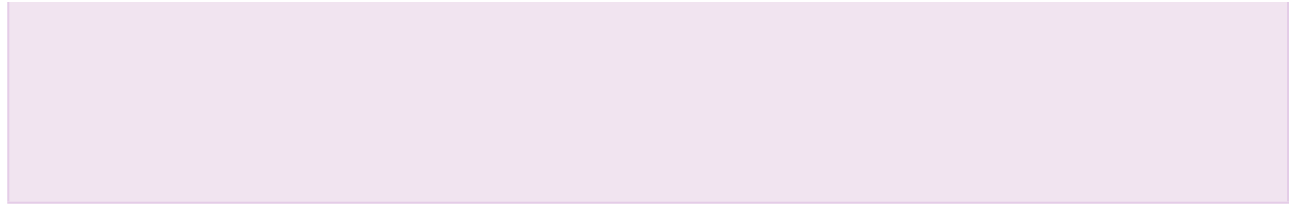
EAMO 11: Becomes EAMO 7; the CTE pathway completion rate of 50% or higher to meet or exceed state average.

EAMO 12: Becomes EAMO 8; modified from students ready or conditionally ready for college based on EAP results to include only students who are college ready.

EAMO 9: Added; student access to a broad course of study based on master schedules.

Actions/Services 2e has been changed. The word "systemic" was changed to "systematic." This will now be Actions/Services 5 for Goal 2 in the 2017-2020 plan.

Actions/Services 2f has been changed. The word "secondary" was removed. this will now be Actions/Services 6 for Goal 2 in the 2017-2020 plan.



Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

The District will provide a culture/climate that fosters student achievement through providing a clean, healthy, orderly, physically and emotionally safe environment in which students engage, learn, and reach their full potential.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	LEA Plan Addendum priorities 2,3,5,6,7,8 SUSD Strategic Goals: <u>2,3,4,5</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Maintain 100% exemplary school ratings on school the Facilities Inspection Tool (FIT).
2. Decrease the rate of school suspensions by 1% or more for all students and all student groups
3. Maintain the rate of student expulsion to .5% or less for all students and all student groups
4. Increase attendance rate for all students and all student groups to 95% or higher
5. Decrease the chronic absenteeism rate to 10% or lower for all students and all student groups.
6. A minimum of 20% of the students designated for Tier 2 services in the TK-6 Behavioral Response to Intervention (BRTI) will be reclassified to Tier 1, by the end of the current school year
7. Establish baseline data for student survey response to determine student perception of school culture and climate.
8. The average of parent responses to culture/climate items on the annual SUSD survey will be 85% positive ratings.
9. Decrease or maintain Junior High School dropout rates to 1% or lower
10. Decrease or maintain High School dropout rates to 3% or lower

ACTUAL

See Data Addendum

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED 3a. Provide clean and well maintained facilities	ACTUAL 2 of the 3 sites received a 100% exemplary school rating on the Facilities Inspection Tool (FIT). Sierra Junior Senior High School received a 98% rating.
Expenditures		BUDGETED Base \$3,260,012	ESTIMATED ACTUAL Base \$3,229,709
Action	2		
Actions/Services		PLANNED 3b. Provide safe student transportation to and from school and to and from school activities.	ACTUAL Safe student transportation to and from school and to and from school activities was provided.
Expenditures		BUDGETED Base \$1,416,797	ESTIMATED ACTUAL Base \$1,430,505
Action	3		
Actions/Services		PLANNED 3c. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.	ACTUAL Implementation of Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement was continued.
Expenditures		BUDGETED No cost	ESTIMATED ACTUAL No cost
Action	4		
Actions/Services		PLANNED 3d. Continue to implement Restorative Discipline as means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.	ACTUAL Implementation of Restorative Discipline (RD) as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution was continued.
Expenditures		BUDGETED Base \$40,593	ESTIMATED ACTUAL Base \$35,898

Action 5

Actions/Services

PLANNED

3e. Provide mental health services primarily for low-income students who do not have access to private mental health care providers, as a means of increasing student engagement and addressing behaviors that interfere with academic progress. (behavioral Rtl)

ACTUAL

3e. Provided mental health services primarily for low-income students who did not have access to private mental health care providers, as a means of increasing student engagement and addressing behaviors that interfere with academic progress. (behavioral Rtl)

Expenditures

Supplemental \$174,586
Contribution to Special Education Base \$72,176

Supplemental \$194,483
Contribution to Special Education Base \$67,889

Action 6

Actions/Services

PLANNED

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.

ACTUAL

3f. Provided nursing services for students who became injured at school and for those who had ongoing medical needs that must be maintained at school.

Expenditures

BUDGETED

Base \$112,885

ESTIMATED ACTUAL

Base \$114,316

Action 7

Actions/Services

PLANNED

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.

ACTUAL

3g. Provided administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

Expenditures

BUDGETED

Base \$709,846

ESTIMATED ACTUAL

Base \$744,525

Action 8

Actions/Services

PLANNED

3h. Provide a well-trained, customer focused office staff to assist in smooth school operations.

ACTUAL

3h. Provided a well-trained, customer focused office staff to assist in smooth school operations.

Expenditures

BUDGETED

Base \$382,648

ESTIMATED ACTUAL

Base \$360,448

Action 9

Actions/Services

PLANNED

3i. Develop a student survey to gather input on student perceptions of school climate.

ACTUAL

3i. Utilized the California Healthy Kids Survey to gather input on student perceptions of school climate.

Expenditures

BUDGETED
No cost

ESTIMATED ACTUAL
No cost

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented as stated with the exceptions noted below:

3a. Sierra Junior Senior High School received a 98% rating. The other two sites received a 100% rating.

3i. The District utilized the California Healthy Kids Survey rather than develop a survey to gather input on student perception of school climate.

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

The District made substantial progress towards 7 of the 10 Expected Annual Measurable Outcomes (EAMO).

1. The EAMO for school facilities inspection was substantially achieved. Two schools received a 100% exemplary school rating on the Facilities Inspection Tool (FIT). Sierra Junior Senior High School received a 98% good rating.

2. The EAMO of decreasing school suspensions by 1% was achieved. The suspension rate for the 2016-2017 school year was 5.0%, a decrease of 1.7% from the 2015-2016 school year

3. The EAMO of an expulsion rate at or below .5% was achieved. The rate of student expulsion was 0% for all students.

4. The EAMO for increasing student attendance to 95% or above was not achieved. The attendance rate for the 2016-2017 school year was 93.3%.

5. The EAMO for decreasing chronic absenteeism to 10% was not achieved. The chronic absentee rate for 2016-2017 was 15.5%.

6. The EAMO for a minimum of 20% movement from Tier 1 to Tier 2 in the behavioral intervention model was achieved; 34.7% of the students designated for Tier 2 services in the TK-6 Behavioral Response to Intervention (BRTI) were reclassified to Tier 1 by the end of the school year.

7. The EAMO for student survey administration was achieved. The District opted to not develop a survey but to utilize the California Healthy Kids Survey to establish baseline data for student survey response to determine student perception of school culture and climate.

8. The EAMO for positive parent response to school climate survey items was not achieved. The percentage of positive parent response related to school climate was 81% , 4% below the target. The lower

percentage of positive responses compared to last year is in part attributable to the use of a new assessment tool. SUSD moved from a locally developed survey instrument to the WestEd Healthy Kids/Schools surveys.

9. The EAMO of 1% or lower junior high dropout rate was met. The junior high school dropout rate was 0% in the 2015-2016 school year.

10. The EAMO of 3% or lower high school dropout rate was substantially achieved. The high school dropout rate was 3.4% in 2015-2016 .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Additional counseling services were added at the secondary level (\$32,146).

2. Additional Behavior Aides were added at the elementary level (\$59,721).

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

Goal 3 and Goal 4 were combined into a single goal for 2017-2018. The revised Goal 3 will read: The District will provide a culture/climate that fosters student achievement through providing a safe and healthy learning environment; clean and well maintained facilities; and parent engagement and communication.

The following changes were made to the EAMOs for the 2017-2020 plan.

EAMO 2: Modified from decrease suspension rate by 1% or more for all student groups to decrease suspension for all student groups to 4%. Those student groups not achieving a 4% suspension rate will show a 2% improvement in their suspension rate.

EAMO 4: Modified from 95% District-wide student attendance to improve attendance for all student groups to 94%. Those student groups not achieving a 94% attendance rate will improve by 1.5% or more.

EAMO 5: Modified from decrease chronic absenteeism to 10% to decrease chronic absenteeism for all students to 13%. Student groups not achieving the 13.0% rate will improve by 1.5% or more.

EAMO 6: The Behavioral Intervention metric was removed from LCAP as a metric. This metric will still be used as an internal measure as a means of improving school attendance and school culture.

EAMO 7 becomes EAMO 6: Modified from establish a baseline for student survey data to Foothill Elementary will be 3.0 combined scale average; Sierra Junior High Climate Index will be 345; Sierra High School Climate Index will be 295.

EAMO 8 becomes EAMO 7: Modified from average of parent responses to culture/climate items on the annual SUSD survey will be 85% positive ratings to California School Parent Survey (CSPS) positive ratings in School Climate and Culture will be 84%; School to Home Communication will be 72%; Parent Engagement will be 78%. This includes metrics from EAMO 2 and EAMO 3 from the former goal 4.

EAMO 9 becomes EAMO 8.

EAMO 10 becomes EAMO 9

EAMO 10 will read: Full participation of parents in School Site Councils as evidenced by attendance sign-in sheets (from the former goal 4, EAMO 3).

Actions/Services 3a becomes Actions/Services 1.

Actions/Services 3b becomes Actions/Services 2.

Actions/Services 3c has been modified in terms of Scope of Service. PBIS was implemented at Foothill Elementary School and at Sierra Junior Senior High School during the 2016-2017 school year. In the 2017-2018 school year, the Scope of Service will be expanded to All Schools. This will now be Actions/Services 3 for Goal 3 in the 2017-2018 plan.

Actions/Services 3d becomes Actions/Services 4.

Actions/Services 3e was divided into Actions/Services 5 and Actions/Services 6.

Actions/Services 5; modified from 3e to specify the research basis for providing additional psychological services.

Actions/Services 6 was modified from 3e to specify research basis for providing paraprofessional support to students with behavioral management needs.

Actions/Services 7 is new and will identify research basis for providing licensed therapists.

Actions/Services 8 is new and will identify research rationale for providing therapist interns.

Actions/Services 3f becomes Actions/Services 9.

Actions/Services 3g becomes Actions/Services 10.

Actions/Services 3h becomes Actions/Services 11.

Actions/Services 3i has been removed. The District will utilize the California Healthy Kids Survey.

The following Actions/Services have been added to Goal 3 in the 2017-2018 plan.

Actions/Services 12 will read: Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

Actions/Services 13 will read: Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.

Actions/Services 14 will read: Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

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

Actions/Services 16 will read: Maintain up-to-date website information and calendars for the District and all schools, and publish monthly communications in the local paper as means to increase communication.

Actions/Services 17 will read: Conduct ongoing parent education workshops through Parent University to increase parent awareness and access to District services.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

The District will provide students, parents, and family and community stakeholders, ongoing opportunities to serve as partners in the education of the students of Sierra Unified.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>LEA Plan Addendum priorities 3; SUSD Strategic Goals:</u>															
	<u>2,5</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

See Data Addendum

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED 4a. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.	ACTUAL 4a. Provided a welcoming and safe environment for students who require before and after school care as an increase in school services for families.
Expenditures	BUDGETED Net cost Base \$6,744	ESTIMATED ACTUAL Net cost Base \$6,542

Action 2

Actions/Services	PLANNED 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.	ACTUAL 4b. Increased 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.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost

Action 3

Actions/Services	PLANNED 4c. Provide online parent surveys to increase parent input on school programs and services and gain feedback on engagement and school climate.	ACTUAL 4c. Provided online parent surveys to increase parent input on school programs and services and gain feedback on engagement and school climate.
Expenditures	BUDGETED Base \$700	ESTIMATED ACTUAL Base \$780

Action 4

Actions/Services	PLANNED 4d. Hold regular Principal Advisory meetings to promote open communication with parents.	ACTUAL 4d. Did not hold regular Principal Advisory meetings to promote open communication with parents.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost

Action 5

Actions/Services	PLANNED 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.	ACTUAL 4e. Maintained up-to-date website information and calendars for the district and all schools. Did not publish monthly communications in the local paper as a means to increase communication.
Expenditures	BUDGETED Base \$5,000	ESTIMATED ACTUAL Base \$9,750

Action 6

Actions/Services	PLANNED 4f. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	ACTUAL 4f. Provided relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.
	BUDGETED Base \$137,127	ESTIMATED ACTUAL \$135,011
Expenditures		
Action	7	
Actions/Services	PLANNED 4g. Establish an English Language Advisory Council (ELAC) to better serve our English Learning students.	ACTUAL 4g. Did not establish an English Language Advisory Council (ELAC).
	BUDGETED No Cost	ESTIMATED ACTUAL No cost
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented as stated with the exceptions noted below:

- 4d. Did not hold regular Principal Advisory meetings to promote open communication with parents.
- 4e. Did not publish monthly communications in the local paper as a means to increase communication.
- 4g. Did not establish an English Language Advisory Council (ELAC). The English Learner student population of 17 students did not necessitate the development of this committee.

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

The District made substantial progress towards 1 of the 3 Expected Annual Measurable Outcomes (EAMO).

1. The EAMO for the metric of School Site Council participation was achieved. There was full participation of elected, parent representatives of School Site Councils as verified by council minutes.
2. The EAMO for the metric of positive parent survey responses related to school-to-home survey was not achieved. School-to-home communications ratings declined by 8% to 68% on parent surveys administered in the spring of 2017.
3. The EAMO for the metric of positive parent survey responses related to welcoming parent input was not achieved. 76% of the parents responding to surveys reported that their input is welcome, down from 82% in 2015-2016. Part of the decline may be attributable to a change in the survey instrument used. In

previous years, SUSD administered a locally developed instrument and used the WestEd, Healthy Kids/Schools in 2016-2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Website development/maintenance costs were higher than budgeted due to the development of a new website (\$4,750).

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

Goal 4 was eliminated from the 2017-2018 plan. Goal 3 was rewritten to include information from Goal 4 in the 2017-2018 plan.

EAMO 1 will be eliminated from Goal 4 and will be reflected in EAMO 10 in Goal 3 in the 2017-2018 plan.

EAMO 2 will be eliminated from Goal 4 and will be reflected in EAMO 7 in Goal 3 in the 2017-2018 plan.

EAMO 3 will be eliminated from Goal 4 and will be reflected in EAMO 7 in Goal 3 in the 2017-2018 plan.

Goal 4 was eliminated; therefore, no metrics will exist for Goal 4. The metrics used to measure these outcomes, now included in Goal 3, will not change.

Goal 4 was eliminated; therefore, no Actions/Services will exist for Goal 4.

The related Actions/Services now included in Goal 3 will include:

Actions/Services 12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

Actions/Services 13 will read: Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.

Actions/Services 14 will read: Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.

Actions/Services 15. Increase opportunities for parent engagement through participation on school and district level committees, including: Native American Education Parent Advisory Committee and Parent-Faculty Associations.

Actions/Services 16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly communications in the local paper as a means to increase communication.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Subsequent to the adoption of the LCAP in June 2016, the LCAP was posted on the Sierra Unified School District website and initial steps toward implementing the plan began. In late summer, plans were developed and deliverable outcomes were identified for each school and for each goal. District leadership reviewed data and progress toward each of the measurable outcomes for each of the four goals. School principals utilized the goals and Expected Annual Measurable Outcomes to develop their annual school goals and goals for each School Improvement Plan. These actions kept the goals, outcomes, and areas of need in the forefront of school decisions and stakeholder awareness.

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

September 2016 – February 2017: District LCAP Team Preparation. Collected available data on progress toward goals, analyzed data and discussed implications of data.

January 2017 - June 2017: Ongoing updates of LCAP progress were provided to the Governing Board.

Stakeholder Outreach for LCAP Information and Input: Throughout the spring of 2017, meetings were conducted with the purpose of presenting data on expected and actual outcomes; review of current and projected budget; inviting staff to participate in the LCAP Advisory process; gathering input on District needs within the confines of the additional supplemental funds expected for the 2017-2018 school year; answering questions and gathering input. These meetings were held with the staff and faculty of every District school, all School Site Councils, the Native American Parent Advisory Committee and the District Advisory Committee. Meetings were also conducted with each of the employee bargaining groups (Sierra Unified Teachers Association and the California School Employees Association). Sierra Junior/Senior High School student leadership students were met with and given the opportunity to provide their insight into what actions could be taken to improve services for the students at their school.

Agendas and sign-in sheets were maintained for each stakeholder meeting.

Public comment period, during which time the document was posted on the SUSD website and distributed to the District Advisory Committee, ran from May 5, 2017 through June 27, 2017.

Public hearing for the LCAP was convened on June 12, 2017, immediately preceding the regularly schedule meeting of the Sierra Unified Board of Trustees.

The LCAP and Sierra Unified School District Budget were adopted by the governing board on June 27, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

At each of the stakeholder meetings, the California Dashboard Indicators were reviewed as well as selected pertinent other data including attendance rates and college and career readiness indicators. Parent outreach and communication was also identified as an area for improvement. Concern for suspension and attendance rates was a common theme

which was discussed at length. The Dashboard Equity Indicators and the District's own data collection highlighted the need for greater focus and attention on the academic, attendance, and behavior needs of Native American and Socio-Economically Disadvantaged students.

In light of the relatively small dollar amount of the additional funds for next year, the general consensus among all stakeholder groups was to focus the additional resources on increasing mental health counseling services for students. A closer look exposes a connection between suspensions, chronic absenteeism and the need for more targeted mental health services and supports. It was agreed that the most impactful way to improve outcomes, in all areas, was to add the missing component of therapy and the development of a trauma sensitive environment for all students. These services are reflected in Goal 3, Actions 5, 6, 7, and 8.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL LEA Plan Addendum priorities 1,2; SUSD Strategic Goals: 1,3,4

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.	1. 2015-16 100% properly credentialed with no mis-assignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.
2. State Standardized Assessments measured by Math and ELA CAASPP scores distance from Level 3.	2. 2015-16 CAASPP scores: ELA = -23 points from Level 3 Math = -40 points from Level 3	2. 2016-2017 CAASPP Scores for all students will improve to: ELA = -18 points from Level 3 Math = -35 points from Level 3 Scores for student groups not meeting the targets for CAASPP	2. 2017-2018 CAASPP Scores for all students will improve to ELA = -15 points from Level 3 Math = -30 points from Level 3 Scores for student groups not meeting the targets for CAASPP	2. 2018-2019 CAASPP Scores for all students will improve to ELA = -10 points from Level 3 Math = -25 points from Level 3 Scores for student groups not meeting the targets for CAASPP

		show and average growth of 5 points or more.	show and average growth of 5 points or more.	show and average growth of 5 points or more.
3. Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials."	3. Sufficient core instructional materials as measured by September 2016 board resolution on ""Sufficiency of Instructional Materials."	3. Sufficient core instructional materials as measured by September 2017 board resolution of "Sufficiency of Instructional Materials."	3. Sufficient core instructional materials as measured by September 2018 board resolution of "Sufficiency of Instructional Materials."	3. Sufficient core instructional materials as measured by September 2019 board resolution of "Sufficiency of Instructional Materials."
4. Percentage of students earning Healthy Fitness Zone on Physical Fitness Testing.	4. 2015-16 Physical Fitness Testing as measured by percent above state average: 5th = +29 7th = +24 9th = +5	4. 2016-2017 Physical Fitness Testing as measured by percent above state average: 5th = +25 or more 7th = +25 or more 9th = +8	4. 2017-2018 Physical Fitness Testing as measured by percent above state average: 5th = +25 or more 7th = +25 or more 9th = +10	4. 2018-2019 Physical Fitness Testing as measured by percent above state average: 5th = +25 or more 7th = +25 or more 9th = +10
5. State Standards Implemented as measured by the State Reflection Tool.	5. 2016-2017 Self-Reflection Tool for Implementation of State Academic Standards (on a 5 point scale) = 3.5	5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.0 or higher.	5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.25 or higher.	5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.5 or higher.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)

☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☐

Modified

☒

Unchanged

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

2018-19☐

New

☐

Modified

☒

Unchanged

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

2019-20☐

New

☐

Modified

☒

Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$5,971,776
Source	LCFF
Budget Reference	Personnel
Amount	\$36,599
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$266,319
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$84,850
Source	LCFF
Budget Reference	6000-6999: Capital Outlay

2018-19

Amount	\$6,146,077
Source	LCFF
Budget Reference	Personnel
Amount	\$36,599
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$266,319
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$84,850
Source	
Budget Reference	6000-6999: Capital Outlay

2019-20

Amount	\$6,325,163
Source	LCFF
Budget Reference	Personnel
Amount	\$36,599
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$266,319
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$84,850
Source	
Budget Reference	6000-6999: Capital Outlay

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

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

2018-19☐ New ☐ Modified ☒ Unchanged

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

2019-20☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$166,350
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$166,350
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$166,350
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
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Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
Scope of Services	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	
	<input type="checkbox"/> Specific Grade spans:	

ACTIONS/SERVICES

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$56,354
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$57,481
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$57,481
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	\$1,900	Amount	\$773	Amount	\$1,900
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$25,984	Amount	\$25,984	Amount	\$25,984
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing professional development and curriculum aligned to the standards by providing coaching and curriculum support via Academic Coaches and a Director of Curriculum and Instruction. It is the expectation that by providing instructional support through Academic Coaches and the

2018-19

☐ New ☒ Modified ☐ Unchanged

5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing professional development and curriculum aligned to the standards by providing coaching and curriculum support via Academic Coaches and a Director of Curriculum and Instruction. It is the expectation that by providing instructional support through Academic Coaches and the

2019-20

☐ New ☒ Modified ☐ Unchanged

5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing professional development and curriculum aligned to the standards by providing coaching and curriculum support via Academic Coaches and a Director of Curriculum and Instruction. It is the expectation that by providing instructional support through Academic Coaches and the

Director of Curriculum and Instruction unduplicated pupil performance on the Math and ELA CAASPP will improve.

Director of Curriculum and Instruction unduplicated pupil performance on the Math and ELA CAASPP will improve.

Director of Curriculum and Instruction unduplicated pupil performance on the Math and ELA CAASPP will improve.

BUDGETED EXPENDITURES

2017-18

Amount	\$251,084
Source	LCFF
Budget Reference	Personnel
Amount	\$86,222
Source	Title I
Budget Reference	Personnel

2018-19

Amount	\$255,322
Source	LCFF
Budget Reference	Personnel
Amount	\$87,413
Source	Title I
Budget Reference	Personnel

2019-20

Amount	\$259,374
Source	LCFF
Budget Reference	Personnel
Amount	\$88,552
Source	Title I
Budget Reference	Personnel

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL LEA Plan Addendum priorities 1,3, 4, 5, 6, 7, 8; SUSD Strategic Goals: 1,2, 3

Identified Need

1. The A-G completion rate is low school-wide, and there are performance gaps between unduplicated student groups and district performance levels.
2. Increase enrollment in honors and advanced placement 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 plan for Career Technical Education.
6. Maintain/Increase English Learner proficiency and reclassification rates. (Please note that students who are English Learners make-up approximately 1% of the District population, and of that group, as many as 50% are foreign exchange students who are in the State for one year or less. This population is too small to report data for EMAO 1 and 2a/b).
7. Improve academic performance overall as measured by the California State accountability system – which is not yet defined (API is currently suspended).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of students successfully completing A-G	1. All students meeting A-G requirements: 2015-2016 = 43.9%	1. Students meeting A-G requirements will meet or exceed the state average for all	1. Students meeting A-G requirements will meet or exceed the state average for all	1. Students meeting A-G requirements will meet or exceed the state average for all

requirements for college entrance		students and for each student group in 2016-2017. Students not meeting the state average completion rate will improve by 5% or more.	students and for each student group in 2017-2018. Students not meeting the state average completion rate will improve by 5% or more.	students and for each student group in 2018-2019. Students not meeting the state average completion rate will improve by 5% or more.
2. Board adoption of a SUSD Career-Technical Education Plan	2. Career-Technical Education Plan is currently under development and has not yet been approved by the governing board.	2. CTE Plan adopted by governing board; 2017-18 Plan goals met	2. CTE Plan adopted by governing board; 2018-19 Plan goals met	2. CTE Plan adopted by governing board; Plan 2019-20 goals met
3. English Learner reclassification rate	3. English Learner reclassification rate: 2016-2017 = 26%.	3. English Learner reclassification rate: 2017-18 = 20% or higher.	3. English Learner reclassification rate: 2018-19 = 20% or higher.	3. English Learner reclassification rate: 2019-20 = 20% or higher.
4. English Learner academic progress as measured by state assessment Scaled Scores.	4. English Learner academic progress as measured by State Assessment Scaled Scores: 2017 Sores: CELDT = 512 Comprehension = 505 Listening = 509 Reading = 501 Speaking = 538 Writing = 479	4. English Learner academic progress as measured by the state assessment will improve by 3% over 2017 in each subtest and the overall CELDT.	4. English Learner academic progress as measured by the state assessment will improve by 3% over 2018 in each subtest and the overall CELDT.	4. English Learner academic progress as measured by the state assessment will improve by 3% over 2019 in each subtest and the overall CELDT.
5. High School graduation rate	5. High school graduation rate: 2015-2016: All Students = 93.4% White = 96.4% Native American = 93.3% Hispanic = 84.2% Low Income = 90.5% Students with Disabilities = 58.3%	5. High school graduation rate: 2016-2017 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.	5. High school graduation rate: 2016-2017 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.	5. High school graduation rate: 2016-2017 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.
6. Percentage of students taking SAT and SAT performance	6. SAT participation rate: 2015-2016 All students = 51% White = 68.2% Native American = 13.3% Hispanic = 63.2% Low Income = 33.3%	6. SAT participation rate: 2016-2017 All students = 53% Student groups not meeting the 53% target will improve by 5% or more.	6. SAT participation rate: 2017-2018 All students = 55% Student groups not meeting the 55% target will improve by 5% or more.	6. SAT participation rate: 2018-2019 All students = 57% Student groups not meeting the 55% target will improve by 5% or more.

	Average SAT scores in 2016 Reading/Writing = 572 Math = 548 Benchmarks met = 64.6%	Average SAT scores in 2017 Reading/Writing = 577 Math = 553 Benchmarks met = 66%	Average SAT scores in 2018 Reading/Writing = 582 Math = 558 Benchmarks met = 67.5%	Average SAT scores in 2018 Reading/Writing = 587 Math = 563 Benchmarks met = 69%
7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam	7. Percentage of students taking 1 or more AP course(s) 2016-2017 All students = 22.2% White = 26.1% Native = 22.2% Hispanic = 6.4% Low Income = 7.5% Percentage scoring 3, 4 or 5 2015-2016 = 49.1%.	7. Percentage of students taking 1 or more AP course(s): 2017-2018 All students = 23% Student groups not meeting enrollment rate of 23% will increase rate by 5% or more. Percentage scoring 3, 4 or 5 2016-2017 = 51%	7. Percentage of students taking 1 or more AP course(s): 2018-2019 All students = 24% Student groups not meeting enrollment rate of 24% will increase rate by 5% or more. Percentage scoring 3, 4 or 5 2017-2018 = 53%.	7. Percentage of students taking 1 or more AP course(s): 2019-2020 All students = 25% Student groups not meeting enrollment rate of 25% will increase rate by 5% or more. Percentage scoring 3, 4 or 5 2018-2019 = 55%.
8. Career-Technical Education pathway completion rate	8. The CTE pathway completion rate: 2015-2016 All students = 46% White = 44% Native American = 59% Hispanic = 50% Low Income = 46% Students with Disabilities = 43%	8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.	8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.	8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.
9. Percentage of students classified as college ready on math and language arts by scoring 4 on the CAASPP grade 11 assessment	9. The college ready rate as measured by EAP: 2015-2016 All Students Math = 12% ELA = 26% White Math = 13% ELA = 29% Native American Math = 10% ELA = 7% Hispanic Math = 8% ELA = 16% Low Income Math = 7%	9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2016-2017 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.	9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2016-2017 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.	9. All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP. 2016-2017 Student groups not meeting the targets for college ready rate will increase by 3% in math and 4% in ELA.

	ELA = 13%			
10. Student access to a broad course of study as measured by schools' master schedules	10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.	10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.	10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.	10. All students in all schools have access to a broad course of study as verified by the schools' master schedules.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☒ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$65,294	Amount	\$65,734	Amount	\$66,154
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Personnel	Budget Reference	Personnel	Budget Reference	Personnel
Amount	\$2,390	Amount	\$2,390	Amount	\$2,390
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 2

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$147,037
Source	LCFF
Budget Reference	Personnel
Amount	\$26,551
Source	Title I
Budget Reference	Personnel

2018-19

Amount	\$148,589
Source	LCFF
Budget Reference	Personnel
Amount	\$26,551
Source	Title I
Budget Reference	Personnel

2019-20

Amount	\$150,073
Source	LCFF
Budget Reference	Personnel
Amount	\$26,551
Source	Title I
Budget Reference	Personnel

Action **3**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☒Specific Grade spans: 7-12**ACTIONS/SERVICES****2017-18**☐

New

☒

Modified

☐

Unchanged

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

2018-19☐

New

☐

Modified

☒

Unchanged

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

2019-20☐

New

☐

Modified

☒

Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$85,825

Source

LCFF

Budget
Reference

Personnel

2018-19

Amount

\$87,330

Source

LCFF

Budget
Reference

Personnel

2019-20

Amount

\$88,769

Source

LCFF

Budget
Reference

Personnel

Action

4

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

[Students to be Served](#)☐

All

☐

Students with Disabilities

☐[Specific Student Group(s)][Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
	Scope of Services		
	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input checked="" type="checkbox"/> Specific Grade spans: <u>TK-6</u>		

[ACTIONS/SERVICES](#)

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$40,173
Source	LCFF
Budget Reference	Personnel
Amount	\$96,595
Source	Title I
Budget Reference	Personnel

2018-19

Amount	\$40,173
Source	LCFF
Budget Reference	Personnel
Amount	\$97,953
Source	Title I
Budget Reference	Personnel

2019-20

Amount	\$40,173
Source	LCFF
Budget Reference	Personnel
Amount	\$99,251
Source	Title I
Budget Reference	Personnel

Action **5**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$133,317
Source	LCFF
Budget Reference	Personnel

2018-19

Amount	\$134,357
Source	LCFF
Budget Reference	Personnel

2019-20

Amount	\$135,351
Source	LCFF
Budget Reference	Personnel

Action **7**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---	---	--

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners



Foster Youth



Low Income

[Scope of Services](#)

LEA-wide



Schoolwide

OR



Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

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

2018-19

New



Modified



Unchanged

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

2019-20

New



Modified



Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$452,809

Source

LCFF

Budget
Reference

Personnel

2018-19

Amount

\$459,064

Source

LCFF

Budget
Reference

Personnel

2019-20

Amount

\$464,773

Source

LCFF

Budget
Reference

Personnel

Action

8

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

[Students to be Served](#)

All



Students with Disabilities

[Specific Student Group(s)] Students with Disabilities

Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☒ Unchanged

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

2018-19
☐ New
☐ Modified
☒ Unchanged

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

2019-20
☐ New
☐ Modified
☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$105,574
Source	LCFF
Budget Reference	Personnel

2018-19

Amount	\$107,083
Source	LCFF
Budget Reference	Personnel

2019-20

Amount	\$108,526
Source	LCFF
Budget Reference	Personnel

Action **9**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Students with Disabilities</u>
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served
☐ English Learners

 ☐ Foster Youth

 ☐ Low Income
Scope of Services
☐ LEA-wide

 ☐ Schoolwide

OR
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools

☐ Specific Schools:

☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New

☐ Modified

☒ Unchanged

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

2018-19
☐ New

☐ Modified

☒ Unchanged

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

2019-20
☐ New

☐ Modified

☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount \$372,471

Source LCFF

Budget Reference Personnel

2018-19

Amount \$377,299

Source LCFF

Budget Reference Personnel

2019-20

Amount \$380,782

Source LCFF

Budget Reference Personnel

Action **10**

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

Students to be Served
☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]
Location(s)
☐ All Schools

☐ Specific Schools:

☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners
 ☐ Foster Youth
 ☐ Low Income
Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☒ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

10. Though the English Learner population in Sierra Unified is small (17 students or 1.3%), these students have needs related to academic support in order to meet reclassification goals. Sierra Unified will provide a paraprofessional for English Learner (EL) students to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged

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

2019-20
☐ New
 ☐ Modified
 ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount \$19,348

Source LCFF

Budget Reference Personnel

2018-19

Amount \$19,348

Source LCFF

Budget Reference Personnel

2019-20

Amount \$19,348

Source LCFF

Budget Reference Personnel

Action **11**

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

Students to be Served
☒ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
Location(s)
☒ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged

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

2019-20
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	0
Source	Not Applicable
Budget Reference	Not Applicable

2018-19

Amount	0
Source	Not Applicable
Budget Reference	Not Applicable

2019-20

Amount	0
Source	Not Applicable
Budget Reference	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL LEA Plan Addendum priorities 2,3,5,6,7,8 SUSD Strategic Goals: 2,3,4,5

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Facilities Inspection Tool (FIT) rating	1. FIT results 2016-17: Sierra Jr./Sr. High = 98% (good) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)	1. FIT results 2017-18: Sierra Jr./Sr. High = 100% (exemplary) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)	1. FIT results 2018-19: Sierra Jr./Sr. High = 100% (exemplary) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)	1. FIT results 2019-20: Sierra Jr/Sr = 100% (exemplary) Foothill Elementary = 100% (exemplary) Sandy Bluffs/Alternative Ed = 100% (exemplary)

2. Student suspension rates.	2. Suspension rate 2016-17: SUSD = 5.0% White = 4.1% Native American = 9.6% Hispanic = 4.1% Low Income = 8.2% Student with Disabilities = 10.7%	2. Suspension rate in 2017-18 for all students and all student groups will be at or below 4%. Student groups not meeting the 4% suspension rate target will show a reduction in suspensions by 2% or more.	2. Suspension rate in 2018-19 for all students and all student groups will be at or below 3.5%. Student groups not meeting the 3.5% suspension rate target will show a reduction in suspensions by 1.5% or more.=	2. Suspension rate in 2019-20 for all students and all student groups will be at or below 3%. Student groups not meeting the 3.0% suspension rate target will show a reduction in suspensions by 1% or more.
3. Student expulsion rates.	3. Expulsion rate 2016-17: SUSD expulsion rate = 0.0%	3. The expulsion rate in 2017-18 for all students and all student groups will be at or below .5%.	3. The expulsion rate in 2018-19 for all students and all student groups will be at or below .5%.	3. The expulsion rate in 2019-20 for all students and all student groups will be at or below .5%.
4. Student attendance rates dis-aggregated by student group.	4. Attendance rate for 2016-2017 SUSD = 93.3% White = 93.8% Native American = 91.1% Hispanic = 93.4% Low Income = 92.0% Student with Disabilities = 92.1%	4. The student attendance rate in 2017-2018 for all students and all student groups will improve to 94% or better. Those student groups not achieving the 94% attendance rate target will improve by 1.0% or more.	4. The student attendance rate in 2018-2019 for all students and all student groups will improve to above 94.5% or better. Those student groups not achieving the 94.5% attendance rate target will improve by 1.0% or more.	4. The student attendance rate in 2019-2020 for all students and all student groups will improve to above 95% or above. Those student groups not achieving the 95% attendance rate target will improve by 1.0% or more.
5. Student chronic absenteeism rate dis-aggregated by student group.	5. Student chronic absenteeism rate 2016-17: SUSD chronic absentee rate = 15.5% White = 12.4% Native American = 29.3% Hispanic = 13.7% Low Income = 20.8% Student with Disabilities = 23.5%	5. The student chronic absenteeism rate in 2017-18 for all students and all student groups will decrease to at or below 13.0%. Student groups not achieving the 13.0% rate target will show a reduction in chronic absenteeism by 2.0% or greater.	5. The student chronic absenteeism rate in 2018-19 for all students and all student groups will decrease to at or below 11.0%. Student groups not achieving the 11.0% rate will show a reduction in chronic absenteeism by 2.0% or greater.	5. The student chronic absenteeism rate in 2019-20 for all students and all student groups will decrease to at or below 9.0%. Student groups not achieving the 9.0% rate will show a reduction in chronic absenteeism by 2.0% or greater.
6. California Healthy Kids Survey (CHKS)	6. CHKS School Climate Report 2016-17: Foothill Elementary = 2.84 combined scale average Sierra Junior High = 331 Sierra High = 288	6. CHKS School Climate Report 2017-18: Foothill Elementary = 3.0 combined scale average Sierra Junior High = 345 Sierra High = 295	6. CHKS School Climate Report 2018-19: Foothill Elementary = 3.2 combined scale average Sierra Junior High = 350 Sierra High = 300	6. CHKS School Climate Report 2019-20: Foothill Elementary = 3.25 combined scale average or higher Sierra Junior High = 360 or higher Sierra High = 310

7. California School Parent Survey (CSPS) (Positive ratings in selected areas) School Culture and Climate School to Home Communication Parent engagement	7. CSPS 2016-17: (Positive ratings in selected areas) School Culture and Climate = 81% School to Home Communication = 68% Parent engagement = 76%	7. CSPS 2017-18 (Positive ratings in selected areas) School Culture and Climate = 84% School to Home Communication = 72% Parent engagement = 79%	7. CSPS 2018-19: (Positive ratings in selected areas) School Culture and Climate = 87% School to Home Communication = 76% Parent engagement = 83%	7. CSPS 2019-2020: (Positive ratings in selected areas) School Culture and Climate = 90% School to Home Communication = 80% Parent engagement = 88%
8. Junior High Dropout Rate disaggregated by student group.	8. Junior High Dropout Rate 2015-16: Junior High dropout rate = 0.0%	8. Junior High Dropout Rate 2016-17: Junior High dropout rate = 1% or below	8. Junior High Dropout Rate 2017-18: Junior High dropout rate = 1% or below	8. Junior High Dropout Rate 2018-19: Junior High dropout rate = 1% or below
9. High School Dropout Rate.	9. High School Dropout Rate 2015-16: SUSD dropout rate = 3.3%	9. High School Dropout Rate 2016-17: SUSD dropout rate = 3%	9. High School Dropout Rate 2017-18: SUSD dropout rate = 3%	9. High School Dropout Rate 2018-19: SUSD dropout rate = 3%
10. School Site Council Attendance	10. School Site Council Attendance 2016-17: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.	10. School Site Council Attendance 2017-18: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.	10. School Site Council Attendance 2018-19: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.	10. School Site Council Attendance 2019-20: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

1. Provide clean and well maintained facilities.

2018-19

☐ New ☐ Modified ☒ Unchanged

1. Provide clean and well maintained facilities.

2019-20

☐ New ☐ Modified ☒ Unchanged

1. Provide clean and well maintained facilities.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,436,668
Source	LCFF
Budget Reference	Personnel
Amount	\$250,169
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$427,840
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$75,000

2018-19

Amount	\$1,465,026
Source	LCFF
Budget Reference	Personnel
Amount	\$250,169
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$427,840
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$75,000

2019-20

Amount	\$1,485,354
Source	LCFF
Budget Reference	Personnel
Amount	\$250,169
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$427,840
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$75,000

Source	LCFF
Budget Reference	7000-7439: Other Outgo

Source	LCFF
Budget Reference	7000-7439: Other Outgo

Source	LCFF
Budget Reference	7000-7439: Other Outgo

Action 2

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2. Provide safe student transportation to and from school and to and from school activities.

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2. Provide safe student transportation to and from school and to and from school activities.

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
------------------------------	-----------------------------------	---

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$990,326
Source	LCFF
Budget Reference	

2018-19

Amount	\$1,008,818
Source	LCFF
Budget Reference	

2019-20

Amount	\$1,022,153
Source	LCFF
Budget Reference	

	Personnel		Personnel		Personnel
Amount	\$352,317	Amount	\$352,317	Amount	\$352,317
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$79,021	Amount	\$79,021	Amount	\$79,021
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$19,000	Amount	\$19,000	Amount	\$19,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay

Action 3

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged

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

2019-20
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount \$8,000

Source LCFF

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$8,000

Source LCFF

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$8,000

Source LCFF

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:
ACTIONS/SERVICES

2017-18
☐ New ☐ Modified ☒ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged

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

2019-20
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount \$26,948

Source LCFF

Budget Reference Personnel

2018-19

Amount \$26,948

Source LCFF

Budget Reference Personnel

2019-20

Amount \$26,948

Source LCFF

Budget Reference Personnel

Action 5

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

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:
OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18****2018-19****2019-20**

☐ New ☒ Modified ☐ Unchanged

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

☐ New ☒ Modified ☐ Unchanged

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

☐ New ☒ Modified ☐ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$74,793
Source	LCFF
Budget Reference	Personnel

2018-19

Amount	\$75,800
Source	LCFF
Budget Reference	Personnel

2019-20

Amount	\$76,675
Source	LCFF
Budget Reference	Personnel

Action **6**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

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

2018-19

New



Modified



Unchanged

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

2019-20

New



Modified



Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$164,441

Source

LCFF

Budget
Reference

Personnel

2018-19

Amount

\$170,426

Source

LCFF

Budget
Reference

Personnel

2019-20

Amount

\$174,742

Source

LCFF

Budget
Reference

Personnel

Action 7

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

[Students to be Served](#)

All



Students with Disabilities



[Specific Student Group(s)]

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners



Foster Youth



Low Income

Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☒ New ☐ Modified ☐ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged

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

2019-20
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	\$20,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$20,000
Source	Other
Budget Reference	County Mental Health

2018-19

Amount	\$20,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$20,000
Source	Other
Budget Reference	County Mental Health

2019-20

Amount	\$20,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$20,000
Source	Other
Budget Reference	County Mental Health

Action 8

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

2018-19

☐ New ☐ Modified ☒ Unchanged

8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

2019-20

☐ New ☐ Modified ☒ Unchanged

8. Unduplicated students are more likely to demonstrate severe behavior concerns related to emotional trauma, which leads to exclusion from the classroom and results in lower academic performance. In order to address the social-emotional needs of our unduplicated populations, SUSD will provide therapist interns. These therapist interns will work under the direction of the licensed therapist to provide group counseling/therapy for students and work one-on-one with teachers to implement trauma sensitive practices and a social-emotional learning curriculum. The group counseling/therapy for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$68,000	Amount	\$68,000	Amount	\$68,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Personnel	Budget Reference	Personnel	Budget Reference	Personnel

Action 9

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

9. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.

2018-19

☐ New ☐ Modified ☒ Unchanged

9. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.

2019-20

☐ New ☐ Modified ☒ Unchanged

9. Provide nursing services for students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$113,964

2018-19

Amount \$116,124

2019-20

Amount \$117,770

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Personnel	Budget Reference	Personnel	Budget Reference	Personnel
Amount	\$1,723	Amount	\$1,723	Amount	\$1,723
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 10

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

2018-19

☐ New ☐ Modified ☒ Unchanged

10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

2019-20

☐ New ☐ Modified ☒ Unchanged

10. Provide administrative and management staff to support the smooth operations of the school campus and ensure a physically safe campus and orderly learning environment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$677,843	Amount	\$691,622	Amount	\$703,662
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Personnel	Budget Reference	Personnel	Budget Reference	Personnel
Amount	\$14,960	Amount	\$14,960	Amount	\$14,960
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$62,342	Amount	\$62,342	Amount	\$62,342
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 11

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

2018-19
☐ New ☐ Modified ☒ Unchanged

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

2019-20
☐ New ☐ Modified ☒ Unchanged

11. Provide a well-trained, customer focused office staff to assist in smooth school operations.

BUDGETED EXPENDITURES**2017-18**

Amount	\$355,084
Source	LCFF
Budget Reference	Personnel
Amount	\$6,696
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$450
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$358,078
Source	LCFF
Budget Reference	Personnel
Amount	\$6,696
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$450
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$360,236
Source	LCFF
Budget Reference	Personnel
Amount	\$6,696
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$450
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **12**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

2018-19

☐ New ☐ Modified ☒ Unchanged

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

2019-20

☐ New ☐ Modified ☒ Unchanged

12. Administer surveys to all stakeholder groups to determine needs pertaining to school culture/climate.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 13

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]		
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
---------------------------------------	---

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

13. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.

2018-19

☐ New ☐ Modified ☒ Unchanged

13. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.

2019-20

☐ New ☐ Modified ☒ Unchanged

13. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.

BUDGETED EXPENDITURES**2017-18**

Amount	\$112,591
Source	LCFF
Budget Reference	Personnel
Amount	\$15,750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$6,750
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$112,591
Source	LCFF
Budget Reference	Personnel
Amount	\$15,750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$6,750
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$112,591
Source	LCFF
Budget Reference	Personnel
Amount	\$15,750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$6,750
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 14

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

[Location\(s\)](#)☐

All Schools

☒Specific Schools: Foothill Elementary☐

Specific Grade spans:

OR

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

[Scope of Services](#)☐

LEA-wide

☐

Schoolwide

OR

☐

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☐

Modified

☒

Unchanged

2018-19☐

New

☐

Modified

☒

Unchanged

2019-20☐

New

☐

Modified

☒

Unchanged

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

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

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$7,206

Source

LCFF

Budget
Reference

Net costs after revenue collected

2018-19

Amount

\$8,125

Source

LCFF

Budget
Reference

Net costs after revenue collected

2019-20

Amount

\$8,907

Source

LCFF

Budget
Reference

Net costs after revenue collected

Action **15**

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

[Students to be Served](#)☒

All

☐

Students with Disabilities

☐[Specific Student Group(s)]

Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____
-----------------------------	--

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New
☐ Modified
☒ Unchanged

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

2018-19

☐ New
☐ Modified
☒ Unchanged

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

2019-20

☐ New
☐ Modified
☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Not Applicable
Budget Reference	No cost

2018-19

Amount	0
Source	Not Applicable
Budget Reference	No cost

2019-20

Amount	0
Source	Not Applicable
Budget Reference	No cost

Action **16**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	--

Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
-----------------------------	---	--	--

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)
2017-18
☐ New ☐ Modified ☒ Unchanged

16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly communications in the local paper as a means to increase communication.

2018-19
☐ New ☐ Modified ☒ Unchanged

16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly communications in the local paper as a means to increase communication.

2019-20
☐ New ☐ Modified ☒ Unchanged

16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly communications in the local paper as a means to increase communication.

[BUDGETED EXPENDITURES](#)
2017-18

Amount	\$3,750
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$3,750
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$3,750
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action 17
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---	---	--

Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
-----------------------------	---

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New
 ☐ Modified
 ☐ Unchanged

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.

BUDGETED EXPENDITURES

2017-18

Amount	\$34,352
Source	Other
Budget Reference	Adult Education Consortium

2018-19

Amount	\$34,352
Source	Other
Budget Reference	Adult Education Consortium

2019-20

Amount	\$34,352
Source	Other
Budget Reference	Adult Education Consortium

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$829,507

Percentage to Increase or Improve Services: 7.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Using the calculation tool provided by the state, Sierra Unified School District has calculated that it will receive \$829,507 in Supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include the actions listed below to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Below are action(s) marked for increased or improved services along with a detailed explanation of how that action is principally directed toward the unduplicated student population. Also included below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Sierra Unified School District as well as the alternatives that were considered. Since our unduplicated student population count is 47.3%, most of these actions and services are being performed on a school wide or districtwide basis in order to increase efficiency of delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 7.23%. Sierra Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$829,507 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Service section.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$19,348, Goal 2-10)

Behavior Intervention Paraprofessionals (\$119,690, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior. Data (see Goal 3 Annual Update) reveals that 72% of the total suspensions were low income students, while only 45% of the total population is low income, indicating that low income students are the primary recipients of this service. The addition of increased mental health services for low income students who cannot afford outside service providers (\$74,793, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts. These services, and other behavioral interventions, are provided for all students who need them, however the primary recipients are students from targeted groups including low income and Native American. The practice of teaching social-emotional skills is frequently identified in research as a best practice, including research conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. Other means of addressing behavioral challenges under consideration include suspension, on-campus suspension, and referral to alternative programs. These practices are indeed the traditional ones that have proven ineffective in yielding changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced

placement classes, or meet grade level standards in mathematics and language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically, and tend not to make up ground in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps.

Initial assessments of academic readiness are administered in the fall of the Kindergarten year. These assessments are administered three times each year through grade six to monitor students' academic progress. Those students who do not meet benchmark are provided with targeted interventions taking place within the school day using the deployment model. Data from Goal 2 show that Native and low income students are at greater risk of not meeting benchmark and comprise over 70% of the students who receive the targeted intervention. Research by Robert Marzano, in his 2003 work *What Works in Schools*, indicates that targeted interventions, within the school day using the deployment model – which increases instructional time, rather than substitutes intervention for instruction, is a promising practice. The alternative considered was to continue past practice, wherein paraprofessionals were utilized on a part-time contract to serve the highest need students on a pull-out basis. Under this alternative, the highest need students missed initial instruction in order to receive support in reading and language arts from a non-credentialed employee. Longitudinal data has illustrated that practice to enhance rather than mitigate the learning gap. In the 2015-2016 school year, an Elementary Intervention Specialist (\$40,173, Goal 2-4) was added to oversee the RtI program and monitor student progress within the program.

At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$120,202, Goal 2-2, \$51,160, Goal 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework. The other alternative considered was to maintain the status quo at over 600 students per counseling caseload and not provide the additional services. Research conducted by R.T. Lapan and others (*The Impact of More Fully Implemented Guidance Programs on the School Experience of High School Students*; *Journal of Counseling and Development*; 75,292-302) illustrated the effectiveness of counseling in showing that student in schools with more fully implemented model counseling programs were more likely to report: earning higher grades; feeling better prepared for their future, and having access to college and career information.

High quality initial instruction is of primary concern for all students, especially those who are less likely to be ready to enter college upon graduation, such as is the case for unduplicated groups including Native American and low income students. While all students benefit, those students most at risk stand to see the greatest benefit. Douglas Reeves, in his work *Transforming Professional Development and Student Results* (2010, www.ascd.org) stresses the importance of providing internal, ongoing professional training. SUSD is building teacher capacity for providing high quality initial instruction in two main ways. First, two Academic Coaches (\$212,875, Goal 1-5) and a Curriculum Director (funded with Supplemental and Title 1 funds - \$34,716 LCFF Supplemental, Goal 1-5), who support implementation of common core standards, improve delivery of initial instruction, and provide ongoing professional training on a bi-monthly basis have been added. The second method of providing additional in-house professional training is through the addition of two contract days, set aside for teacher training needs (\$56,354, Goal 1-3) as identified by employee and parent groups as listed under the annual update for Goal 1. The professional training services have been extended to all teachers because as a small rural district it is impossible to isolate unduplicated students, including Native American and low income students to teachers who serve either only unduplicated student groups. If we were to “track” students, based on being low income (our primary unduplicated group), we would be in violation of a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels.

Research shows that nearly 50% of all children experience emotional trauma in early childhood. Children in low income homes and foster care are even more likely to be exposed to the devastating impact of early childhood emotional trauma on brain and social development. These children exhibit great difficulty managing their emotions, which may be explosive or disproportional to the situation. The inability to self-regulate emotional response and behavior makes

learning difficult not only for the child who has experienced emotional trauma, but also the children who share the classroom with such a child. SUSD Data analysis shows that children from low income families are more likely to require behavioral interventions and support, they also have nearly twice the suspension rate as that for all students as well as a lower attendance rate. In past years, behavioral intervention has focused primarily on managing student's behavior with support from paraprofessionals and some additional counseling from the school psychologist. These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children, increase the capacity for teachers to provide a trauma sensitive environment, and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, to students at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. Research shows that the implementation of social emotional learning curriculum and individual and group therapy is a critical component leading to student self regulation, as stated previously, as identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors or, alternately; to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program. (\$73,361, Goal 3-7 and 3-8).

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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?